



MILWAUKEE
PUBLIC SCHOOLS

2018 –19 Proposed Budget

Fiscal Year: July 1, 2018 – June 30, 2019

Submitted to the Milwaukee Board of School Directors on April 24, 2018

Office of Finance | 5225 W. Vliet St., Milwaukee, WI 53208 | mps.milwaukee.k12.wi.us

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Organizational Section

The Milwaukee Public Schools budget is organized into four sections: Executive Summary; Organizational; Financial, including Schools, Central Services and Line Items; and Informational, including City Profile, MPS Profile and Glossary.

The Organizational section of the 2018–19 Proposed Budget includes information on the school district, the City of Milwaukee, the Milwaukee Board of School Directors, the superintendent and administrative officers. The district’s structure and organization, purpose, goals and strategic objectives are also described.

School District Structure and Organization

Milwaukee Public Schools was established on February 3, 1846, and is operated pursuant to Chapter 119 of the Wisconsin Statutes. MPS is effectively treated by state statutes as a city department but is authorized by law to adopt its own budget. The city is required to levy and collect property taxes to support the MPS budget. The City of Milwaukee is the urban center of the metro region depicted in chart 2.1.

All funds for MPS flow through the city treasurer who, by statute, disburses them at the direction of the Milwaukee Board of School Directors (MBSD). The city comptroller, city treasurer and city attorney perform their respective functions for MPS as well as the city.

MPS does not have authority to issue debt. The City of Milwaukee’s Common Council has authority under Chapters 67 and 119 of Wisconsin Statutes to issue municipal obligations for specific school purposes. When debt financing is contemplated, MPS enters into an intergovernmental cooperation agreement with the City of Milwaukee for any issuance. Bonded indebtedness issued by the city under Chapter 119 for school purposes is limited to two percent of the full value of taxable property in Milwaukee. Bonded indebtedness issued by the city under Chapter 67 for school purposes counts against the city’s debt limit of five percent of the full value of taxable property in the city.

Chart 2.1 Milwaukee Area



The district, governed by the nine-member elected Milwaukee Board of School Directors, provides education services from pre-kindergarten through grade 12 to City of Milwaukee residents and its participating transfer students who reside outside of the city.

The purpose and responsibility of the district is to provide a quality educational system that prepares children for personal and professional success after graduation. In addition to regular educational programs, the district offers comprehensive programs in the areas of multicultural education, early childhood education, and bilingual and

special education. MPS has the greatest variety of high-performing programs in the city, from strong traditional neighborhood schools to Advanced Placement, arts specialty, career and technical education, gifted and talented, International Baccalaureate, language immersion and Montessori. MPS also offers other college and career preparatory programs, including engineering, finance, hospitality and tourism, health sciences and information technology.

In 2018–19 the district is projected to serve 76,035 students. MPS operates 161 schools, which include 97 elementary and K–8 schools, two early childhood centers, five schools serving grades 6–12 or K–12, seven middle schools, 15 high schools, 17 non-instrumentality charter schools, five instrumentality charter schools, seven partnership schools and six alternative schools.

The students of MPS are racially and ethnically diverse: 52 percent African American, 26.5 percent Hispanic, 11.1 percent White, 7.1 percent Asian, 0.6 percent Native American, 0.1 percent Hawaiian/Pacific Islander and 2.6 percent that identify with more than one race. Our English learner students speak over 70 languages.

Schools in Milwaukee can be grouped either by their format – as public schools, charter schools or private schools – or by their governing authorities – the Milwaukee Board of School Directors, other public entities or private organizations. The options for education are extremely varied. The choices include Milwaukee Public Schools; private schools (on private-pay basis); parental choice program schools which are state-sponsored voucher schools; charter schools, which are a form of experimental public school; computer-based virtual schools; open enrollment, which allows students to attend another school district; and home-based private education.

Milwaukee Board of School Directors

The Milwaukee Board of School Directors serves as the district’s governing body in accordance with state and federal law. Board members are responsible for policy making, adopting the budget, and approving personnel, curriculum and other district business matters. Elected by the voters of the district, board members work to advance student achievement and well-being through public education, which motivates learners, fosters inclusion, inspires innovation and builds community.

The Milwaukee Board of School Directors consists of nine members: one member elected at large and eight members elected from numbered districts (for a term of four years) as determined by the Milwaukee Board of School Directors. Board of School Directors are a non-partisan elected body. Elections are held every two years with half of the members elected in alternating two-year cycles to ensure continuity.

Legally, school boards are agents of the state, created by the legislature and selected by the electors of the local school district to represent and act for the state in providing the district with educational programs and facilities. The Milwaukee Board of School Directors is the policy-making body for the school system, serving within the framework provided by law, the will of the local citizenry and the ethics of the education profession.

Beyond the Board Room is an initiative of the Milwaukee Board of School Directors designed to increase two-way communication between the elected school board members and their constituencies, to keep their constituents informed and to create a medium for constituent input. The Beyond the Board Room initiative includes the following:

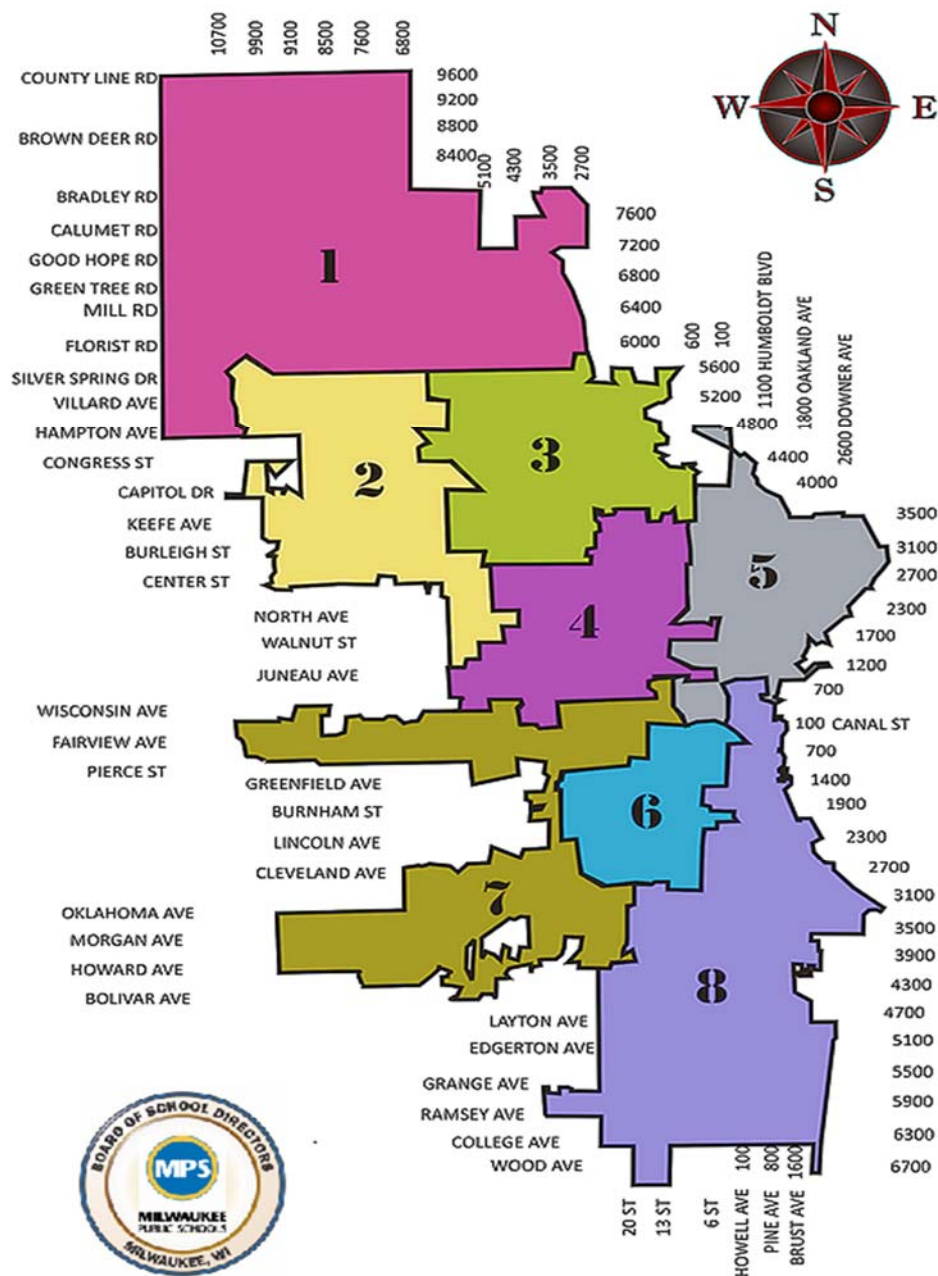
- **Community Learning Opportunities** provide constituents with a better understanding of the role of the Milwaukee Board of School Directors. Sessions are interactive and are facilitated by members of the

Milwaukee Board of School Directors. All participants in these learning opportunities receive certificates of participation.

- **Community Meetings** create an informal forum for communication with members of the Milwaukee Board of School Directors. Community meetings may be offered in the form of open forums, town hall meetings, listening circles and more.
- **Newsletters** are electronic communication from members of the Milwaukee Board of School Directors directly to their constituents. Newsletters include information specific to each board member's district.

Chart 2.2 depicts the eight numbered districts adopted on October 27, 2011. Individual board member snapshots follow the map and include Milwaukee Board of School Directors' bios, a map displaying the specific district boundary and where schools are located within the district and a list of the schools in each district. There is also one at-large director, who is elected by a city-wide vote.

Chart 2.2 Milwaukee Board of School Directors Regions





Mark Sain

District 1
 President
 Term Expires: April 2019

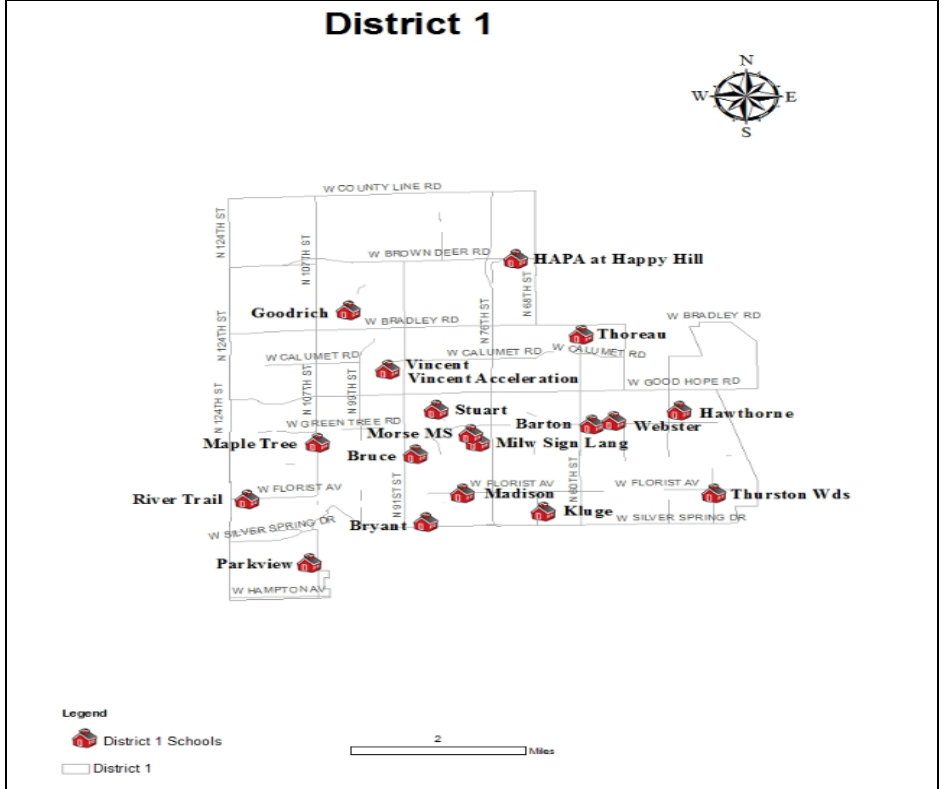
(414) 614-1774
 governance@milwaukee.k12.wi.us



About Mark Sain

Mark Sain (District 1), who was first elected in April 2011, is a lifelong resident of Milwaukee who graduated from Washington High School. Mark and his wife, Charlotte, are the proud parents of four adult daughters and the proud grandparents of seven grandsons and one granddaughter. All of his school-age grandchildren attend MPS schools. Mark became a firefighter in 1980 and retired after a stellar career in 2008. He held multiple positions, from firefighter up to Assistant Chief. As the Assistant Chief, he provided leadership to the 1,100 members of the Milwaukee Fire Department. Mark managed an annual budget of \$92 million. Mark has continued being an active member of the community, having worked with the Helen Bader Foundation's Homework First Program at Phillis Wheatley School, has tutored MPS high-school students in reading comprehension and has sat on the advisory committees of many local agencies. He has worked with Marquette University's Mediation Program. He is also a Trustee of the Milwaukee Public Library. Mark is committed to the education of the students of MPS. With the help of parents, teachers, students, and the Milwaukee community, he feels we can make it happen. Term expires: April 2019; Committee Assignments: Committee on Accountability, Finance and Personnel; Committee on Strategic Planning and Budget

Map of District 1



District 1 Schools

Elementary

- Clara Barton School
- William Cullen Bryant School
- William George Bruce School
- Lowell P. Goodrich School
- Nathaniel Hawthorne School
- Richard Kluge School
- Maple Tree School
- Parkview School
- Gilbert Stuart School

Middle Schools

- Morse Middle School for the Gifted and Talented
- Daniel Webster Middle School

High Schools

- James Madison Academic Campus
- Harold S. Vincent High School
- Vincent Acceleration

K-8 Schools

- Milwaukee Sign Language School
- River Trail School
- Henry David Thoreau School
- Thurston Woods Campus

Non-Instrumentality Charters

- Hmong American Peace Academy (HAPA)



Wendell Harris Sr.

District 2
 Director
 Term Expires: April 2019

(414) 587-1329
 governance@milwaukee.k12.wi.us



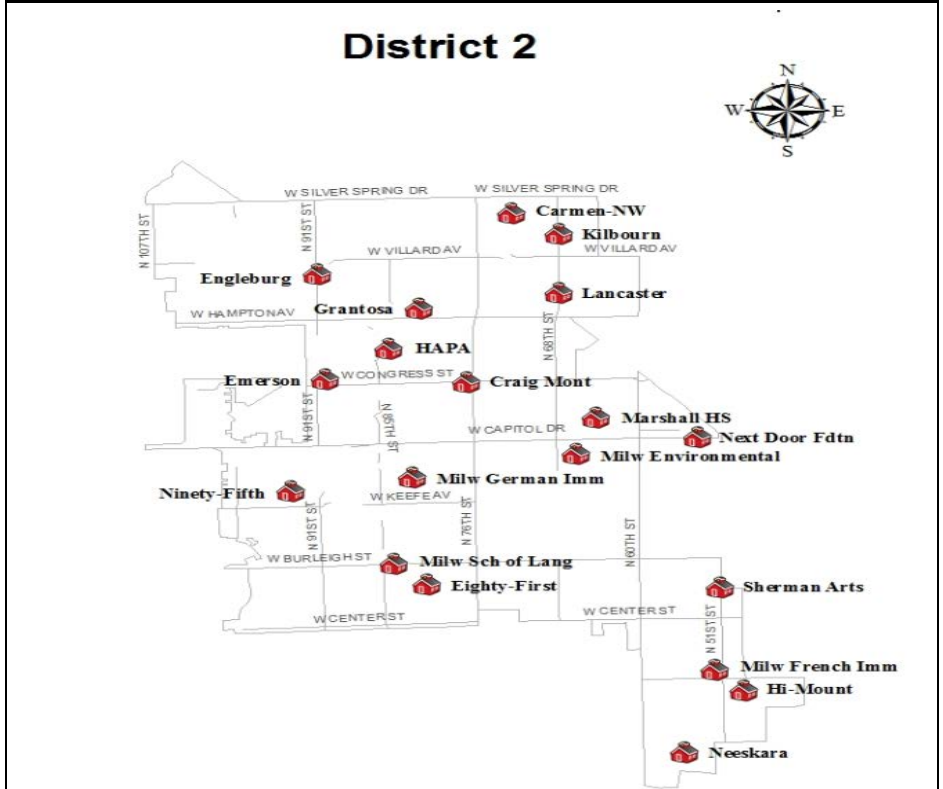
About Wendell Harris Sr.

