



**District Updates**  
**Multi-Tiered System of Supports and Interventions**  
**June 6, 2023**

The following report is an update of activities to support proactive approaches through a Multi-Tiered System of Supports (MTSS) in alignment with the Five Priorities of Success. The June report will summarize activities throughout the 2022-2023 school year.

**Proactive Supports & Interventions**

PBIS coaches met with school based PBIS Tier 1 teams and Building Intervention Teams (BIT) regarding school data, support, and school improvement plan goals and action steps. PBIS Coaches provided on-going coaching support for identified staff members in need of coaching regarding classroom climate. Below are the numbers of Tier 2 and Tier 3 interventions provided year-to-date for the 2022-2023 school year.

<b>Tier 2/Tier 3 Intervention</b>	<b>Students</b>
Check-In/Check-Out (CICO)	2,386
Individualized CICO	616
Social Academic Instructional Group (SAIG)	1,887
Behavior Assessment/ Intervention Plan (BAIP)	166
FBA/BIP	272
Educational Wraparound and RENEW	169
<b>Total Interventions</b>	<b>5,496</b>

The Department of Specialized Services Program Support Teachers provided professional development opportunities throughout the year on various topics, available to all staff, that positively impacted the culture and climate in schools. These sessions included Autism 101, Autism and Behavior, Autism and the Sensory System, Unlocking the Secrets of Behavior I, Unlocking the Secrets of Behavior II, and Pyramid Model-Promoting Mental Health in Young Children. Additional sessions facilitated in collaboration across-departments included Navigating the Escalation Cycle, Crisis Prevention Intervention (CPI) Foundations, CPI Refresher, Functional Behavior Assessment and Behavior Interventions Plans (FBA/BIP).

The Specialized Services Program Support Teachers (PSTs) provided professional development upon request at the school or department level. These training sessions are customized to meet the specific need that is requested to support staff and students. The PSTs provided teacher and student support including consultation with staff, student observations, feedback, and implementation strategies to meet the needs for students. In addition, PSTs provided ongoing support throughout the year to staff and students within their assigned regions.

The MPS School Community Partnership for Mental Health (SCPMH) provides on-site mental health clinicians from six partner agencies in 39 schools. As of May 1, 2023, over 550 students have received school-based therapy services through the partnership, with the goal of increasing mental wellness and reducing individual barriers to learning.



The Trauma Support Team has been providing support at each of the eight (8) schools in the 53206-zip code as part of the 53206 Promise Partnership. These schools are Auer Avenue, Hopkins/Lloyd, Keefe Avenue, Gwen T Jackson, Lafollette, Ben Franklin, Andrew S. Douglas and North Division High School. A trauma support specialist works full time in each building, collaborating with building support staff including school psychologists, school social workers and school counselors. Trauma informed care is an approach that is grounded in an understanding and responsiveness to the impact of trauma that is strengths-based and prioritizes the physical, psychological, and emotional safety for survivors of trauma as well as caretakers, including staff and families. The 53206 Promise Partnership Schools also sponsored The 53206 Our Lights are On, a community event to engage families and share what is offered in the area.

Primary areas of focus included: attendance, conflict resolution, one-on-one or group counseling, emotional support, facilitating focus groups, self-regulation for students and staff, crisis intervention, community building and repairing harm from a restorative practices' lens, assisting with student re-entry, PBIS work, SCPMH and BIT Team, staff supports and staff groups, professional development, and coaching. Team members also supported community focus groups relating to families and needs in the 53206 zip code. The trauma support specialists worked primarily at the Tier 1 level supporting classrooms and small groups. The 53206 mobile team worked at Tier 2 and Tier 3 levels. Their work was driven by data collected utilizing the Wisconsin Trauma-sensitive schools Fidelity Toolkit, a DPI evaluative tool for schools. Data was collected 3 times throughout the year to identify needs in the building and developed plans for support.

