



*In MPS, school culture is the expected beliefs, practices, and norms that are shaped by **effective leaders**, which leads to **collaborative teachers, empowered families, supportive environments, and ambitious instruction**, resulting in school climates that feel safe and welcoming to ALL stakeholders.<sup>1</sup>*

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## **EFFECTIVE LEADERS**

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*Effective leaders will implement the five high leverage instructional practices to transform school communities.*

Key outcomes:

- Create and live out a shared mission and vision.
  - Develop/Cultivate a culture and climate conducive to staff and student learning.
  - Use data and research to leverage practices.
  - Advance effective standards-based and differentiated instruction.
  - Build capacity in people and managing systems and processes.
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## **COLLABORATIVE STAFF**

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*Possess a growth mindset, are self-reflective and team players. They build relationships with parents, colleagues, students and administration to positively impact each and every child's social, emotional and academic growth.*

Key outcomes:

- Staff take responsibility for student success and failures.
  - Staff are in attendance and engaged.
  - Staff work together to improve student outcomes.
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## **EMPOWER FAMILIES**

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*Families play a vital role in the education of their children. Milwaukee Public Schools provides tools for engagement between families and staff to be equal partners in supporting student achievement and school improvement. When families and schools work together, students are more successful and the entire community benefits.*

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<sup>1</sup> This definition was developed in collaboration with the Panasonic Foundation and a team of district staff tasked with developing a district-wide definition for school culture and climate. The research on the 5 Essentials © in Chicago Public Schools was considered in developing this definition as well as the district climate survey, the Essentials of School Culture & Climate (ESCC) survey.

Key outcomes:

- Schools are welcoming and culturally relevant environments.
- Schools are connected to the community.
- Families have tools and knowledge needed to be active in school.
- Schools have tools and knowledge needed to build relationships with families and the community.
- Families have opportunities to build peer networks.
- Families have avenues to serve as leaders.

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**SUPPORTIVE ENVIRONMENT**

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*A supportive environment requires that need for embracing equitable practices, building strong emotional/social cultures and developing environments of safe and secure educational risk taking, which is expected for each and every individual.*

Key outcomes:

- The school feels safe for students in the hallways, bathrooms, classrooms, and surrounding neighborhood when traveling to and from school.
- The teachers in the school create safe, comfortable, respectful, and trusting learning environments in their classrooms.
- Teachers in the school expect all students to work hard.

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**AMBITIOUS INSTRUCTION**

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*Teachers provide interactive and engaging instruction based on needs of every individual student. Ambitious instruction will reflect the critical attributes of the Danielson Framework resulting in increased student ownership, achievement, and shared accountability and reflects the varied identities of our students.*

Key outcomes:

- Teachers provide clear, timely, and specific feedback related to student work.
- Teachers provide students with opportunities to actively engage in respectful debate and discussion in all content areas with real life application.
- Students know what teachers want them to learn in class.