Wendell J. Harris (District 2), who was first elected to the Board in April 2015, has more than 25 years experience in serving the Milwaukee community. Wendell has served as the 1st Vice President of the NAACP Wisconsin State Conference of Branches Education Committee and as President of the National Coalition of Black American Men, while working with many other community-based organizations throughout the city of Milwaukee. In 1992, Wendell received the "Black Excellence Award for Community Volunteerism" from Bank One and the Milwaukee Times and was nominated for the "Jefferson Award" for outstanding service to the Milwaukee community from TV6/WITI and Marquette University.

Wendell has a Masters of Science Degree in Human Services from Springfield College in Milwaukee, Wisconsin, with an emphasis on organizational management and leadership. He has worked in both volunteer and professional capacities within the Milwaukee Public Schools for over 22 years. Mr. Harris has previously served on the MPS Task Force of Youth Safety and Anti-Violence, having chaired the Mental Health and Wellness sub-committee. For the last 10 years, he has implemented the Ambassadors for Peace Project, which functions to teach youth community- and school-based violence-prevention and conflict-resolution skills. Mr. Harris currently chairs the Milwaukee NAACP Education Committee, which functions to ensure that all children are provided the best possible chance of receiving a quality public education. He and his wife, Rozalia, have been married 20 years and have a son, Damien, who attends Golda Meir High School.

Term expires: April 2019
 Committee Assignments: Committee on Accountability, Finance and Personnel; Committee on Student Achievement and School Innovation; Committee on Parent and Community Engagement; Committee on Strategic Planning and Budget

Map of District 2



District 2 Schools

Elementary

- Eighty-First Street School
- Ralph Waldo Emerson School
- Engleburg School
- Byron Kilbourn School
- Milwaukee French Immersion School
- Milwaukee German Immersion School
- Neeskara School
- Ninety-Fifth Street School

K-8 Schools

- Craig Montessori School
- Grantosa Drive School
- Hi-Mount Community School
- Lancaster School
- William T. Sherman Multicultural Arts School

Multi-Level Schools

- Milwaukee School of Languages

High Schools

- John Marshall High School

Non-Instrumentality Charters

- Carmen Northwest
- Hmong American Peace Academy (HAPA)
- Milw Environmental Sciences
- Next Door Early Childhood



Annie Woodward

District 4
 Director
 Term Expires: April 2021

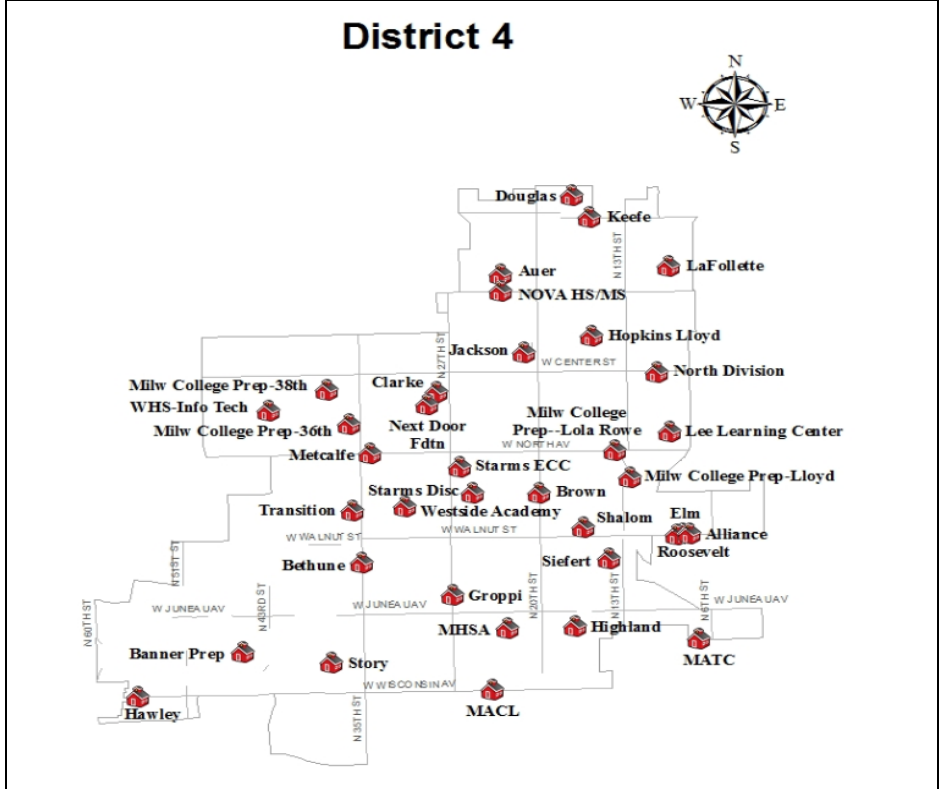
(414) 510-9079
 governance@milwaukee.k12.wi.us



About Annie Woodward

Annie Woodward (District 4), who was elected in April 2009, is a community advocate with a passion for seeking higher academic standards for every child. She is a retiree from the Milwaukee County Department of Health and Human Services, having worked in the areas of mental health and social services from 1967 until 2001. From 1993 until 2000, Ms. Woodward served on the Board of the Milwaukee Inner City Congregations Allied for Hope (MICAH) and on that organization's Economic Development Task Force and Health and Welfare Committee. Ms. Woodward served as Chair of Parkview South Neighborhood and as treasurer of the Mary Church Terrell Club, Inc. As a member of Calvary Baptist Church, she serves as a deaconess and as a women's' class Sunday school teacher. Ms. Woodward did her undergraduate studies in business management and communications at MATC, Alverno College, and Concordia University. Term expires: April 2021; Committee Assignments: Committee on Student Achievement and School Improvement; Committee on Legislation, Rules and Policies, Committee on Parent and Community Engagement, Committee on Strategic Planning and Budget; Committee on Student Achievement and School Innovation

Map of District 4



District 4 Schools

- | | |
|---|---|
| <p>Elementary</p> <ul style="list-style-type: none"> ● Brown Street Academy ● Elm Creative Arts School ● Hawley Environmental School ● Jackson Early Childhood and Elementary ● Siefert School ● Starms Early Childhood ● Westside Academy <p>Middle Schools</p> <ul style="list-style-type: none"> ● Roosevelt Creative Arts Middle School <p>High Schools</p> <ul style="list-style-type: none"> ● Milw High School of The Arts ● North Division ● Washington Information Technology <p>K-8 Schools</p> <ul style="list-style-type: none"> ● Auer Avenue School ● Mary Mcleod Bethune Academy ● Clarke Street School ● Andrew S. Douglas ● Hopkins-Lloyd Community School ● Keefe Avenue School ● Robert M. LaFollette School | <p>K-8 Schools con't</p> <ul style="list-style-type: none"> ● Ralph H. Metcalfe School ● Milwaukee Academy of Chinese Language ● Starms Discovery ● Albert Story School <p>Instrumentality Charter Schools</p> <ul style="list-style-type: none"> ● The Alliance School of Milwaukee <p>MPS Altern Schools/Programs</p> <ul style="list-style-type: none"> ● James E. Groppi High School ● Transition High School ● Lee Learning Center Early Childhood <p>Non-Instrumentality Charters</p> <ul style="list-style-type: none"> ● Highland ● Milw College Prep - 36th St, 38th St, Lloyd and Loyola Rowe ● Next Door Early Childhood <p>Partnerships</p> <ul style="list-style-type: none"> ● Banner Prep ● Northwestern Opportunities Vocational Academy (NOVA) High School/Middle School ● Shalom |
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Larry Miller

District 5
 Vice-President
 Term Expires: April 2021

(414) 469-9319
 governance@milwaukee.k12.wi.us

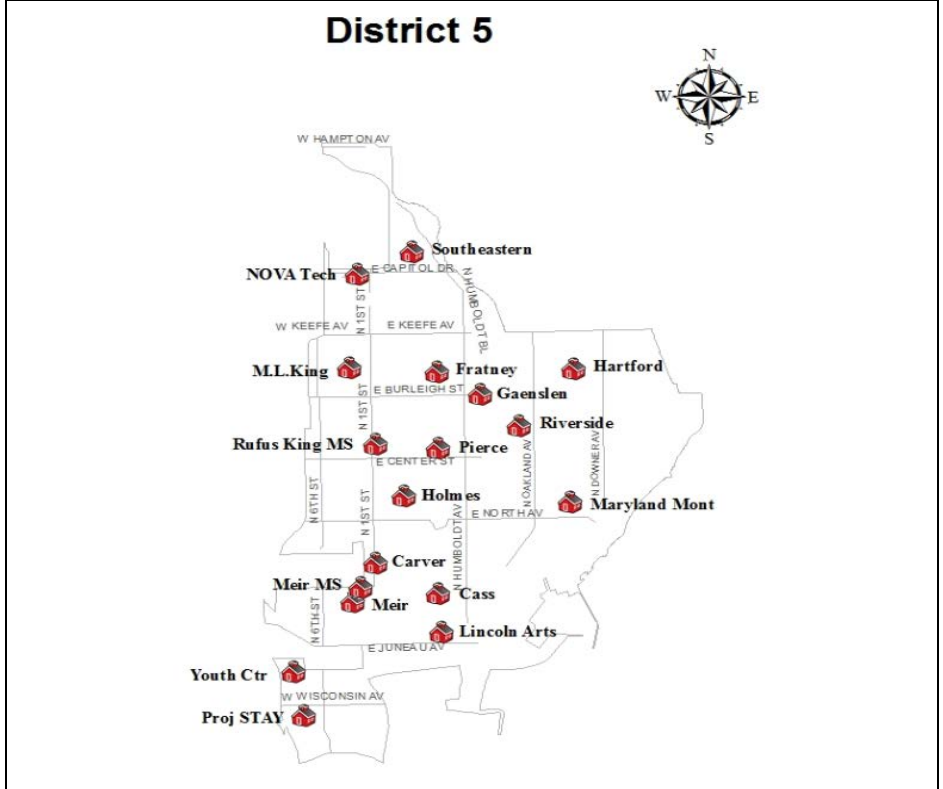


About Larry Miller

Larry Miller (District 5), who was elected in April 2009, is a graduate of the University of Wisconsin and National Louis University. He has an undergraduate degree in education, history and political science and a masters' degree is in education leadership. Larry was a teacher in MPS for 16 years, having taught high-school U.S. history, citizenship, world geography, world history, economics, political science, photography, video production and physical science. He also was an administrator for two years. Larry is an adjunct professor for the Marquette College of Education, teaching Schooling in a Diverse Society. Larry Miller is an editor of Rethinking Schools, a nationally prominent publisher of educational materials that remains firmly committed to equity and to the vision that public education is central to the creation of a humane, caring, multiracial democracy. While writing for a broad audience, Rethinking Schools emphasizes problems facing urban schools, particularly issues of race. Both of Larry's children, Nathaniel and Craig Miller, are MPS graduates. His wife of 38 years is Ellen Bravo.

Term expires: April 2021; Committee Assignments: Committee on Accountability, Finance, and Personnel; Committee on Student Achievement and School Innovation; Committee on Strategic Planning and Budget

Map of District 5





Dr. Tony Baez

District 6
 Director
 Term Expires: April 2021

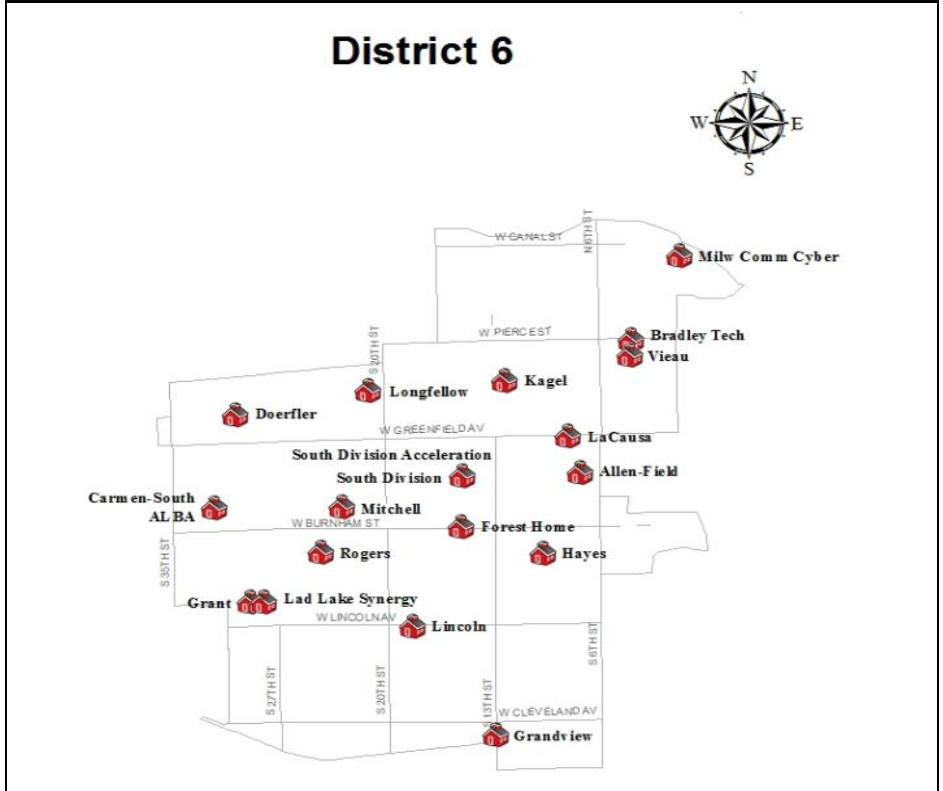
(414) 475-8284
 governance@milwaukee.k12.wi.us



About Dr. Tony Baez

Dr. Luis Antonio (Tony) Báez (District 6), who was elected as the director of District 6 of the Milwaukee Board of School Directors in April 2017, has been extensively involved in public education. He has been a dean and vice-president/provost in two-year colleges; a staff and faculty member in a major research university (UW-Milwaukee); the administrator of two at-risk high schools; and the executive director of community-based organizations. Dr. Baez has trained educators, school principals, teachers, community members and parents. Dr. Báez has been involved locally and nationally in bilingualism, multicultural education, diversity, dual-language education, adult learning and ESL. Dr. Báez has also been involved in major bilingual and desegregation litigation as a resource to community groups and plaintiffs. For the past 40+ years, he has vigorously championed the equity and civil rights of Latinos and others locally and nationally, especially in areas of educational transformation, immigration, health, police-community relations, diversity and civil rights. Dr. Báez received the YWCA's Racial Justice Award (1990), the A Choice Commitment to Justice Award (1995), the Excellence in Education Award from the Milwaukee Board of School Directors (1995), the State Superintendent's Friend of Education Award (2013); the state's Martin Luther King Heritage Award for Social Justice (2014); and the City of Milwaukee's Frank P. Zeidler lifetime Public Service Award (2015). In 2010, the Wisconsin Association for Bilingual Education (WIABE) created the annual Tony Báez Leadership and Advocacy Award. Term expires: April 2021; Committee Assignments: Committee on Accountability, Finance, and Personnel; Committee on Legislation, Rules and Policies; Committee on Parent and Community Engagement; Committee on Strategic Planning and Budget

Map of District 6



District 6 Schools

- | | |
|--|---|
| <p>Elementary Schools</p> <ul style="list-style-type: none"> ● Allen-Field School ● Forest Home Avenue School ● Albert E. Kagel School ● Lincoln Avenue School <p>High Schools</p> <ul style="list-style-type: none"> ● Lynde and Harry Bradley Technology and Trade School ● South Acceleration ● South Division High School <p>K-8 Schools</p> <ul style="list-style-type: none"> ● Anna F. Doerfler School ● U.S. Grant School ● Hayes Bilingual School ● H. W. Longfellow School ● Alexander Mitchell Integrated Arts School ● Rogers Street Academy ● Escuela Vieau School | <p>Instrumentality Charter Schools</p> <ul style="list-style-type: none"> ● Academia De Lenguaje Y Bellas Artes (ALBA) <p>Non-Instrumentality Charters</p> <ul style="list-style-type: none"> ● Carmen South ● Milw Community Cyber (MC2) High School ● La Causa <p>Partnerships</p> <ul style="list-style-type: none"> ● Grandview ● LAD Lake Synergy |
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Paula Phillips