The Violence Prevention Program (VPP) team supports district-wide and school-level implementation of school climate work related to mental wellness, social and emotional learning, trauma sensitive schools, mindfulness, and bullying prevention. The team helped transition 104 schools to a new, digital version of the curriculum including training over 2,300 staff to support the transition. The use of the nationally standardized, norm-referenced, strength-based measure, Devereux Student Strengths Assessment (DESSA), used to measure the social and emotional competencies of children in kindergarten (K5) through 12th grade. Every grade level assessed saw growth with students' SEL skills between the pre-intervention rating period (Fall 2022) to the mid-year rating period (Winter 2022-2023). Classroom Organization and Management Program (COMP) continues to be offered as a 3-day professional development throughout the year. VPP also developed a Peace Path as a playground striping option as a means for facilitating conflict resolution between students.

The Department of Black and Latino Male Achievement (BLMA) provides high school mentoring in 12 schools, Manhood Development in 4 schools, and BLMA Buddies in 8 elementary schools. BLMA partners with Mentor Greater Milwaukee (MGM) to bring Black and Latino male community mentors into schools to hold real, honest conversations with students about life, goal setting, and the BLMA Twelve Guiding Principles. The BLMA Manhood Development Academy is an elective credit course offered at four MPS schools that promotes positive racial identity by using culturally relevant materials.



A Culture, Climate and Alternatives to Suspension Toolkit was created with collaboration across district teams, classroom teachers, students, and school administrators. Monthly as part of Principal Leadership Institute, a different best practice from the toolkit was highlighted with examples and scenarios discussed. Topics included community building, validating and affirming students, strategies for students leaving the classroom without permission, bullying awareness, interrupting bias, restorative conversations, and defining the function of behavior. Best practices including a Google Slide Deck and examples were also shared monthly with school-based Discipline Champions from the District Discipline Manager.

Every month, the District Discipline Disproportionality Team comprised of multiple departments met to review monthly discipline data and continued to conduct root cause analysis and action plan regarding discipline disproportionality. The team hosted a Climate Data Gallery for central services staff members to attend and are currently reviewing the annual Discipline Survey while creating a plan for the 2023-2024 school year.

The School Psychology and School Social Work (SSW) departments have partnered to expand their mental health interventions for students by creating structures allowing school-based mental health staff to focus on direct services and providing high quality mental health intervention training for staff. This has included establishing a comprehensive mental health counseling framework, and training in Cognitive Behavioral Assessment for Trauma in the School (CBITS) and Dialectical Behavioral Therapy for Adolescents (DBT Steps-A). This has resulted in a 55% increase in overall mental health contacts with students and more than a 400% increase in delivery of evidence-based interventions. School Psychologists and SSW's have made over 34,000 contacts related to mental wellness with our students and families already this year, which includes supporting students directly, consulting with families on their student's needs, and connecting families to the appropriate community resources.

The more than 160 school psychologists across the district have been hard at work serving our students this school year. Professional development has focused on several tracks, including non-discriminatory assessment practices to ensure everyone is properly identifying students in need of specialized services, and interventions to support the mental wellness of our students. School Psychologists for Anti-Racism and Cultural Equity (SPACE) committee has been actionable at the department and district levels increasing advocacy around anti-racist and equity efforts. In addition to this, the school psychology department has spearheaded a grant with the Milwaukee Office of Violence Prevention, Children's Hospital of Wisconsin, and the Medical College of Wisconsin that aims to improve identification and intervention efforts for youth of color at risk for suicide. The department has focused on recruiting and retaining highly skilled and committed school psychologists to maintain their 500:1 student to school psychologist ratio (which is in accordance with national recommendations). For school psychologists hired to begin in the 2023-2024 school year, 45% are school psychologists of color, over 30% are bilingual, and 50% come with previous experience as a school psychologist or in a related field.

School Social Workers (SSW) provide ongoing student interventions, serve as a liaison between home and school, and link families to resources within the district and the community. Currently, the SSW department has 185 School Social Workers and 28 School Social Work Assistants that have been working all year to connect, support, and engage students and families to promote regular school attendance. School Social Workers have supported more than 4,850 students enrolled in the McKinney Vento Homeless Education



Program. School Social Workers continue to grow professionally in their work with Courageous Conversations About Race (CCAR) by participating in Professional Learning Communities (PLCs). For the third year in a row, our PLC focuses on racial equity. The SSW department added a position of Re-entry Coordinator for students returning from detention or long-term hospitalization. Next year, we will have a dedicated Refugee and Newcomer Support SSW who will serve students and families to meet our new arrival families' unique needs. We look forward to continuing to provide culturally relevant services that meet the needs of all of our students and families.