District 7
 Director
 Term Expires: April 2021

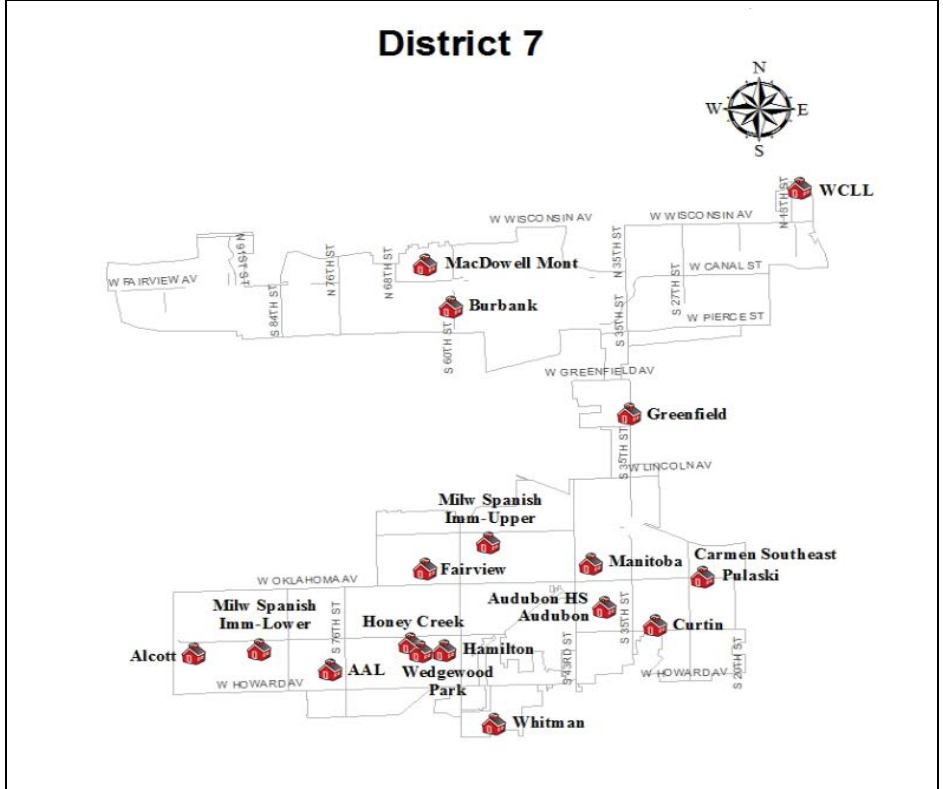
(414) 475-8284
 governance@milwaukee.k12.wi.us



About Paula Phillips

Paula Phillips (District 7), who was first elected to represent the 7th District of the Milwaukee Board of School Directors in April 2017, developed a lifelong passion for education after seeing the tremendous impact it had on her own life and the stabilizing influence it can have on those who have difficult lives at home. She first came to Milwaukee to serve as an AmeriCorps volunteer with Public Allies, then continued to build her career in the nonprofit sector at City Year Milwaukee. Prior to her nonprofit work, Ms. Phillips worked at a local church, organizing domestic and international volunteer trips. She currently works to empower women and promote diverse leadership at the Medical College of Wisconsin. Her roles have included organizational change management, budget development/management, government relations, board development, staff development, office management, volunteer recruitment and management, talent acquisition and strategic planning. Paula is a first-generation college graduate who attended Milwaukee Area Technical College and received her B.S. in Agricultural and Applied Economics with a certificate in Global Health from the University of Wisconsin-Madison. She lives on Milwaukee's southwest side with her partner, Daniel. Term expires: April 2021; Committee Assignments: Committee on Accountability, Finance, and Personnel; Committee on Legislation, Rules and Policies; Committee on Strategic Planning and Budget

Map of District 7



District 7 Schools

- | | |
|--|---|
| <p>Elementary Schools</p> <ul style="list-style-type: none"> ● Academy of Accelerated Learning ● Milwaukee Spanish Immersion School (K4-K5) ● Milwaukee Spanish Immersion School <p>Middle Schools</p> <ul style="list-style-type: none"> ● Audubon Technology and Communication Middle School ● Wedgewood Park International School <p>High Schools</p> <ul style="list-style-type: none"> ● Audubon Technology and Communication High School ● Alexander Hamilton High School ● Casimir Pulaski High School | <p>K-8 Schools</p> <ul style="list-style-type: none"> ● Louisa May Alcott School ● Luther Burbank School ● Jeremiah Curtin School ● Fairview School ● Greenfield School ● Manitoba School ● Walt Whitman School <p>Instrumentality Charter Schools</p> <ul style="list-style-type: none"> ● Honey Creek <p>Non-Instrumentality Charters</p> <ul style="list-style-type: none"> ● Carmen Southeast <p>Mult-Level Schools</p> <ul style="list-style-type: none"> ● Edward A. MacDowell Montessori ● Wisconsin Conservatory of Lifelong Learning (WCLL) |
|--|---|



Carol Voss

District 8
Director
Term Expires: April 2019

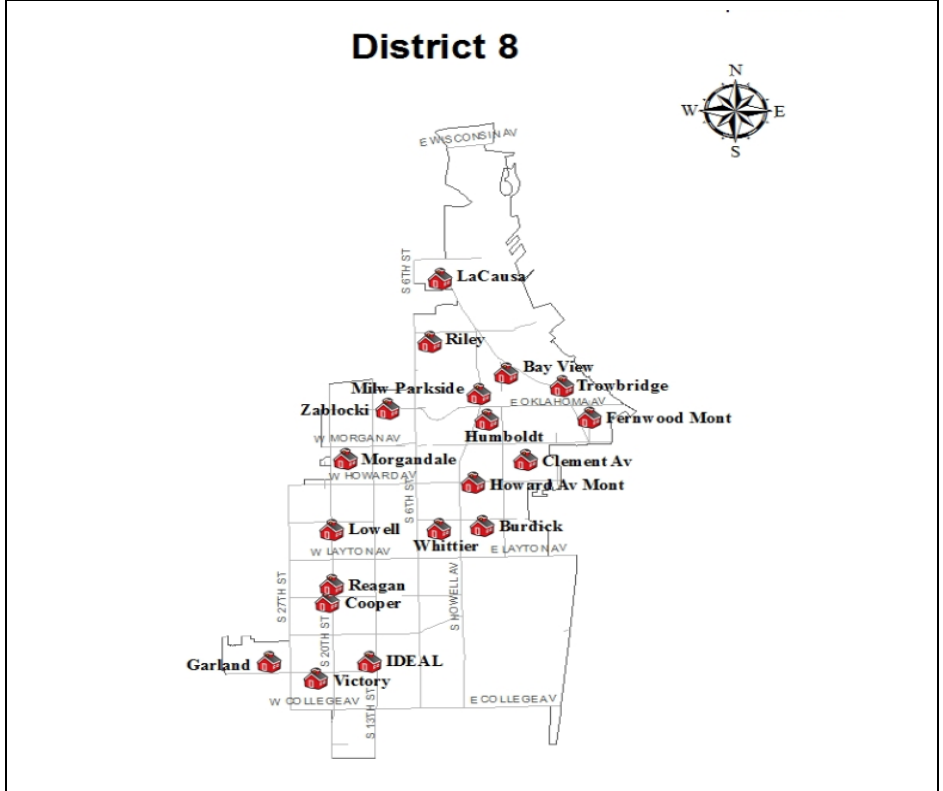
(414) 852-5817
governance@milwaukee.k12.wi.us



About Carol Voss

Carol Voss (District 8), who was first elected to represent the Eighth District on the Milwaukee Board of School Directors in April 2015, is a passionate MPS parent and community and business leader in Milwaukee. A lifelong Milwaukee resident, she is a public relations director in the nonprofit sector with past experience in healthcare settings. Carol is not only a nonprofit professional, but also has been a dedicated volunteer in the “Believe in Bay View” initiative at Bay View High School and co-founded the Bay View Neighborhood Association (BVNA). She is also the founder of the Chill on the Hill concert series in Humboldt Park, among other efforts. Carol earned her B.S. degree in occupational therapy from the University of Wisconsin-Madison and a M.S. degree in business from the University of Wisconsin-Milwaukee. She is the daughter of two teachers, has been married 20+ years to her husband, David, and has two MPS children — one in a Montessori K3-8 school, and one in an IB high school. Term expires: April 2019; Committee Assignments: Committee on Student Achievement and School Innovation; Committee on Parent and Community Engagement; Committee on Strategic Planning and Budget

Map of District 8



District 8 Schools

- | | |
|---|--|
| <p>Elementary</p> <ul style="list-style-type: none"> ● Bay View Montessori School ● Lowell School ● James Whitcomb Riley School ● Clement J. Zablocki School <p>High Schools</p> <ul style="list-style-type: none"> ● Bay View High School ● Ronald Wilson Reagan College Preparatory High School | <p>K-8 Schools</p> <ul style="list-style-type: none"> ● A.E. Burdick School ● Clement Avenue School ● James Fenimore Cooper School ● Fernwood Montessori School ● Hamlin Garland School ● Humboldt Park School ● Morgandale School ● Milwaukee Parkside School ● Trowbridge Street School of Great Lakes Studies ● Victory K-8 School for the Gifted and Talented <p>Instrumentality Charter Schools</p> <ul style="list-style-type: none"> ● Individualized Developmental Approaches to Learning (I.D.E.A.L.) School ● John Greenleaf Whittier School <p>Non-Instrumentality Charter</p> <ul style="list-style-type: none"> ● La Causa School |
|---|--|



Terrence Falk

Member at Large

Director

Term Expires: April 2019

(414) 510-9173

governance@milwaukee.k12.wi.us

About

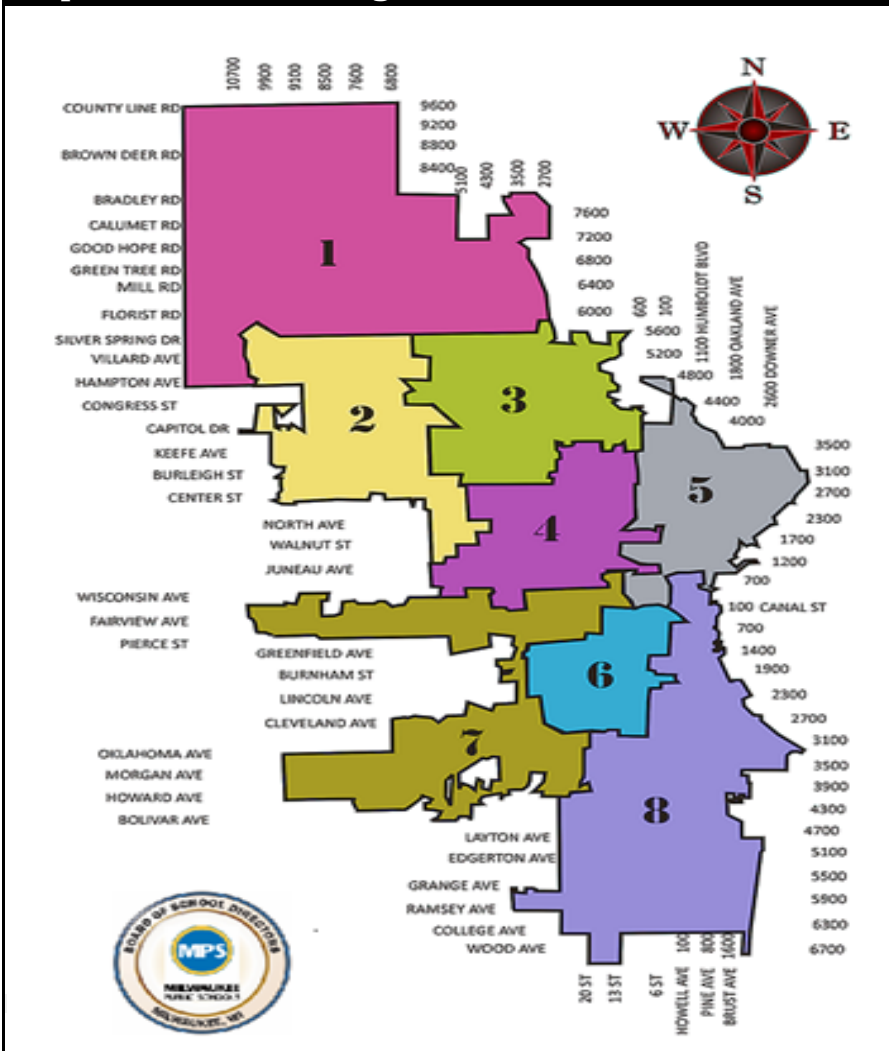
Terrence Falk (At-Large), who was first elected to the Board in 2007, had previously served as an MPS English and speech teacher for more than 30 years. In 1997, he coached Juneau High School to a state debate title, the first ever for an MPS debate team. Falk has also written professionally for magazines such as Milwaukee Magazine, Science, and Wisconsin Trails. His wife, Janet, is a retired art teacher who taught in a local Catholic school. Both his son and his daughter are graduates of MPS — Juneau High School. Terry believes that education happens in the classroom, not the boardroom, and the policies of this district must be focused on supporting education at the classroom level. That means supporting good teachers, keeping class sizes manageable, and fostering a well rounded education of basics skills, critical thinking, and creativity within a safe and nurturing school environment.

Term expires: April 2019; Committee Assignments: Committee on Legislation, Rules and Policies; Committee on Strategic Planning and Budget; Committee on Student Achievement and School Innovation

Terrence

Falk

Map of Member at Large

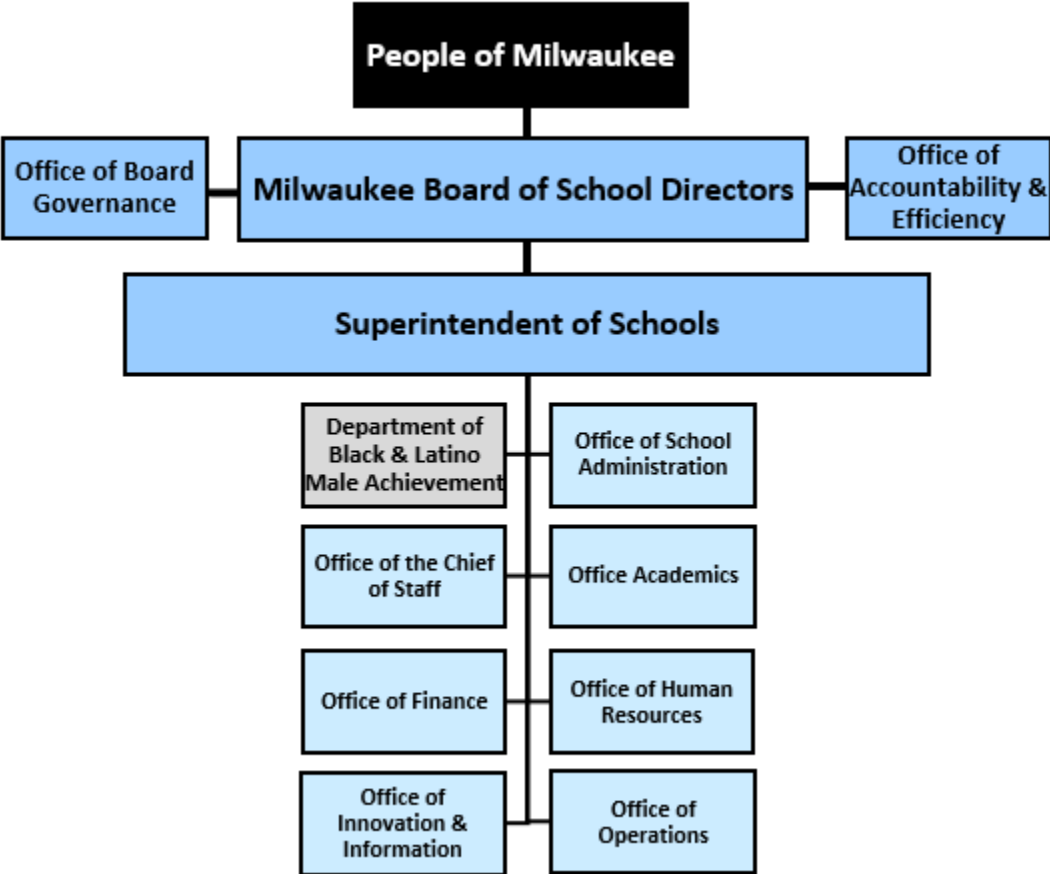


Member at Large Schools

The Member at Large Board position represents all schools throughout the district.

Chart 2.3 shows the district organizational chart. The superintendent of schools; the board clerk, who also serves as the Chief of the Office of Board Governance; and the co-managers of the Office of Accountability and Efficiency report directly to the Milwaukee Board of School Directors. All other district positions report to the superintendent of schools.

Chart 2.3 MPS Organizational Chart



The Office of Board Governance provides support to the Milwaukee Board of School Directors in cooperation with but independent of the superintendent in effectively and efficiently governing the district. This support includes but is not limited to reviewing and proposing policy; conducting fiscal analyses; preparing communications for the board and public; fulfilling statutory or other legal requirements; preparing meeting notices and agendas for the meetings of the board and its committees; serving as the board's secretary, clerk and parliamentarian; and maintaining records of the board's actions.

The Milwaukee Public Schools’ Board of School Directors established the **Office of Accountability and Efficiency** in 2010 to enhance transparency, oversight and accountability to the financial operations; to evaluate fiscal performance; and to recommend solutions in furtherance of fiscal stewardship of Milwaukee Public Schools.

Superintendent of Schools works with all of the district's major offices, the Milwaukee Board of School Directors and MPS school communities to put systems in place to prepare students for success in higher education, post-educational opportunities, work and citizenship.

Superintendent of Milwaukee Public Schools

Darienne B. Driver, Ed.D., Superintendent of Schools

The Milwaukee Board of School Directors unanimously approved Dr. Darienne Driver to lead Milwaukee Public Schools on October 1, 2014. Dr. Driver is a high-energy visionary who has initiated a series of bold reform measures designed to improve student outcomes through deeper engagement with community organizations, parents, students and staff, and by increasing opportunities for staff development and support.



Dr. Driver is committed to improving the academic outcomes of each student in Milwaukee Public Schools. Key efforts introduced under Dr. Driver's leadership include development of Eight Big Ideas, a series of organization-wide strategies that link and reinforce key efforts to improve outcomes; creation of a Regional Development Plan to expand high-performing programs and increase enrollment opportunities; driver education; arts in education; expansion of Advanced Placement opportunities; expansion of college and career readiness programs, including innovative career and technical education programs; and the creation of a new department to improve the educational achievement of Black and Latino male students.

Prior to being named superintendent, Dr. Driver was MPS's first Chief Innovation Officer. In that role, she was successful in narrowing the achievement gap in MPS Signature Schools, which are the schools with the greatest need for improvement.

Previous to joining MPS, Dr. Driver served as Deputy Chief of Empowerment Schools for the School District of Philadelphia. Prior to her work in Philadelphia, she served as Coordinator of Strategic Management and Accountability and Special Assistant to the Superintendent in Clayton County (GA) Public Schools. She began her career as an elementary school teacher in the Detroit Public Schools.

Dr. Driver's academic achievements include a doctorate from Harvard University in Urban Superintendency, master's degrees in education from Harvard University and in curriculum development from the University of Michigan, and an undergraduate degree from Spelman College in child development.

Dr. Driver is committed to working in partnership with organizations within Milwaukee. She serves on the boards of directors for a variety of organizations, including the United Way of Greater Milwaukee and Waukesha County, where she also serves as chair of the Volunteer Engagement Committee; City Year Milwaukee; Bradley Tech Commission; The Public Policy Forum; Aspen Superintendent Network; and, Junior Achievement. Dr. Driver is a member of the Executive Council for Milwaukee Succeeds, serves as chair for the Council of the Great City Schools, and sits on the Harvard University Board of Overseers.

During her tenure as superintendent, Milwaukee Public Schools earned a Silver Well Workplace award from the Wellness Council of America and a Distinguished Budget Presentation award from the Government Finance Officers Association. In January 2015, Dr. Driver was acknowledged for her dynamic professional achievements and her contributions to build a stronger community by the *Milwaukee Business Journal* as a "40 Under 40" award recipient. In 2017, Driver was named Most Valuable Person by the Boys & Girls Clubs of Greater Milwaukee.

Dr. Keith P. Posley, Ed.D, Interim Superintendent of Schools



Dr. Keith P. Posley, a 27-year veteran of Milwaukee Public Schools, with extensive school-based and district leadership experience, has been named interim Superintendent of Milwaukee Public Schools by the Milwaukee Board of School Directors.

Dr. Posley will replace Dr. Darienne Driver, who is leaving the district effective July 6, 2018 to become President and CEO of the United Way of Southeastern Michigan.

“Dr. Posley’s leadership and experience make him an exceptional choice for interim superintendent,” said Milwaukee Board of School Directors’ President Mark Sain. “We look forward to working with Dr. Posley to continue our work to improve student achievement.”

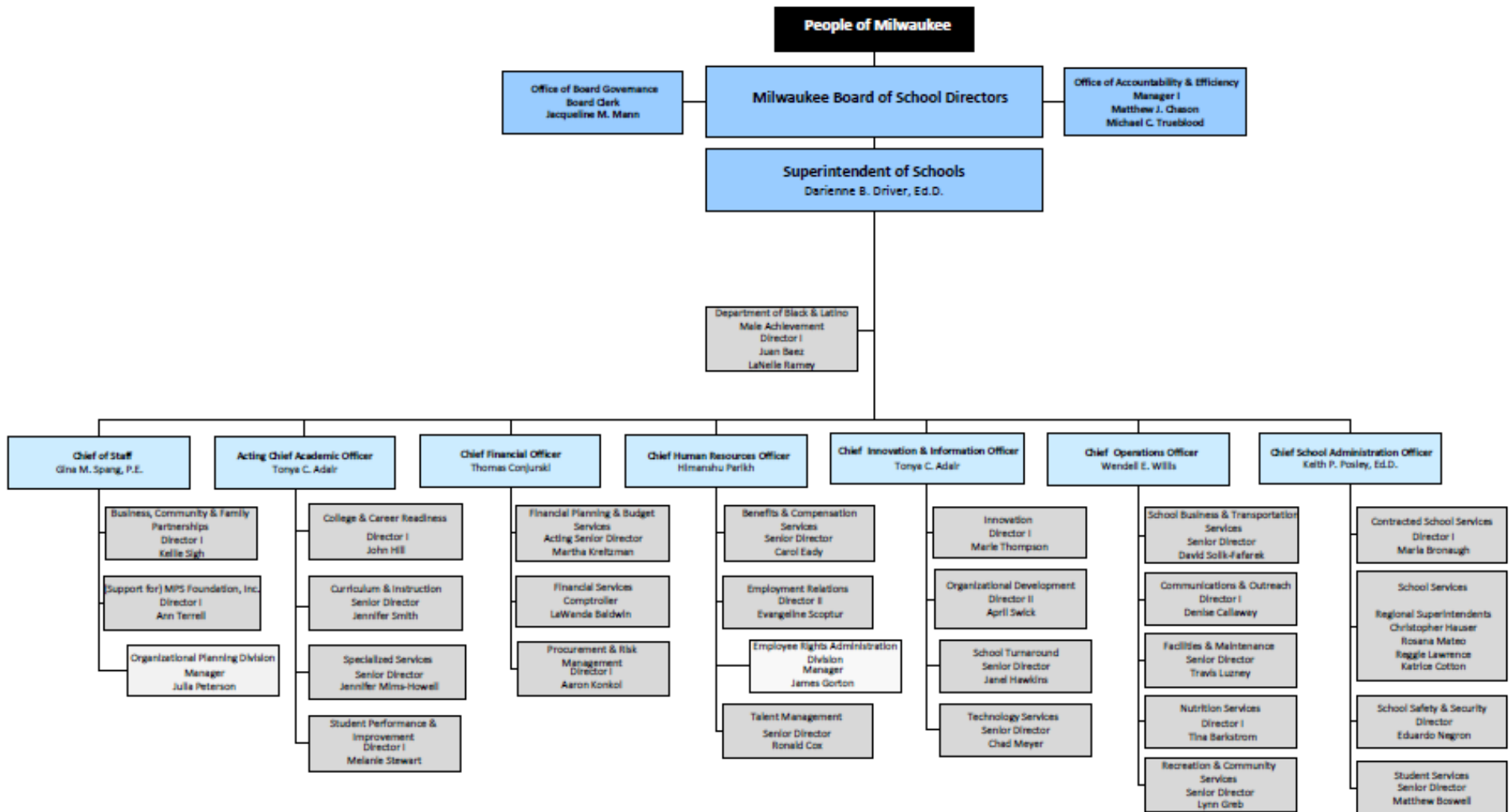
Dr. Posley is currently Chief School Administration Officer for Milwaukee Public Schools, providing support, supervision, and accountability for the district’s 160 schools. He has worked in district administration since 2003 and has also worked as a principal, assistant principal and teacher. Dr. Posley was recognized as one of eight exemplary principals by President George W. Bush on the first anniversary of the No Child Left Behind Act.

“I appreciate the confidence of the Board in selecting me for this position and look forward to working with them,” Posley stated. “We have challenges ahead as we work together to improve student outcomes, but we are headed in the right direction.” He continued, “My initial focus is on a strong end to the school year, working with the Board to achieve a balanced budget, and making sure there is a strong start to the new school year. I believe reading, math and writing need the intense focus of the entire district. Each child must possess a strong knowledge base in these critical areas.”

Dr. Posley earned his doctorate in Educational Leadership and a certificate of Advanced Studies in Administrative Leadership from National Louis University. He received a master’s degree in Curriculum and Instruction from the University of Wisconsin-Milwaukee and his undergraduate degree from Tougaloo College in Mississippi.

Chart 2.4 MPS Offices and Departments Organizational Chart

Milwaukee Public Schools District Organization



Regional System of Support

Through an **integrated system of school support, supervision and accountability**, MPS promotes academic achievement; meaningful student, family and community engagement; and effective and efficient operations. Work across the Offices of Academics, Innovation & Information and School Administration have realigned to support each school community in the improved service to students and families. Other offices and departments are changing their practices to reflect a more case-management approach to assist schools in problem solving and in their individual operational improvement efforts.



The **Office of School Administration** provides support, supervision, intervention strategies and accountability systems to schools and school leaders so students in all MPS schools have a safe, supportive learning environment conducive to learning. Regional superintendents support four geographic regions: Northwest, Central, Southwest and East.

Regional superintendents, along with operations managers, assume general oversight of the day-to-day operational activities of school leaders related to culture and climate and help ensure compliance with the district's administrative requirements and deadlines. School operations managers work closely with school leaders to provide support and guidance related to the school's culture and climate. Regional managers of specialized services help ensure compliance with various special education regulations and use of strategies to improve educational outcomes for students with special education needs. Regional PBIS coaches support data analysis and use of positive behavioral interventions to improve student attendance, behavior and success. Regional attendance liaisons support staff assigned to address issues related to removing barriers to student attendance. These staff members meet with administration, students and families to ensure that barriers to attendance are reduced or removed and students access their education.



The **Office of Academics** serves as an anchor office providing leadership and support for academic curriculum. This work is supported by content-area managers, curriculum specialists and teacher leaders through curriculum, instructional guides and professional development content development. In addition to supporting curriculum and instruction, staff in Academics support student achievement through college and career readiness, specialized services and student performance and

improvement. Academics staff work collaboratively to support teaching and learning of Common Core State Standards that are aligned to district-adopted curriculum and assessment. Effective instructional practices and the improvement of equitable access for all students to quality educational instruction, resources and programs is a priority to ensure evidence-based, developmentally appropriate practices.

The **Office of Innovation & Information** supports implementation of teaching and learning best practices. While district and school reform continues to be a vital component of the overall strategic plan, the office provides specific supports to the district’s “Collective Impact” efforts as well as instructional implementation supports and strategies through the Transformation Network, made up of eight instructional zones aligned by school specialty. Each zone is supported by an instructional superintendent or an instructional leadership director accountable for supporting the overall instructional focus of each school by providing coaching and guidance in executing research-based methods to improve student achievement.

Each regional superintendent leads a **regional cross-functional team** accountable for supporting operational effectiveness, which includes representatives from the Office of Innovation, Office of Academics and Office of School Administration. Regional teams work closely with school-based parent coordinators. Parent coordinators serve as the liaison between school and parents. Parent Coordinators

- educate teachers and staff on how to communicate and work effectively with parents as equal partners,
- advise and train parents on how to address issues with the leadership staff in school meetings,
- serve as a school-based intermediary contact for concerns and comments made by parents and community members,
- provide referrals to community-based services for families,
- develop community collaborations; promote sharing of power with parents as decision makers,
- help parents understand the education system so they can become better advocates for their children’s education, and
- maintain the parent resource center in their school.

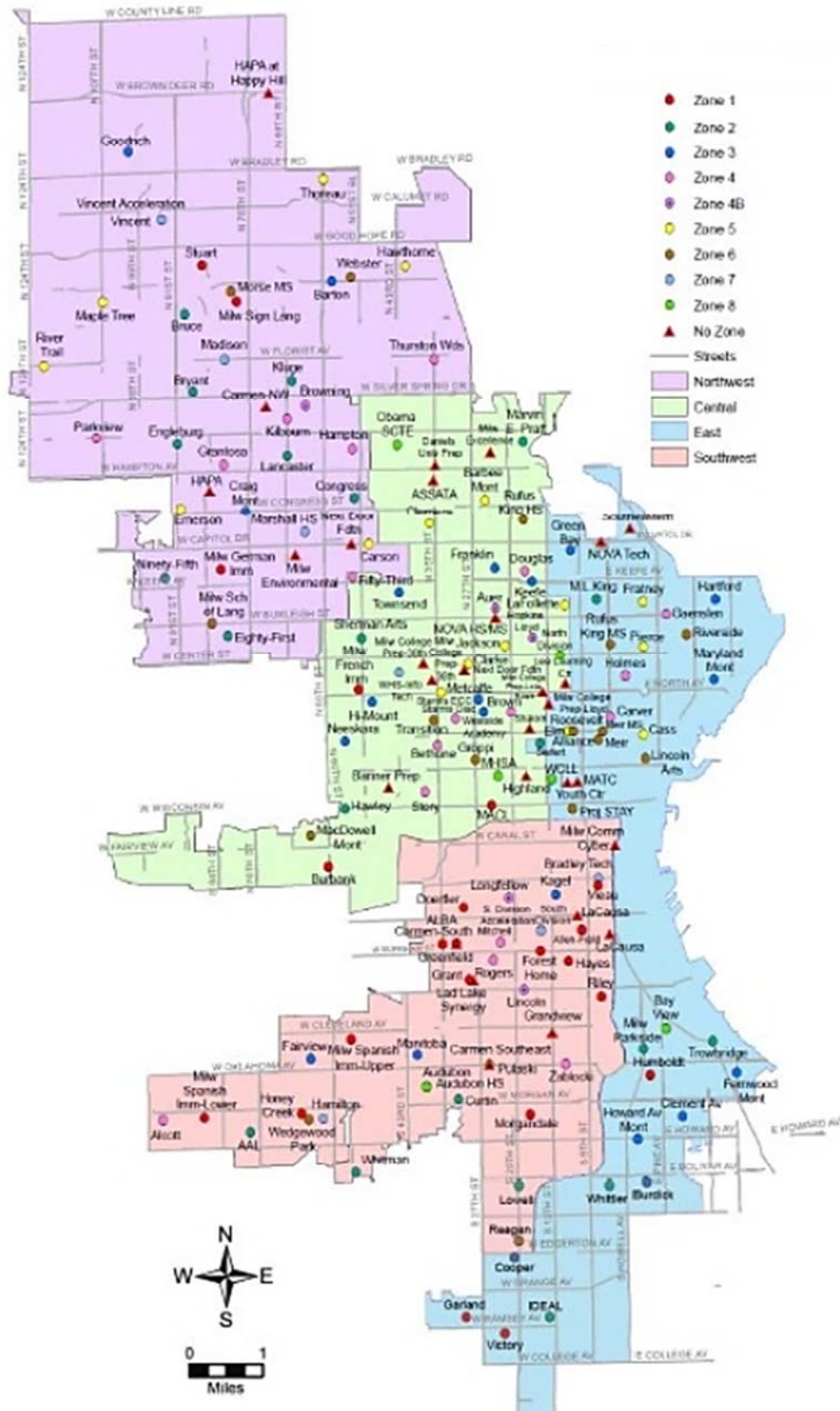
The Department of Black and Latino Male Achievement (BLMA) works to create the systems, structures and spaces that guarantee success for Black and Latino boys. The department works to elevate positive narratives while working with educators to raise expectations and ensure ambitious instruction is achieved within a supportive environment. BLMA’s core functions are rooted in connecting with local and national best practices on improving academic and life outcomes for Black and Latino boys and young men in MPS. The department reports directly to the superintendent and works to analyze data and adopt local and national best practices that result in improved academic and life outcomes for this population.