The eight Restorative Practices coaches provide on-site coaching for at least 20 hours a week at the schools of South Division, Holmes, Westside, Lincoln Center of the Arts, Project Stay, Zablocki, Morgandale, and Lincoln Avenue Elementary. The district team worked throughout the year to update the Restorative Practices continuum and Restorative Response best practice protocol. Professional Development of Foundations of Restorative Practices and Circle Keeping are available across the district with these updated best practices. Cross-departmental workgroups of school implementation, professional development series alignment, high school elective course, and an exploration cohort were created and met throughout the year.

The five district PBIS coaches provide coaching and technical assistance support to all MPS schools. Coaching provided includes PBIS Tier 1 teams, Building Intervention Teams (BIT), schoolwide strategies, systems, expectations, procedures, and classroom best practices. The PBIS coaches also support School Improvement Plans (SIP) across the district through culture and climate strategies, monthly school minutes, and the Tiered Fidelity Inventory (TFI). Professional development including PBIS in the Classroom, facilitating school-based meetings, and Tier 2 interventions are available district-wide.

Throughout the school year all staff members document classroom-managed behaviors and intervention strategies within Infinite Campus. This data is used by school-based PBIS Tier 1 teams to identify behaviors and strategies to address school-wide. This data is also utilized by the Building Intervention Team (BIT) to identify students in need of additional Tier 2 and Tier 3 interventions. Throughout the 2022-2023 school year the most utilized strategies included one-on-one conversation, redirection, parent contact, support staff consultation and proximity control.



Below are all behavior events that led to an out-of-school suspension or a student services suspension across the district from May 1, 2023, through May 31, 2023, as recorded in Infinite Campus.

<b>Behavior</b>	Hispanic	American Indian	Asian	Black	Pacific Islander	White	Multiple	Grand Total
Arson	1			4				5
Assault	7	1	2	35		2	3	50
Battery	8			28			1	37
Bullying	7			12				19
Chronic Disruption or Violation of School Rules	77	3	1	508		17	33	639
Disorderly Conduct	153	3	13	523	2	25	37	756
Endangerment of Physical Safety/Mental Well-being	24	2	3	139		3	4	175
False Fire Alarms				5				5
Fighting	83	2	2	474	1	12	12	586
Gambling	1			14				15
Inappropriate Personal Property	5			27		4		36
Inappropriate use of electronic communication devices	8		3	30		2	2	45
Intent to distribute drugs/ alcohol meds			2					2
Leaving the Classroom Without Permission				1				1
Loitering				16				16
Other Substances/Materials	15		1	29		2	3	50
Personal Threat	3	1		52		3	3	62
Possession of Drug Paraphernalia	4			12		3	1	20
Possession of Stolen Property				1				1
Possession/Ownership/Use of Drugs	5			20			1	26
Possession/Ownership/Use of Gun				3				3
Possession/Ownership/Use of Weapon Other than Gun	4		2	21		1	1	29
Possession/Use of Fireworks				1				1
Reckless Driving				2				2
Sexual Assault				15				15
Sexual Harassment	3		1	9				13
Substantial Environmental Disruption	22			64		1	2	89
Theft	1			11				12