Below is a map, Chart 2.5, representing both the regional and instructional regions within MPS.



Chart 2.5 Regional and Instructional Map

REGIONAL AND INSTRUCTIONAL MAP

Strategic Plan

The district's strategic plan is comprised of the vision, mission, core beliefs, strategic direction and goals for MPS. The strategic plan is a dynamic, active document that guides decision-making at the school and district levels. Annually the strategic plan is reviewed and updated in conjunction with the district's budget. The goals and objectives in the strategic plan are the focus and driving force of the district with all other plans, resources, programs and initiatives affecting the plan year supporting these goals.

The district began work to update the strategic plan in late 2012 with a series of public meetings allowing facilitators to collect input from our staff, students and members of the community. This inclusive process has continued with a series of updates, surveys and outreach sessions in the district.

The key elements of the strategic plan – the mission statement, vision statement, core beliefs and goals – were updated to incorporate the feedback received in public meetings, parent and student gatherings, and MPS online surveys. At its February 2014 meeting, the Milwaukee Board of School Directors unanimously approved the key elements that continue to be the basis for the superintendent's comprehensive plan to improve student achievement.

Mission

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

Vision

MPS will be among the highest student growth school systems in the country. All district staff will be committed to providing an educational environment that is child-centered, supports achievement and respects diversity. Schools will be safe, welcoming, well-maintained and accessible community centers meeting the needs of all.

Relevant, rigorous and successful instructional programs will be recognized and replicated. The district and its schools will collaborate with students, families and community for the benefit of all.

Goals

1. Academic Achievement
2. Student, Family and Community Engagement
3. Effective and Efficient Operations

Core Beliefs

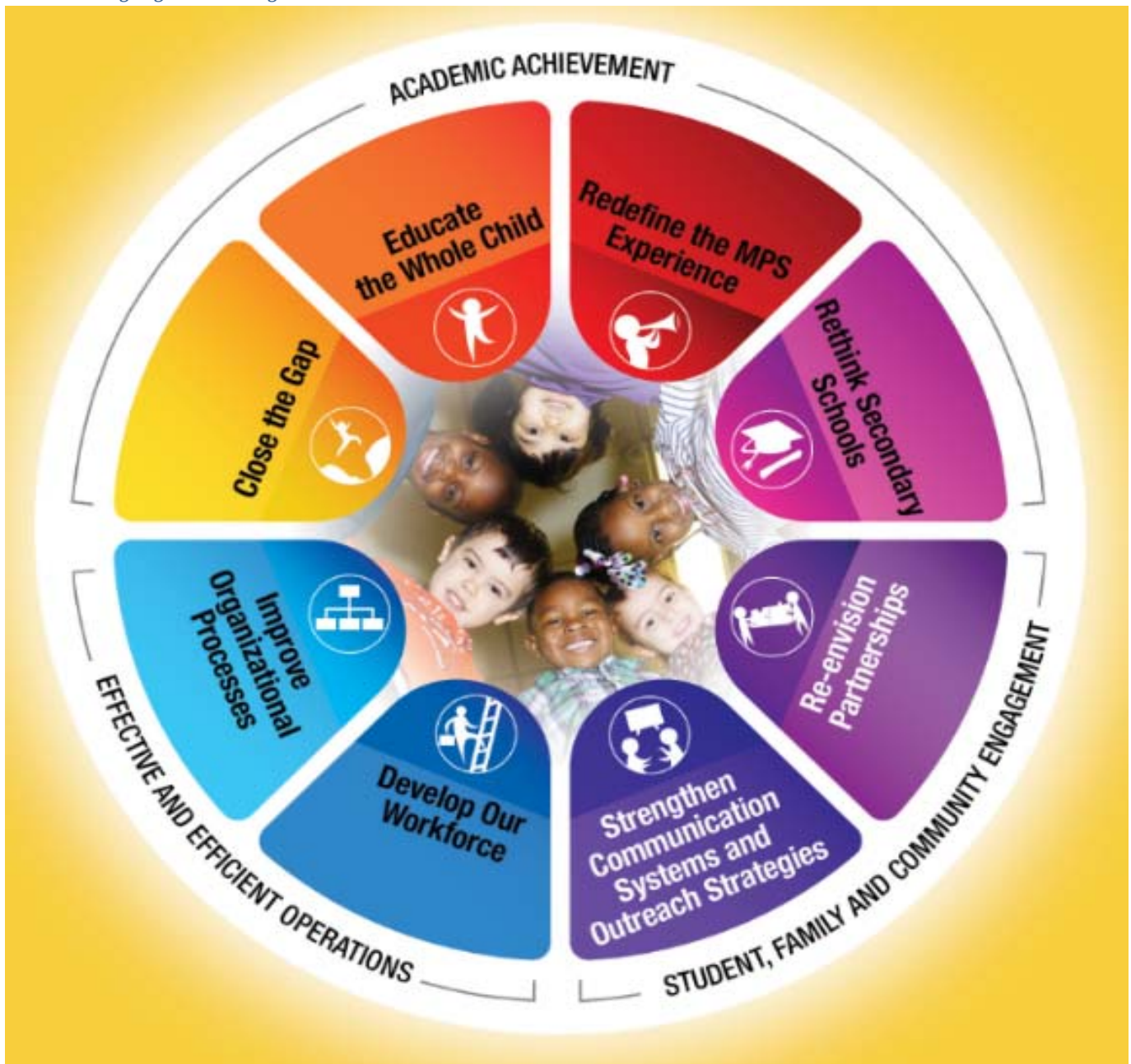
- 1 Students come first.
- 2 Wherever students are learning is the most important place in the district.
- 3 Educators and school staff have high expectations for all students, and provide the foundation for their academic success.
- 4 Leadership, educator development and child-driven, data-informed decision making are keys to student achievement.
- 5 Involved families are integral to increasing student achievement.
- 6 Student voice is encouraged and respected.
- 7 Quality community partnerships add value.
- 8 Increased operational and financial efficiencies are consistently pursued to support learning opportunities for our students.
- 9 Central Services supports student achievement, efficient and effective operations, and student, family, and community engagement.

Objectives

The MPS Strategic Plan is designed to bring together the most important efforts that define the district’s success. The intent is that everyone in the district understands the strategic plan, finds their role in the plan and works to accomplish the goals of the plan in order to achieve the vision of being among the highest student growth school systems in the country.

To advance the Milwaukee Board of School Directors’ goals, the district developed a set of strategic objectives known as the “Eight Big Ideas,” as depicted in Chart 2.6. These Eight Big Ideas include outcome statements that describe MPS in five years. Together, the board’s goals and the Eight Big Ideas create a cohesive yet flexible plan that aligns, drives and prioritizes the district’s work.

Chart 2.6 Big Eight Ideas Aligned to the District’s Three Goals



MPS Problem of Practice

Milwaukee Public Schools has neither consistently nor effectively engaged all of our students of color in an environment conducive to learning. In K-8 reading and math, 21.9 percent and 19.7 percent, respectively, of our students of color are proficient. In high school reading and math, 17 percent and 12.9 percent of our students of color are proficient. Our students of color are not achieving at acceptable levels, and that adversely impacts their lives and the well-being of the Milwaukee community.

MPS has identified the following issues that perpetuate and reinforce our problem of practice: inconsistent district culture; competing priorities, and a lack of data systems for school improvement. The projects within the strategic plan are focused on addressing the problem of practice.

Strategy Development and Implementation

In September 2016, the Milwaukee Board of School Directors adopted the full strategic plan for the district. For each of the Eight Big Ideas, this included defined outcome statements, key progress indicators, lines of effort and a prioritized portfolio of projects. The objectives in the Eight Big Ideas strategic plan are reinforced by the district's budget process and together ensure that key programs and projects are aligned, prioritized and funded to support positive outcomes for our students.

In the 2018–19 school year, MPS will be in year four of a five-year strategic plan process.

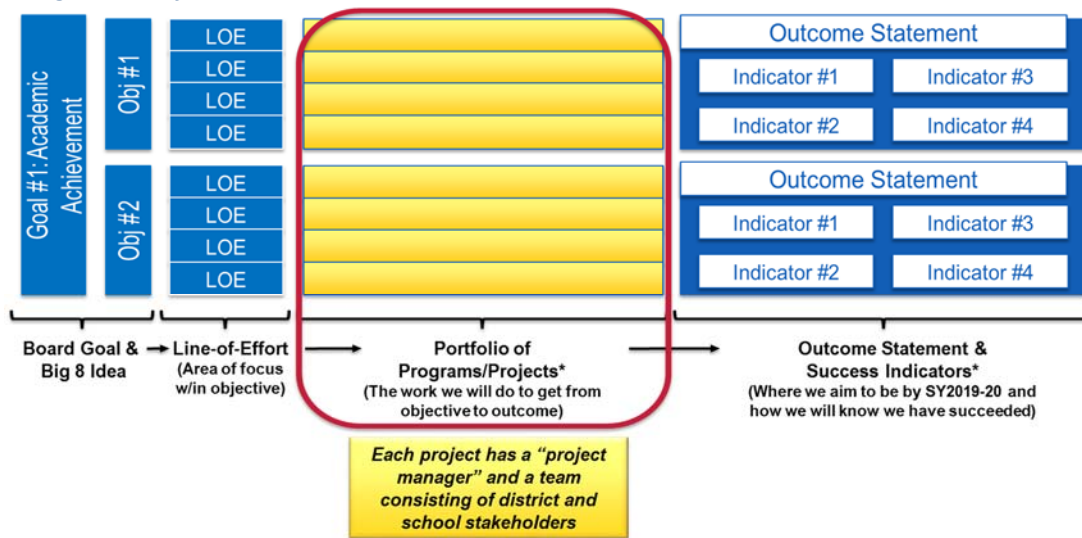
- In year one (2015–16), MPS leadership and staff developed the Eight Big Ideas nested within the board's three goals, establishing this year as the "baseline" year for measurement and aligning work to begin building out the full strategy.
- Year two (2016–17) saw the board's approval of the full strategic plan.
- In year three (2017–18), we focused our efforts on refinement and alignment of our prioritized portfolio, implementation of robust decision matrixes, and continued development of standard operating procedures. We also published our first forward-facing version of the plan.
- In year four (2018–19), we will continue work on strategic plan implementation, focusing on prioritization of projects that support our desired outcomes, implementing strategic planning within our schools via our school improvement process and building capacity to use data inquiry to guide strategy and measure progress toward outcomes.

Each of the Eight Big Ideas has a team working toward the objective's defined vision statement and related progress indicators. Approximately four key strategies support each big idea, put into action by a group of related projects with assigned project managers.

Every project manager leads a project team in the creation of a logic model and action plan, and these collectively roll up to create a one-page summary. These "one-pagers" are used to support the superintendent's annual performance evaluation by the board as well as communicate about the project and its progress toward its respective big idea.

Chart 2.7 below demonstrates strategic plan layout to complete the work within each project supporting the plan.

Chart 2.7 Strategic Plan Layout



*Some metrics are currently under development, with tools and baselines established in SY 2016-17.

Behind every project within the portfolio, a project manager manages the work and coordinates a team around the initiative. Every project includes a logic model and action plan, and these collectively roll up to create the line-of-effort one-pager. These one-pagers are used to support the superintendent’s performance evaluation. All documents are considered critical to execution of district strategy. Chart 2.8 shows the project-level logic model.

Chart 2.8 Project Logic Model

Logic Model: Instill a Culture of Project Management in MPS (Phase II, FY18)

Program Theory of Change: Establishing project management within the organizational culture as a means to get work done and collaborate will result in more efficient work processes and meetings, decreased time wasted, increased collaboration, and improved communication and morale.

Process Theory: A project management steering committee will implement and support project management as a method of work, as well as a large-scale project management and collaboration tool, Smartsheet.

Impact Theory: Should the roll-out be implemented well, the culture of the workplace will become one of project management, where communication and collaboration lead to increased efficiency and improved morale.

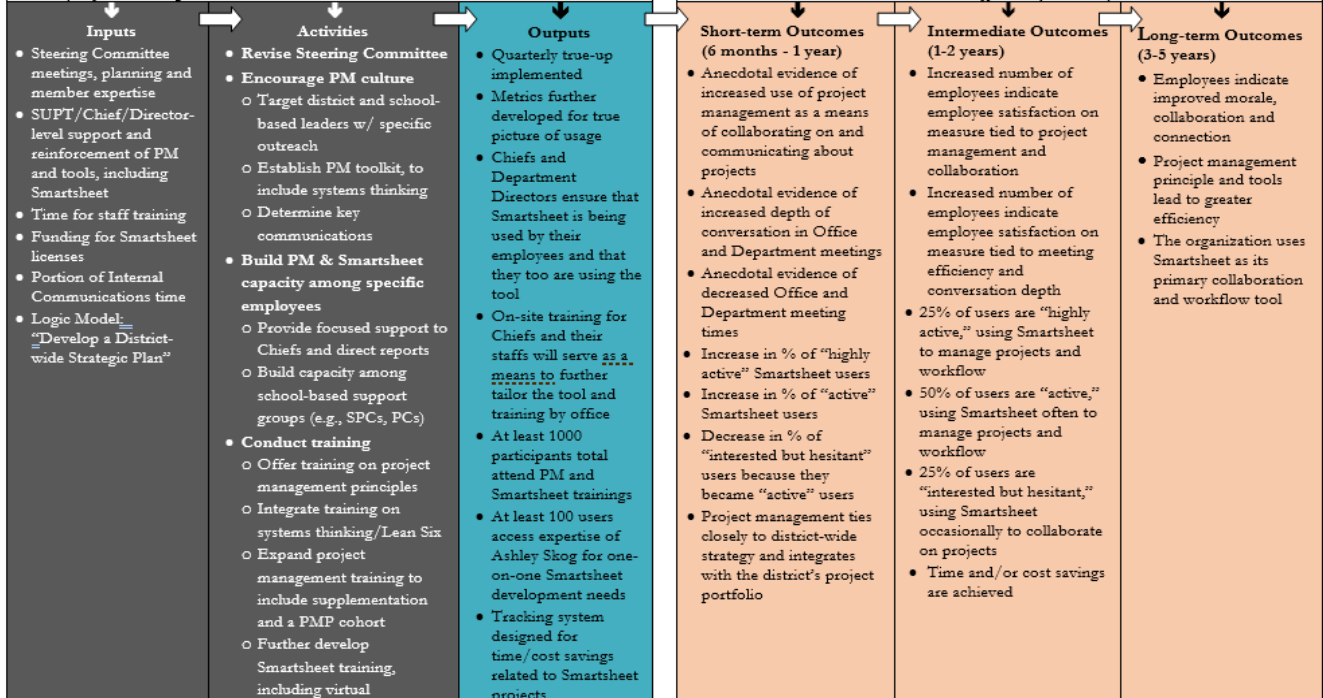


Chart 2.9 shows the line-of-effort (LOE) one-pager that sums projects within the LOE based on the logic model.

Chart 2.9 LOE One-Pager

LOE One-pager
(Sums projects within LOE based on logic model)

GOAL: EFFECTIVE & EFFICIENT OPERATIONS

What we're doing: Improve Organizational Processes

Where we're headed: *MPS is a leader in using best practices, systems and processes equitably and efficiently to align and maximize resources in support of our strategic objectives.*

What we believe: *In improving organizational priorities, we reinforce processes that create and successfully implement efficiencies and long-term resource allocations that redirect dollars and optimize practices based on identified priorities of need.*

How we'll get it done: Strategic Planning & Project Management within MPS

KEY INITIATIVES	WHAT YOU'LL SEE IN FY18	WHAT WE'LL NEED TO GET THERE	THE LONG-TERM IMPACT YOU'LL EXPERIENCE
Implement the structures and processes for strategic planning	<ul style="list-style-type: none"> Conduct objective kick-offs and provide preparatory training for project managers Conduct two to three leadership retreats to address organizational culture and build collaboration Complete "data dictionary" to gather and track strategic plan metrics Create a prioritization matrix to refine project portfolio 	<ul style="list-style-type: none"> Staff time for objective kick-offs and for execution of strategic plan documents Staff time and funding for leadership retreats Staff completion of data dictionary components Objective coordinator co-creation of prioritization matrix Leadership support for strategic plan processes generally and organizational culture work specifically 	<ul style="list-style-type: none"> Collective staff investment in a strategic direction Clear path to strategic outcomes shared by all stakeholders Improved organizational culture, employee satisfaction and employee morale
Timeline	July – Nov. 2017 Strategic plan objective kick-offs; leadership retreats	Dec. 2017 – Feb. 2018 Prioritization matrix drafted, reviewed and finalized	Feb. – June 2018 Prioritization matrix applied; FY19 project portfolio final
Implement and integrate district wide project management (PM)	<ul style="list-style-type: none"> Incorporation of project management (PM) concepts into office and department level planning Expansion of PM training to include third course on team building Build-out and formalization of PM training to include MPS certifications and national certifications 	<ul style="list-style-type: none"> Department and office level leader buy-in Time to develop training courses Funding for certification coursework and test preparation 	<ul style="list-style-type: none"> Improved employee morale, collaboration and connection Project management tools leaders to greater efficiency in operations

Chart 2.10 demonstrates the work completed within each project supporting the strategic plan.

Chart 2.10 Strategic Plan Projects

DISTRICT GOAL: ACADEMIC ACHIEVEMENT

BIG IDEA 1 } CLOSE THE GAP

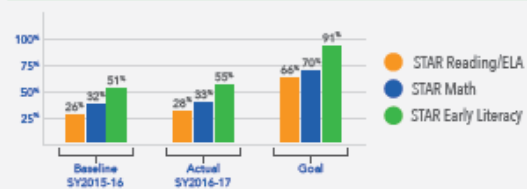
The Vision: MPS is a national symbol of excellence for educating all students, providing a rigorous academic program that ensures equitable opportunities for all children to reach their full potential.

KEY STRATEGIES

- INCREASE EQUITY, ACCESS AND OPPORTUNITY
- ESTABLISH CONTINUOUS IMPROVEMENT FOR TEACHING & LEARNING
- GUIDE SCHOOL TRANSFORMATION
- ENHANCE BILINGUAL MULTICULTURAL EDUCATION
- CULTIVATE COLLECTIVE IMPACT

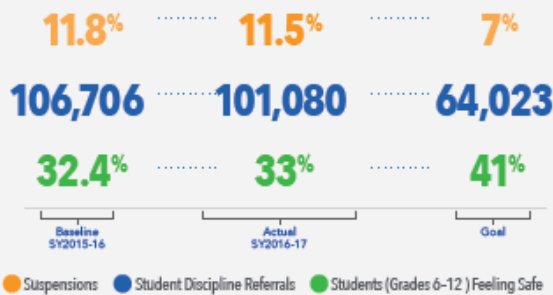
SUCCESS INDICATOR

Increase in proficiency or above for all student groups



BIG IDEA 2 } EDUCATE THE WHOLE CHILD

CLIMATE & SAFETY



The Vision: MPS provides a nurturing, consistent and validating experience for every child so that both educational and social-emotional needs are met.

KEY STRATEGIES

- ORGANIZE SOCIAL-EMOTIONAL LEARNING SUPPORTS
- PROMOTE HEALTHY CHOICES
- STRENGTHEN STUDENT-TEACHER RELATIONSHIPS
- EXPAND EARLY CHILDHOOD OPPORTUNITIES

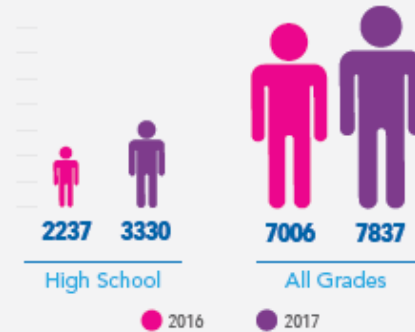
BIG IDEA 3 } REDEFINE THE MPS EXPERIENCE

The Vision: Every MPS school provides robust co/extracurricular experiences that engage and inspire every child.

KEY STRATEGIES

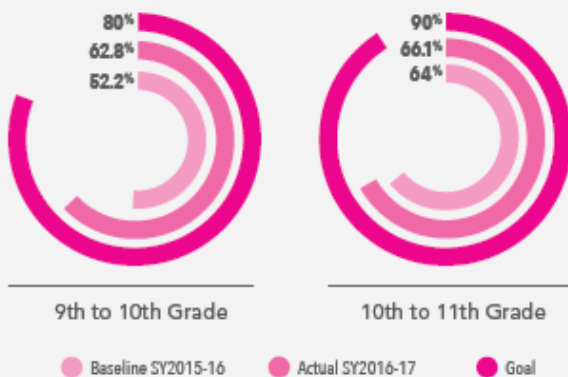
- EXPAND FINE ARTS OPPORTUNITIES
- EXPAND CO/EXTRACURRICULAR OPPORTUNITIES
- REDEFINE EXTENDED LEARNING OPPORTUNITIES
- ENHANCE RECREATION ACCESS & OPPORTUNITIES

MPS SUMMER SCHOOL PARTICIPATION RATES



BIG IDEA 4 } RETHINK SECONDARY SCHOOLS

GRADE 9 and GRADE 10 PROMOTION RATES



The Vision: Every MPS student graduates on time with a personalized pathway to success in college, career and life.

KEY STRATEGIES

- RETHINK HIGH SCHOOLS
- RETHINK MIDDLE SCHOOLS
- TRANSFORM COLLEGE READINESS
- TRANSFORM CAREER READINESS

DISTRICT GOAL: STUDENT, FAMILY, AND COMMUNITY ENGAGEMENT

BIG IDEA 5 RE-ENVISION PARTNERSHIPS

The Vision: MPS cultivates and maintains mutually beneficial partnerships and collective impact efforts to maximize resources that promote greater student outcomes.

KEY STRATEGIES

- DEVELOP ROBUST BUSINESS PARTNERSHIPS
- EMPOWER FAMILIES
- ADVOCATE FOR THE WELL-BEING OF STUDENTS AND THE COMMUNITY



● SY2015-16 Baseline ● SY2016-17 Actual ● Goal

Schools With Aligned Business Partners



Volunteers Supporting Schools



Alumni Plugged Into "Hub"

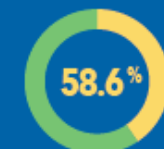


STRENGTHEN COMMUNICATIONS SYSTEMS AND OUTREACH STRATEGIES

BIG IDEA 6

IMPROVED PUBLIC PERCEPTION OF MPS

In online and phone surveys, the % of respondents who answered "agree" or "strongly agree" with the statements:



"MPS is a good school district."



"I believe MPS welcomes all children regardless of race, language, class, religion, gender identity, sexual orientation or disability."

The Vision: The community is engaged in, understands and supports the work of MPS and families choose our district as a trusted and valued education provider.

KEY STRATEGIES

- STABILIZE ENROLLMENT
- IMPROVE INTERNAL COMMUNICATION
- EXECUTE MPS BRANDING & AWARENESS CAMPAIGN
- EMBED CUSTOMER SERVICE IN MPS CULTURE

DISTRICT GOAL: EFFECTIVE AND EFFICIENT OPERATIONS

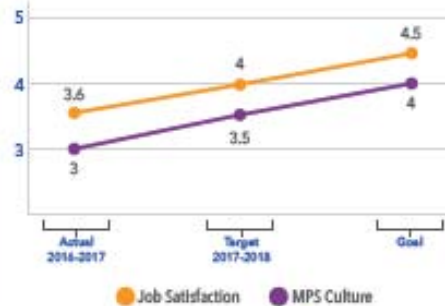
BIG IDEA 7 } DEVELOP OUR WORKFORCE

The Vision: As an organization respected for supporting diverse, healthy, highly skilled and engaged employees, MPS is an employer of choice.

KEY STRATEGIES

- IMPROVE RECRUITMENT & RETENTION OF STAFF
- CULTIVATE EMPLOYEE WELL-BEING
- OVERHAUL PERFORMANCE, COMPENSATION, & RECOGNITION
- DEVELOP LEADERSHIP

WORKPLACE WELL-BEING QUESTIONNAIRE RESULTS



BIG IDEA 8 } IMPROVE ORGANIZATIONAL PROCESSES

The Vision: MPS is a leader in using best practices, systems and processes equitably and efficiently to align and maximize resources in support of our strategic objectives.



Government Finance Officers Association and Association of School Business Officials awards for "distinguished" and "meritorious" budget, FY17 and FY18

5,000+

TRAINING HOURS COMPLETED

to implement digital transformation of MPS Finance and Human Resources platforms, as well as our enterprise-wide collaboration platform.

KEY STRATEGIES

- ALIGN INFRASTRUCTURE
- ESTABLISH STRATEGIC PLANNING & PROJECT MANAGEMENT WITHIN MPS
- ENHANCE STUDENT & BUILDING SAFETY
- SOLIDIFY ASSET & RESOURCE DEVELOPMENT

Examples of Strategic Progress in School Year 2017–18

With nearly three years of full strategic plan implementation, Milwaukee Public Schools (MPS) pursues progress and achievement in its three Board of School Directors' goal areas.

ACADEMIC ACHIEVEMENT INITIATIVES

- 1 **Equity Work Under Way:** As a result of our equity policy and framework, the district and community partners are supporting culturally responsive teaching throughout our schools; equity training is now available and under way through MPS departments.
- 2 **Professional Development Structures:** Created a structure for monthly, half-day collaborative institutes between school support teachers and principals, providing opportunity for robust, school-based professional development.
- 3 **United Nations Schools of International Learning (UNSIL) Implementation:** This program has expanded to 13 MPS schools, with 60 new teachers trained to deliver the curriculum to students in grades 4 through 7, impacting approximately 2,500 students.
- 4 **Collective Impact Opportunities:** Secured an \$856,000 grant from Herbert K. Kohl Charities for support of the Milwaukee Parent Institute, Learning Journeys program, and math transition courses.
- 5 **Credit Recovery:** Credit recovery course completion is on track to increase 35% over the 2015–16 school year.
- 6 **Mindfulness Implementation:** Solid launch of mindfulness programming throughout the district's schools, with 299 school mindfulness team training sessions, 144 school-based staff professional development sessions, and 1,408 in-classroom, parent and student mentoring sessions conducted.
- 7 **MPS Drive Expansion:** The program has served 2,762 students since February 2016, with 97% passing the temporary permit test, and 589 students thus far obtaining a probationary license.
- 8 **Twilight Centers Success:** Welcomed 130,000+ participants across seven Twilight Centers since program launch in October 2016, giving students in our community a welcoming, safe place to engage in supportive activities.
- 9 **Year of the Arts:** In addition to robust arts opportunities and experiences throughout the year, 7000+ students will participate in 166 performances at the All-City Music Festival at Summerfest May 9-11, 2018.
- 10 **Advanced Placement (AP) and International Baccalaureate (IB) Opportunities:** Approximately 4,200 students are taking an AP or IB course this year, representing 21% of our high school students.
- 11 **Summer Academy Development:** Increased our 2017 *High School Summer Academy* student participation from 568 in 2015 to 2,237 in 2016 to 3,330 in 2017.
- 12 **Career Readiness Progress:** Successfully presented 42 work readiness sessions at MPS high schools with 1,672 students attending, resulting in over 300 Youth Apprenticeship applications and a successful districtwide job fair connecting 656 students to 55 employers.

STUDENT, COMMUNITY & FAMILY ENGAGEMENT

- 13** **Adopt-a-School Expansion:** Decreased the number of schools without an Adopt-a-School partner from 73 to 49; hosted 44 events highlighting business and community partnerships.
- 14** **Parent Leadership:** Increased average attendance of our parent District Advisory Council to 98 participants per month, up from average of 53 in 2015–16 and 76 in 2016–17.
- 15** **Family Outreach:** Hosted special education events for 659 families: 230 families at Foro Latino, 259 families at Breakfast with Santa and 170 families at Celebrating Abilities.
- 16** **Community Support:** Secured a \$250,000 partnership with Families & Schools Together, Inc. to increase family engagement at five pilot MPS schools.
- 17** **Advisory Group Launch:** Launched the District Immigration Advisory Group, composed of refugee resettlement agendas, before- and after-school care providers, advocacy organizations and MPS departments.
- 18** **Enrollment Improvements:** Successfully rolled out three-choice enrollment and kindergarten enrollment exceeding 2016–17 enrollment fair numbers; expanded parent portal from 286 accounts to 40,000+ accounts.
- 19** **Branding the Future:** Rolled out the new graphics package “Find Your Future,” which now guides numerous campaigns and has been incorporated into 300+ projects.
- 20** **Internal Communication Efforts:** Overhauling of internal communications under way, with a review of our primary internal communications processes and an added effort on one-on-one consultations for process improvement.

EFFECTIVE & EFFICIENT OPERATIONS

- 21** **Professional Learning:** MPS University expanded offerings with ESL and bilingual licensure as well as project management certification pathways.
- 22** **Career Pathways & Compensation:** Identified and established pathways for MPS paraprofessionals to become teachers via partnerships with local education programs; implemented the first year of base pay increases for the “Road to \$15.”
- 23** **Recruitment Expansion:** Increased employee recruitment, establishing contacts at Historically Black Colleges & Universities, attending national job fairs, and building relationships abroad.
- 24** **Facilities Analysis:** Conducted comprehensive public outreach, surveying, and site visits to build the Long-Range Facilities Master Plan, presented to the board April 2018.
- 25** **Employee Wellness:** Established an employee wellness steering committee, improved data collection on our employee wellness program, and increased employee assistance program (EAP) usage from 4.8% to 5.4%.
- 26** **Digital Transformation:** To increase collaboration, conduct process improvement, and better support schools, expanded Smartsheet – a collaboration platform – beyond Central Services to our schools.
- 27** **Learning Management System:** Conducted 7,000+ hours of training on Infor, our new Human Resources and Finance system, ready to launch in January 2019.
- 28** **Strategic Planning:** Published the official MPS strategic plan document, demonstrating progress on outcomes and metrics as a result of a project-based approach to the work.

Strategic Business, Community, District and Family Partnerships

The MBSD and administration work together using a **Collective Impact** strategy. This strategy is premised on the belief that no single policy, government entity, organization or program can tackle or solve the increasingly complex social problems we face in the City of Milwaukee. The approach calls for multiple organizations or entities from different sectors to abandon their own agenda in favor of a common agenda, shared measurement and alignment of effort. Unlike collaboration or partnership, Collective Impact initiatives have centralized infrastructure – known as a backbone organizations – with dedicated staff whose role is to help participating organizations shift from acting alone to acting in concert with one another. Milwaukee Public Schools is an integral part of Milwaukee, and we constantly strive to build and maintain community partnerships. These connections enable us to maximize resources while drawing upon the extensive knowledge of experts who help us improve our services.

MPS C.A.R.E.S. (Community and Recreation Engaging Students) is a community outreach and programming strategy aimed at increasing community-based opportunities for Milwaukee’s children and young adults. This multipronged approach uses school facilities and recreation services to create safe spaces for youth, involve students in youth mobilization opportunities and engage district employees in serving the community through volunteerism. In the first year of implementation, through the MPS C.A.R.E.S. initiative, seven Twilight Centers were opened with over 87,500 visits recorded. Partnerships were formed with eight community agencies and eight playground locations to engage youth in the Summer Stars league, and Wellness Days brought together 12 community health groups to offer free wellness programming and resources to families at different locations throughout the year.