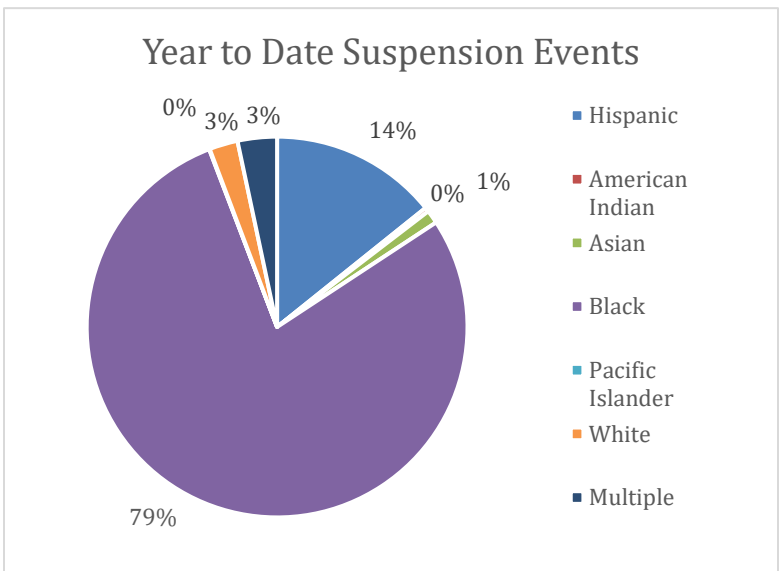
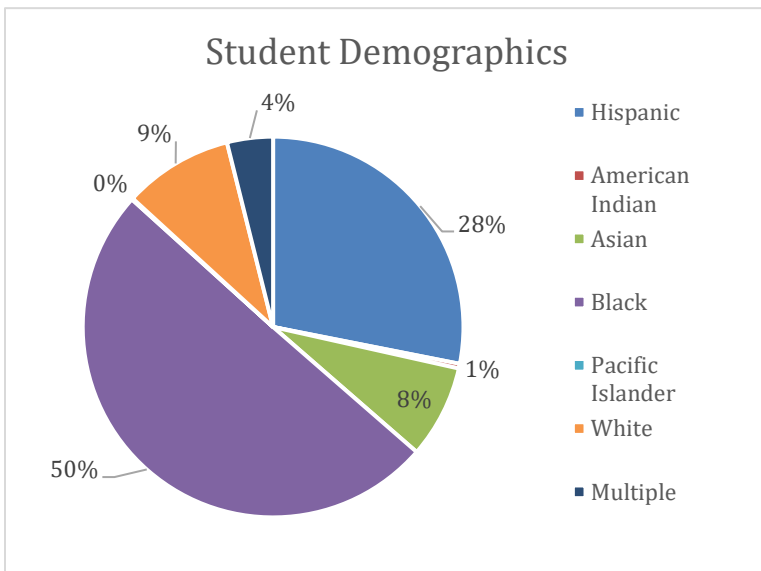
	Hispanic	American Indian	Asian	Black	Pacific Islander	White	Multiple	Grand Total
Trespassing				3				3
Use of Tobacco, Including Chewing	12		1	18		1		32
Vandalism	9			21		1	1	32
Verbal Abuse/Profanity/Harassment	8	1	1	35		2	1	48
<b>Grand Total</b>	<b>460</b>	<b>13</b>	<b>32</b>	<b>2,133</b>	<b>3</b>	<b>79</b>	<b>105</b>	<b>2825</b>

Total Suspension Events by Grade Level:

K4-K5	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade
23	37	59	131	174	222	414
7 <sup>th</sup> Grade	8 <sup>th</sup> Grade		9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
458	377		480	272	123	55

The following alternatives to suspension were utilized by administrators through May 31, 2023.

Alternatives to Suspension Utilized	Total
Conference	217
Counsel	1,450
Detention	131
Mediation	117
Referral to BIT	10
Referral to Support Staff	15
Repairing Harm Circle	5
Restorative Conference	82





On a monthly basis, school leaders reviewed a variety of climate and discipline data and submitted a reflection. Reviewing all submissions from throughout the year we find the following most common responses.

Which classroom strategy are you going to support teachers in focusing on based on your data:

- One on one conversation
- Restorative conversation
- Parent contact
- Engagement opportunities
- Redirection

As the school leader, how are you going to support a positive school culture:

- Discuss best practice as a staff
- Share best practices with all staff members
- Practice procedures with students
- Provide professional development to staff members
- Practice a specific strategy with staff members

## Student, Staff & Community Collaboration

Integration of Courageous Conversations about Race

<b>Timeline</b>	<b>Sessions Held</b>
March 2021-July 2021	19
August 2021-July 2022	23
August 2022-May 2023	37
<b>All Time</b>	<b>79</b>
June 2023	5