And, thanks to our partnerships with the **Milwaukee Bucks, Running Rebels, Milwaukee Fire and Police Commission, Milwaukee Police Department, Safe & Sound and the City of Milwaukee**, MPS C.A.R.E.S. has launched a free midnight basketball league for young men. This initiative provides a safe space for league participants while integrating elements to help them improve their lives, including mentoring, career development and life skills.

Milwaukee Public Schools is fortunate to partner with many dynamic businesses, organizations and foundations that help improve student achievement, engage our families and help develop staff. We continue to pursue partnerships to positively affect learning outcomes at our schools. **M³** is a partnership among Milwaukee’s three largest public educators, **Milwaukee Public Schools, Milwaukee Area Technical College** and the **University of Wisconsin–Milwaukee**, which seeks to ensure student success within these institutions to meet the workforce needs of business and industry in the region and improve the well-being of Wisconsin citizens. **M³** will create a roadmap that leads to a seamless transition from high school to higher education and careers by marshalling the resources of the three largest education entities to positively impact Milwaukee.

The **District Multilingual Multicultural Advisory Committee (DMMAC)** was created as a result of the Bilingual Resolution adopted by the Milwaukee Board of School Directors in April 2014. The group works to advance multicultural and multilingual education in MPS and includes educators, families, community members and district leaders who share the goal of improving and expanding bilingual and dual-language programs across the district. The Bilingual Resolution tasks MPS with a continuation of its commitment to bilingualism as well as the promotion and maintenance of language immersion, dual language and heritage programs.

The support of the GE Foundation, through a \$20.4 million grant, initially focused on building effective instructional practices aligned to state standards in several K-8 schools across the district. Those instructional practices are now being expanded to all schools throughout MPS. The focus of the GE grant has shifted to supporting math and STEM instructional practices in middle schools and high schools as well as developing “employability skills” among students and establishing school-based College and Career Centers across the district.

The national **Campaign for Black Male Achievement (CBMA)** will support the **Department of Black and Latino Male Achievement** through a strong partnership. CBMA has selected Milwaukee as one of five priority cities and has worked closely with district and community leaders to identify proven strategies and to coordinate resources to improve academic and life outcomes for boys and men of color. Further support for the department comes from a partnership with the Milwaukee County Office on African-American Affairs.



Milwaukee Public Schools works closely with **Milwaukee Succeeds** to identify opportunities for Milwaukee’s children from pre-school through college. MPS is working with Milwaukee Succeeds on a pilot program focused on foundational reading skills for students and teachers in grades K5–2 on coaching at Gwen T. Jackson, Clarke Street, Carver, Forest Home, Maple Tree, Hopkins Lloyd, Rogers, Mitchell and Parkview schools. Early findings show encouraging results and promising growth in students participating in the program for reading achievement.

The **Westlawn Choice Neighborhood Initiative** includes the City of Milwaukee and the Housing Authority of the City of Milwaukee, which were awarded a \$30 million Choice Neighborhoods Implementation Grant to transform Westlawn and the surrounding neighborhood into an inclusive community of opportunity with quality housing, schools, businesses, services and amenities where people want to live, learn, work, shop and play. Milwaukee Public Schools was selected as the lead education partner for this initiative with the goals of ensuring that every child is prepared to excel in school and to transform four neighborhood schools – Browning, Kilbourn, Kluge and Carmen Northwest – into high-performing schools with strong ties to the neighborhood.

MPS continues to work closely with The Bartolotta Restaurants to implement the culinary arts program in four high schools: Bay View, JMAG, Washington and Vincent. The program uses the **ProStart®** curriculum, which is a

nationwide, two-year program that prepares high school students for promising careers in the restaurant and food service industry. Students receive real-world, hands-on experience to build culinary arts and management skills. Through a unique partnership, The Bartolotta Restaurants provide expertise in planning for facility renovations, assisting with fund raising and equipment acquisition, training teachers and recruiting chef-mentors to assist teachers in the classroom.

MPS is proud to be a part of **Turnaround Arts**, a national program of the John F. Kennedy Center for the Performing Arts. It was founded in 2011 by the President’s Committee on the Arts and the Humanities, a White House advisory committee on cultural issues. It empowers high-needs schools with innovative arts, dance, theater and music programs, arts integration across subject areas, arts resources, musical instruments and high-profile artist mentors, as a proven strategy to help address broader school challenges and close the achievement gap. Four MPS schools participate in the Turnaround Arts program – MLK Jr., Lancaster, Sherman and Roosevelt. Some of Milwaukee’s top arts partners are part of the Turnaround Arts effort, including Cre8MKE, Danceworks, First Stage Children’s Theater and the University of Wisconsin–Milwaukee Peck School of the Arts. In addition, UWM and Cardinal Stritch, through a grant from the Margaret A. Cargill Foundation, are partnering with MPS to recruit, train and provide ongoing support for MPS arts educators.



The **Panasonic Foundation** partners with public school districts and their communities to break the links between race, poverty, and educational outcomes by improving the academic and social success of all students. In June 2015, the foundation selected to partner with Milwaukee Public Schools. During this time, Panasonic Foundation leaders and senior consultants have made regular site visits to MPS to meet with staff, board members and others to deepen their knowledge and understanding of the work in Milwaukee.

In October 2017, a team of administrators and board members attended a three-day work session for the Leadership Associates Program as part of the partnership with the Panasonic Foundation to address inequitable

systemic practices in the district. The team determined that an important focus moving forward in the work with the Panasonic Foundation should be addressing the issue of students repeating 9th grade through refining school culture to focus on instructional leadership and data inquiry, which the team has named the MPS Way. A committee was formed to define the MPS Way and focuses on three main areas:

- Creating a school-based system for the School Improvement Plan (SIP) and District Improvement Plan that communicates a clear framework for data inquiry and continuous improvement which can be supported and accounted.
- Aligning Central Services supports to the “5Essentials” and continuous improvement and based on the needs of schools, as shared in their SIPs.
- Creating a communication plan that engages all stakeholders to take ownership of school improvement.



District Budget Development

Budgeting is the process of setting financial and enrollment goals, forecasting future financial resources and needs, monitoring and controlling income and expenditures, and evaluating progress toward achieving the district’s goals. Detailed budget planning allows MPS to maximize instructional opportunities for children while ensuring prudent use of resources.

In June 2013, the Milwaukee Board of School Directors (MBSD) adopted a resolution encouraging long-range financial planning for departments and schools, coinciding with the state’s biennial budget beginning in fiscal year 2015–16. Wisconsin state statutes limit the board to adopting an annual budget.

The districtwide budget development process is a multi-year collaborative process involving many stakeholders including students, school engagement councils, families, school leaders, learning teams, central services personnel and chiefs of every office, task forces, community stakeholders, the superintendent and the MBSD.

While some of the details vary for the adoption of each district budget, Chart 2.11 depicts the general budget timetable.

Chart 2.11 2018 and 2019 Biennial Budget Timetable

2018 and 2019 Biennial Budget Timetable	
August–December	September–October
<ul style="list-style-type: none"> • Discuss the budget timetable, potential parameters, new programs, school changes and initiatives to be considered when preparing budget recommendations. • Collect a variety of inputs, ideas, costs with analysis of their impact for budget planning. • Collect stakeholder input into budget development. 	<ul style="list-style-type: none"> • Revise budgets for the current year based on actual enrollment and identify future funding needs.
October	November–December
<ul style="list-style-type: none"> • Hold school budget resolution meetings. • Hold community budget listening sessions. • Strategic Planning and Budget Committee participates in work sessions. • Board takes action on amendments to the adopted budget for the current fiscal year based on updated enrollment and revenue data. • Board clerk transmits the amended adopted budget to the Milwaukee Common Council. 	<ul style="list-style-type: none"> • Finalize next year enrollment projections. • Committee on Student Achievement and School Innovation meets to discuss and take action on potential school changes. • Recommend school funding priorities. • Collect cost-to-continue information.
December	January
<ul style="list-style-type: none"> • Administration reviews current programs and funding levels and the school allocations for establishing school-based budgets. 	<ul style="list-style-type: none"> • Discuss the district’s five-year financial forecast and strategic plan progress • Strategic Planning and Budget Committee discusses and takes action on the proposed budget timetable and discusses potential parameters, new programs and initiatives to be considered. • Publish approved budget development timetable • Discuss budget process and preliminary allocations. • Hold school budget carousels.
February–March	April
<ul style="list-style-type: none"> • Prepare, with input from school engagement councils, proposed school budgets. • Prepare proposed office budgets. • Hold facility carousels every other year. • Facilitate student outcome listening sessions. 	<ul style="list-style-type: none"> • Strategic Planning and Budget Committee discusses budget strategies and gathers community input. • Hold office budget carousels. • Department of Financial Planning & Budget Services compiles the MPS Proposed Budget. • Release of the MPS Proposed Budget.
May	June
<ul style="list-style-type: none"> • Hold public hearings on proposed budget. • Publish statutory public hearing notice. • Hold statutory hearing on proposed budget. • Board members submit and take action on possible amendments to the proposed budget. 	<ul style="list-style-type: none"> • Board takes action on proposed budget. • Board clerk transmits adopted budget to the Milwaukee Common Council.
August	Ongoing
<ul style="list-style-type: none"> • Review performance indicators and use the results to inform operational performance. 	<ul style="list-style-type: none"> • Plan, organize and coordinate the development, preparation, presentation, implementation and evaluation of the district’s budget. • Facilitate listening sessions and public input. • Collect online stakeholder feedback on the budget and budget process.

The budget preparation process begins each year in August with the review of performance indicators and continues through June with the adoption of the budget by the MBSD. In the fall, the Department of Financial Planning & Budget Services works with the superintendent's senior team, school leaders and program coordinators to make any programmatic and budget changes necessitated by enrollment changes.

Each winter school budget "carousels" are held with each school leader. These carousels are hosted by the superintendent, Office of Finance and Office of School Administration and identified progress, challenges, current capacity to address those challenges, and school and department resource needs. All traditional, alternative and instrumentality charter schools participate in the budget carousels. The school participants include the school leader, school support teacher and parent coordinator from each school.

From these discussions, along with feedback and community surveys, recommendations for infrastructure changes and the need to repurpose existing resources, roles and activities emerge that improves technical assistance and centralized support to schools.

Last school year, separate school facility carousel meetings were held. The facility carousel meetings—hosted by the chief operating officer, Office of Finance, Office of School Administration and Office of Chief of Staff—addressed communication and collaboration on facility matters, adequacy of school facilities for instruction programming and priorities for facility repairs and improvements. The participants from the school included the school leader, building engineer and parent coordinator.

A growing body of research has found that school facilities can have a profound impact on both teacher and student outcomes. As a result, these conversations are starting to play a more prominent role in the budget development process. Without adequate facilities and resources, it is extremely difficult to serve large numbers of children with complex needs. As such, data collected from these sessions, along with feedback gathered through school walk-throughs will further inform the educational maintenance budget, Long-Range Facility Master Plan and capital funding plan. Facility carousels will continue to be held every other school year.

In addition to the carousel process, the district website provides an ongoing opportunity for the community to solicit information and provide feedback on the budget and budget process. A property tax insert provides a call-in number and email address for Milwaukee residents to ask questions and provide feedback on the MPS budget. And finally, strategic planning institutes facilitated by the Panasonic Foundation allow the board members, the administration and other stakeholders to concentrate on continuous improvement efforts.

The superintendent is using many different vehicles to solicit and act upon feedback from staff and the community. Some of these methods are principal, teacher and student advisory groups that work directly with the superintendent's office. The District Advisory Council is made up of parent representatives from all of the schools and meets monthly with district staff. These sessions provide individuals with an opportunity to learn more about and provide feedback on the progress toward the Eight Big Ideas, as those efforts form the basis of the superintendent's budget recommendations. This work provides input into the district's continuous improvement efforts and continue to inform budget priorities.

Community feedback is a critical piece needed to help further refine major initiatives that the FY19 budget highlights. The district began soliciting input via a survey that was distributed in hard copy and pushed out electronically to the community. Staff also canvassed the neighborhoods and district events/locations where there are high numbers of individuals and families in attendance. A Community Conversations model was launched to

engage the community in venues that families frequent, such as coffee shops, theaters, libraries and community centers. Topics were broad but facilitated with a fiscal lens.

Gaining Commitment to Pay for MPS Budget Priorities

The district's budget process adheres to several critical budgeting principles aligned to the district's vision, mission and core beliefs. These include the following:

- **Education priorities should drive the budget.**
The budget intentionally reflects the most current strategies for providing a world-class education to learners.
- **We must get high academic return on investment (A-ROI).**
We all must aspire to make a practical connection between academic and financial decision-making and to get the most impact for our limited resources.
- **There is no substitute for long-term stability, predictability and continuity.**
Student progress cannot be made when there are constant disruptions and when teachers and school communities do not know what resources to expect from one year to the next. Strategic financial planning is absolutely critical to achieving this stability. Budget and budget priorities are linked to the district's strategic plan, which serves as a long-term financial and educational blueprint. As a district we do not want to make decisions that appear to be capricious or always reactive to what is happening around us; we intend to follow our plan.
- **School budget decisions should be based on what is best for students.**
Kids should be first, but adults still matter. We must be mindful of how decisions impact adult stakeholders, recognize the consequences, and seek to remediate ill effects and preserve or restore a sense of safety and pride among adults.
- **Budget a better way to use effective tactics to diffuse stress associated with cost-saving strategies.**
We must use data to understand our trends, make contingent decisions, increase certainty around the district and individual school priorities vs. supplemental activities and plan for the long-term.
- **Build school allocations with a lens to procedural justice.**
Decisions are based on accurate information. A transparent and consistent set of decision-making criteria is applied to everyone equally. All stakeholders are given the opportunity for input. Differences between school size, program and student needs is evaluated and supported with available resources. Mistakes are recognized and corrected.
- **Create an inspiring future.**
Progress is being made. We will encourage focus on a set of goals that are achievable and that can be pursued by all staff and stakeholders immediately. Results change conversations and resources.

Budget Constraints

All activities are influenced by the federal and state budget process, budget constraints that may vary from year to year and changes in employee compensation. The Department of Financial Planning & Budget Services has the primary responsibility for planning, organizing and coordinating the development, preparation, presentation and evaluation of the district's biennial budget planning process and execution.

Revenue is not keeping pace with inflation, leaving the district with a limited ability to cover increased costs and meet the MPS vision. Meeting the vision is challenging within an environment of stagnant revenues, growing educational options, increased need for quality programming aimed at serving Milwaukee's diverse student

population and a desire to regain public confidence that the school district can provide students with a quality education.

The proposed budget for 2018–19 is balanced. A balanced budget is one in which authorized expenditures for the School Operations Fund match the projected revenues. The total proposed budget—which includes grant funding and funding for Milwaukee Recreation—is down from \$1,184,236,760 in 2017–2018 to \$1,173,324,713 in 2018–2019. The proposed budget reflects an overall reduction in spending of \$10.9 million, or 0.9 percent, from the 2017–2018 budget. Projected revenues in the general operations budget are lower at a 0.2 percent decrease over 2017–18.

Stable revenues are not enough to sustain the district’s operations as they are today. Modest inflationary pressures require growing revenues. The district also faces more significant inflationary pressure in medical costs and other employee benefits. Planning for 2018–19 has required careful reductions and reorganization efforts to effectively support the strategic plan while maintaining the fiscal health of the district.

It is more important than ever for us to prioritize our spending toward the outcomes we have collectively identified as critical, using the voices of our stakeholders and our strategic roadmap to determine where and how we spend public dollars in service of students.

As with other Wisconsin public school districts, MPS receives its revenue from four major sources:

- State aid—State aid is funding that MPS receives from the state and is paid directly to the district. The amount of state aid is estimated by the Department of Public Instruction (DPI) in July, and the amount is certified in October.
- Property taxes—The portion of total revenue that comes from local property taxes varies widely across Wisconsin’s school districts, due largely to the way the equalization aid is distributed. MPS does not estimate the local property taxes until DPI provides an estimate of the district’s equalization and other aids that impact the tax levy.
- Federal aid—Most federal aid to schools comes through three channels: Individuals with Disabilities Education Act (IDEA), Every Student Succeeds Act (ESSA) or through distribution formulas and competitive grants. MPS’s federal aid will be approximately 16.4 percent of its total 2018–19 revenue.
- Local sources—Another source of school funding comes from grants, borrowing, local fees, interest earnings and gifts. Additional sources of local non-property tax revenue include tuition from student learning options (open enrollment tuition, intergovernmental agreements and rental revenues for the use of school facilities). MPS will receive approximately two percent of its school operations 2018–19 revenue from local sources.

Public funding is the primary financial resource for the district, but private funding is necessary to provide quality supports for Milwaukee’s children. The district is dedicating increased time and energy to cultivating partnerships and participating in a funder’s collaborative to identify ways to match interested community investors with MPS student needs.

Chart 2.12 shows other local sources of revenue received by the district over time.

Chart 2.12 School Operations Fund – Revenues by Source

School Operations Fund - Revenues by Source (\$M)						
Description	2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18 F.A.	2018-19 P.B.	Inc / (Dec)
Local Revenues						
TIF and Other City Related	\$1.9	\$0.8	\$1.8	\$0.5	\$0.5	\$0.0
Student Programs Reimbursement	-	-	0.3	0.3	0.3	\$0.0
Student Fees / Admissions	0.1	0.1	0.7	-	-	-
Tuition	6.2	7.2	10.3	11.7	12.0	0.3
Interest Earned	0.3	0.4	0.2	0.2	0.2	-
Debt Proceeds	7.5	-	32.3	-	-	-
Rental	2.8	4.1	3.3	1.3	1.1	(0.2)
Refunds/Ins. Proceeds	1.3	15.6	4.2	0.3	0.3	-
Miscellaneous	0.5	0.6	0.4	0.3	0.3	-
Subtotal	\$20.7	\$28.7	\$53.5	\$14.6	\$14.7	\$0.1



Student enrollment is a major factor in determining the revenue from the state. Lower enrollment, along with legislative action regarding the revenue limits, leads to lower state revenues for the district. The enrollment projections for next year forecasts a very small increase at 0.7 percent due to charter expansion.

Competition from private schools and non-MPS charter schools contributes heavily to the district’s enrollment challenges. Private school enrollment in Milwaukee—stimulated by the Milwaukee Parental Choice Program—grew from 25,270 students in 2004 to 37,507 students in 2017 (the most recent count). Non-MPS charter schools have also played a role in enrollment competition.

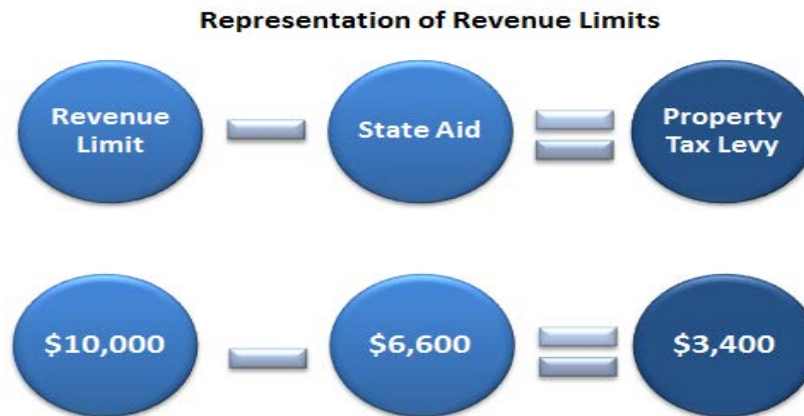
Revenue limits are a key issue for MPS. The purpose of Wisconsin’s revenue limit is to restrict the amount of revenue a school board can raise annually from local property taxes and state general school aids.

On October 15 of each year, DPI certifies MPS’s general school aid amount for the current school year. The difference between MPS’s revenue limit and the October 15 general aid figure, less MPS’s computer aid eligibility, determines the maximum amount of revenue that MPS is allowed to raise through the property tax levy. Under

revenue limits, resources come from either general aid or the property tax levy to fund MPS spending. If additional general aid funding is provided, the property tax levy can be reduced by a corresponding amount. If general aid funding is reduced, school boards have the authority to “backfill” the aid reduction by increasing the property tax levy up to the revenue limit.

Chart 2.13 is a visual representation of the method for determining a Wisconsin school district property tax levy.

Chart 2.13 Representation of Revenue Limits



* Please note taxes vary with home values, and numbers shown are examples.

Districtwide personnel costs are projected to be \$775.2 million, which is 66.1 percent of the total proposed budget and is the district’s largest expense. The fringe benefit rate used for school and department budgets increases from 53.3 percent in 2017–18 to 53.8 percent in 2018–19. The benefit percentage increase is due mainly to increases in the medical costs for employees.

The district will continue its efforts to reorganize and align departments with their core functions while reducing duplicative efforts. Positions will continue to be re-purposed, dropped or in some cases added to address critical needs identified in operational planning. School-based budgeted staff is decreasing by 125 FTEs but will likely not result in layoffs due to vacancies and retirements. Non-school-based budgeted staff is decreasing by 21FTEs.

The proposed budget is a balanced budget in 2018–19 as expenditures are authorized at a level to match the projected revenues. MPS has maintained a stable fund balance and received favorable bond ratings when debt is incurred. Specific financial strategies and plans to support the Milwaukee Board of School Directors’ goals are described in the Financial section, as is the district’s long-term financial plan.

Statutory Budget Requirements

Wis. Stat. § 65.90 sets forth the following requirements for formulating an annual budget.

1. Publish a notice with the location, date and time for the public hearing.
2. Hold a public hearing at which time residents of the district have an opportunity to comment on the proposed budget.
3. Certify and adopt the budget after the public hearing and no later than the meeting in which the district sets the annual tax levy amount.

Basis of Budgeting/Budgetary Control

The district's annual budget is prepared and adopted on a modified accrual basis of accounting consistent with generally accepted accounting principles in the United States of America, except for the treatment of encumbrances and property tax revenues. Annual unencumbered appropriations lapse at fiscal year-end, while property tax revenues are budgeted based on the amount levied.

In accordance with DPI's reporting requirements, the board exercises control over budgeted amounts at the responsibility center level within the School Operations, School Nutrition, Extension and Categorical Funds. The capital projects funding is controlled at the project level. Additional budgetary control is maintained through the encumbrance of estimated purchase amounts prior to the release of purchase orders to vendors. Purchase orders exceeding available budgetary balances are not released until additional funds are identified to cover any deficit.

During the year, the budget can be amended only by approval of a majority of the members of the board. As a management practice, the superintendent, or his/her designee, may transfer funds between functions at the department, school or program level, subject to the following criteria:

- The transaction does not exceed an annual accumulated amount of \$100,000
- It is not initiated by a board member
- It will not effectuate a change in policy
- The transaction will not create a new area of activity for the district
- It does not increase authorized staffing levels
- The change does not move monies between statutory funds

Department-, school- and program-level budgets are considered a management control and planning tool and, as such, are incorporated into the accounting system of the district. Administrative policy requires all annual appropriations lapse at year end, except for the following: excess budgetary authority for capital projects funds lapse when a specific project is completed, schools may be allowed to automatically carry over a maximum of 1.0 percent of the total revised school budget, year-end deficits incurred by schools shall be carried over into the next year, and special projects or planned purchases can be carried into the subsequent year with board approval. Additionally, at year-end, both encumbrance and budgetary authority necessary to offset the encumbrance may be automatically carried over to the next year. Annual board approval for carryover of encumbrances is not required.



Consolidated Fund Summary

The MPS budget is composed of revenues and expenditures in five different funds. Chart 2.14 shows the description of district funds.

Chart 2.14 District Fund Descriptions

District Fund Descriptions	
Statutory Funds	<p>School Operations (General) Fund The School Operations Fund is the general operating fund for MPS. The fund is used to report all financial resources not accounted for and reported in another fund. It is composed of two taxing entities: general and debt.</p> <p>School Nutrition Services Fund The School Nutrition Services Fund is an enterprise fund, used to account for services supported primarily through service charges and used to account for the breakfast, lunch and other meal programs operated by the district for students.</p> <p>Extension Fund The Extension Fund is used to record financial transactions related to recreational activities and is jointly managed by the Office of Operations, Office of Finance and Office of Academics.</p> <p>Construction Fund The Construction Fund is used to account for and report financial resources that are restricted, committed or assigned to expenditures for the acquisition or construction of capital facilities and the additions to and remodeling of existing buildings.</p>
Non-Statutory	<p>Categorically Aided Programs Fund The Categorically Aided Programs Fund is used to account for proceeds from federal, state and private grants that fund social and curriculum needs of special populations within the district. MPS uses the term “Categorical” funding to refer to all grant resources, and these terms are used interchangeably.</p>
Fiduciary Funds	<p>Employee Pension Plans MPS is the trustee, or fiduciary, for its employees' pension plans. As such, the district is responsible for ensuring that the assets reported in these funds are used for their intended purpose.</p> <p>Other Assets MPS is the trustee, or fiduciary, for other assets that—because of a trust arrangement—can be used only for their intended purpose.</p>

Governmental Fund Types

Chart 2.15 shows district fund and reporting entity structure.

Chart 2.15 District Fund and Reporting Entity Structure

District Fund and Reporting Entity Structure						
✓ indicates a reporting entity has spending in a certain fund type		Fund Type				
		School Operations	Nutrition Services	Extension	Construction	Categorical
Reporting Entity	Schools	✓				✓
	Other School Accounts	✓				✓
	Offices:					
	<i>Academics</i>	✓		✓		✓
	<i>Board Governance</i>	✓				✓
	<i>Board of School Directors</i>	✓				
	<i>Chief of Staff</i>	✓		✓		✓
	<i>Finance</i>	✓				✓
	<i>Human Resources</i>	✓				✓
	<i>Innovation and Information</i>	✓				✓
	<i>Operations</i>	✓	✓	✓	✓	✓
	<i>School Administration</i>	✓				✓
	<i>Superintendent</i>	✓		✓		✓
	Other Accounts	✓	✓	✓	✓	

Fund Balance

Governmental fund equity, or fund balance, refers to the difference between assets and liabilities under the modified accrual basis of accounting for governmental funds. MPS has implemented Governmental Accounting Standards Board (GASB) Statement Number 54 employing terminology and classifications for fund balance items according to the following classifications: non-spendable, restricted, committed, assigned or unassigned.

Non-spendable fund balances include amounts that cannot be spent because they are either not in spendable form or must be kept intact for legal or contractual reasons. This classification includes inventories, prepaid amounts, assets held for sale and long-term receivables.

Restricted fund balances limit the use of these resources and are either externally imposed by creditors (such as through debt covenants), grantors, contributors or other governments or are imposed by law (through constitutional provisions or enabling legislation).

Committed fund balances are amounts that can be used only for specific purposes because of a formal action (resolution) by the government's highest level of decision-making authority. Fund balance amounts are committed through a formal action of the district. The formal action must occur prior to the end of the reporting period, but the amount of commitment, which will be subject to the constraints, may be determined in the subsequent period. Any changes to the constraints imposed require the same formal action of the district that originally created the commitment.

Assigned fund balances are amounts that are constrained by MPS's intent to be used for specific purposes but that do not meet the criteria to be classified as restricted or committed. Intent can be stipulated by the governing body, another body or by an official to whom that authority has been given.

The district, by resolution, has given authority to the district's chief financial officer to determine which of the fund balances are intended to be restricted even if conventional criteria would not apply. With the exception of the School Operations Fund, this is the residual fund balance classification for all governmental funds with positive balances.

Unassigned fund balance is the residual classification of the School Operations Fund. Only the School Operations Fund reports a positive unassigned fund balance. Other governmental funds might report a negative balance in this classification as the result of overspending for specific purposes for which amounts had been restricted, committed or assigned. The district considers restricted amounts to be spent first when both restricted and unrestricted fund balance is available, unless there are legal documents/contracts that prohibit doing this, such as in grant agreements requiring dollar-for-dollar spending. Additionally, the district would first use committed, then assigned and, last, unassigned amounts of unrestricted fund balance when expenditures are made. Fiduciary fund equity is classified as held-in-trust for employee benefits.

Board policy 3.03 (Operating Reserve) regarding use of unassigned (unreserved) fund balance is as follows:

Use of the unreserved fund balance shall require a two-thirds majority vote of the board and shall not impair interim financing (cash-flow borrowing) arrangements.

Financial Management

The board and administration have adopted policies and procedures that ensure effective and efficient use of the district's financial resources. Authorization, recording and custodial activities are performed in accordance with legal and regulatory requirements and are annually reviewed by an external auditor. MPS also maintains a robust internal audit function that reports directly to the Milwaukee Board of School Directors and is dedicated to performance and financial auditing activities in the district.

Basis of Accounting

The district's financial records are maintained on a modified accrual basis of accounting, except for the fiduciary funds (private purpose trust and pension trust funds). Accordingly, revenues are recognized when measurable and available, expenditures when goods or services are received, liabilities when incurred and receivables when a legal right to receive exists.

Basis of Fund Accounting

The diverse nature of governmental operations and the necessity of ensuring legal compliance preclude recording and summarizing all governmental financial transactions in a single accounting entity. Therefore, from a financial management viewpoint, a governmental unit is a combination of several distinctly different accounting entities, each having a separate set of accounts and functioning independently of each other. Each accounting entity is assigned to a separate "fund." A fund is defined as a fiscal and accounting entity with a self-balancing set of accounts recording cash and other financial resources, together with all related liabilities and residual balances,

and changes therein, which are segregated for the purpose of carrying on specific activities or attaining certain objectives in accordance with special regulations, restrictions or limitations.

The fiduciary funds, wherein MPS has responsibility for private or employee pension assets, can be used only for the trust beneficiaries. These activities are excluded from government-wide statements because MPS cannot use these assets to finance its operations. They are not part of the annual budget for the same reason.

Encumbrance Method of Accounting

The board's School Operations (General) Fund also uses the encumbrance method of accounting. Under this method, the district commits funds to an unperformed contract, such as purchase orders, and records the expenditure when a liability is incurred for goods received or services rendered. When the actual expenditure takes place, the accounts are adjusted for any difference between the actual expenditure and the commitment previously recorded. Any outstanding commitments at the end of the fiscal year are reserved in the School Operations Fund balance. Generally unexpended or unencumbered appropriations terminate at year end and are not available for use in subsequent periods.

Summary of Other Significant Accounting Policies

The financial statements of MPS are prepared in conformity with accounting principles generally accepted in the United States of America as applied to government units. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The significant accounting principles and policies used by the district are described in the following paragraphs.

Reporting Entity

The reporting entity for the district is based upon criteria set forth by GASB Statement Number 14, *The Financial Reporting Entity*. Under this pronouncement, the financial reporting entity consists of (a) the primary government, which is controlled by a separately elected governing body, is legally separate and is fiscally independent; and (b) organizations for which the primary government is financially accountable. All of the accounts of the district comprise the primary government.

Basis of Presentation Government-wide and Fund Financial Statements

The statement of net position and the statement of activities present financial information about MPS as a whole. The statements include all funds of the district, except that the fiduciary fund and the effect of inter-fund activity have been eliminated from the government-wide financial statements. The fund financial statements provide information about the district's major governmental funds, including fiduciary funds, on a separate reporting basis. All remaining governmental funds are aggregated and reported as non-major governmental funds.

Property Taxes

The aggregate amount of property taxes to be levied for school purposes is determined according to Chapter 120 of the Wisconsin Statutes. Property taxes for the district are adopted by the board by early November and are certified to the City of Milwaukee for levy and collection. The district's property taxes are levied annually prior to December 31 of the calendar year. They are administered by the City of Milwaukee for the district based on the assessed (taxable) values as of January 1 of that calendar year and are recognized as district revenue in the fiscal year they are levied. The levy becomes a lien against property on January 1 of the calendar year.

Financial Policies

The board's administrative policies demonstrate the district's commitment to careful use of the funds in meeting its mission. MPS policies can be found on the district's website under [MPS > District > School Board > Policies & Procedures > Administrative Policies > Fiscal Management](#).