<b>Staff Group</b>	<b>% Attending</b>
School Principal	96%
School Psychologists	98%
School Social Workers	98%
School Counselor	83%
Teachers	65%
Paraprofessionals	15%
Parent Coordinators	33%
Assistant Principal	94%
Secretary	68%
Special Ed Supervisor	76%
Safety Aide	62%



All middle and high schools have a Student Discipline Committee with 8-12 diverse students that meet monthly to discuss school culture and climate as well as any student-selected topics. The most common topics discussed included relationship building in school, racial equity, classroom behaviors, school activities and clubs, microaggressions throughout the school, and school lunch. Reviewing overall recommendations, the most common themes included creating more opportunities during the school day for students to build relationships and participate in activities, having continued conversations about equity, mental health and other topics throughout the school, ensuring classroom teachers are supported in classroom management and instructional practices, and school practices and procedures to increase access to mental wellness support.

On April 20, 2023, the Spring Student Leadership Summit was held with 215 students from middle and high schools. Students engaged in conversations on the topics of equity, district climate, and Victory over Violence. All schools submitted notes from the conversations that are being utilized to plan for continuing to elevate student voice throughout the 2023-2024 school year.

Since March 1, 2021, we have held 80 sessions of Courageous Conversations about Race exploration with over 5,500 staff having attended as we build toward the goal of all staff members attending prior to March 1, 2024. On a monthly basis, the District Equity Leadership Team (DELT) met to continue to use the CCAR protocols to engage in conversation regarding building racial equity throughout the district and addressing the institutionalized culture and systems that promote disparities for students of color. Six MPS staff members achieved full certification from CCAR to become licensed facilitators of the professional development within the district. In addition, another 20 staff members have participated in the practitioner's cohort aimed and fine-tuning their will, skill, knowledge and capacity of integrating the framework throughout the district. In May, a group of staff members attended the seminar, My Brother's Keeper with facilitators from CCAR engaging the group in conversations around uplifting the experiences of male students of color throughout the district.

Over the 2022-23 school year, the Gender & Identity Inclusion (GII) department has worked to streamline the support of Gender Sexuality Alliances (GSA) throughout our school district. The team supported over 30 schools by providing materials, workshops and advisor support and help sustain GSA's across the district. Over 750 staff members have been trained in the LGBTQ+ Awareness training module including approximately 250 central services staff. This training helps to ensure staff are aware of what is happening nationally, locally and what their role is in supporting LGBTQ+ students, staff and families.

Over the 2022-23 school year, the Gender & Identity Inclusion (GII) department has worked to create consistent safe spaces for girls of color in school sites on a weekly and bi-weekly rotation. One main program highlighted our 2<sup>nd</sup> annual Denim Day event where we hosted 150 female identifying students and equipped them with knowledge around sexual assault awareness, consent and resources/support. The GII department has trained staff on the Miseducation of Girls of Color series part 1; including several departments (social workers, psychologist, trauma support team) that have received the entire four-part series of the training which equips educators and support staff with knowledge, awareness, resources and a call to action on how to better support girls of color across the district. The team has also been conducting listening sessions with students throughout the district.





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BLMA continued their Dr. Gholdy Muhammad series at Principal Leadership Institute and additional professional development for staff members to reconstruct their curriculum through the framework from Dr. Gholdy Muhammad in her book “Cultivating Genius.” BLMA also hosted a mental health symposium and an Educator’s of Color affinity space series.

Violence Prevention Program provided professional development on content related to Trauma Sensitive Schools, Mental Health, and Social and Emotional Learning including mindfulness and Zones of Regulation. The team also developed the Understanding Historical Trauma and Promoting Cultural Healing, a new professional development opportunity exploring historical trauma and its impact on individuals and groups, historical events that have occurred globally and locally as well as their impact on students and the school environment, and strategies that promote cultural healing and mitigate the effects of historical trauma.

### **Next Steps:**

District Discipline Disproportionality Leadership Team end of year data analysis including analysis of annual District Discipline Survey.

Focus for the 2023-2024 school year supporting district culture and climate within four pathways of PBIS, Mental Wellness, Antiracism, and Restorative Practices.

School Improvement Plan retreat with schools creating school-specific goals and action steps addressing school culture and climate.