



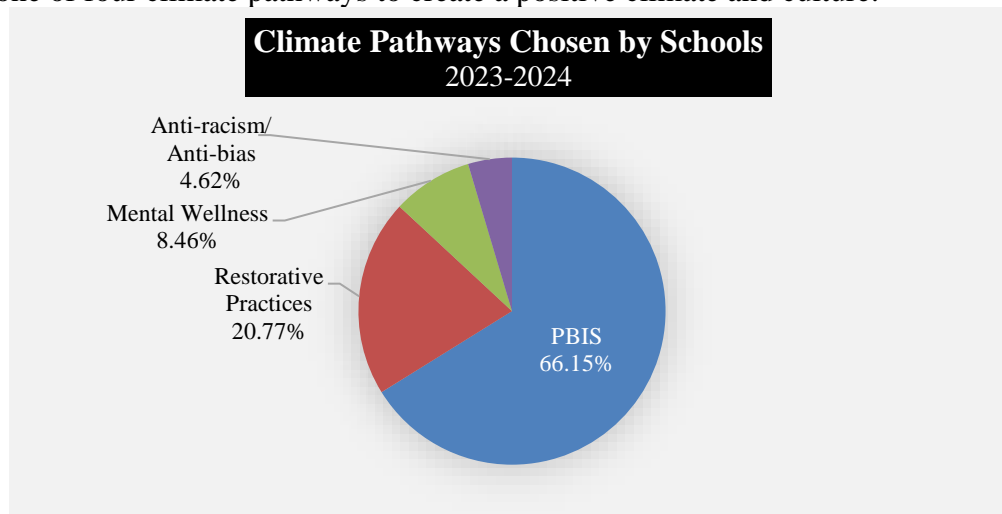
Enhancing Educational Communities and School Climate September 2024

A primary goal of Milwaukee Public Schools (MPS) is to reduce discipline disproportionality across the district. This September report will answer questions and concerns brought forth at the August Parent and Community Engagement (PACE) committee meeting as well as lay out further details of upcoming efforts for the 2024-2025 school year.

At the August PACE Committee meeting, committee members inquired about SIP pathway selection and progress monitoring towards school selected goals.

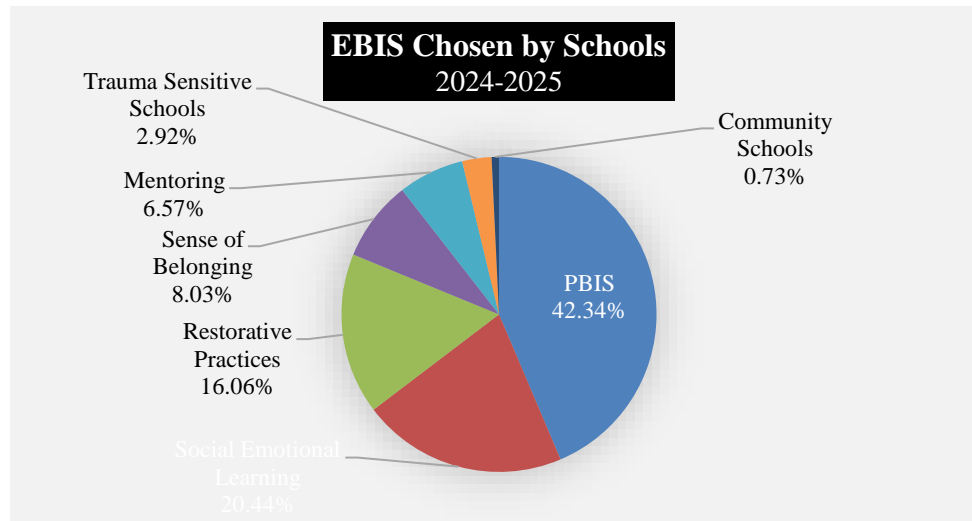
School Improvement Plans (SIP)

For the 2023-2024 school year, all schools conducted root cause analysis regarding culture and climate and selected one of four climate pathways to create a positive climate and culture.

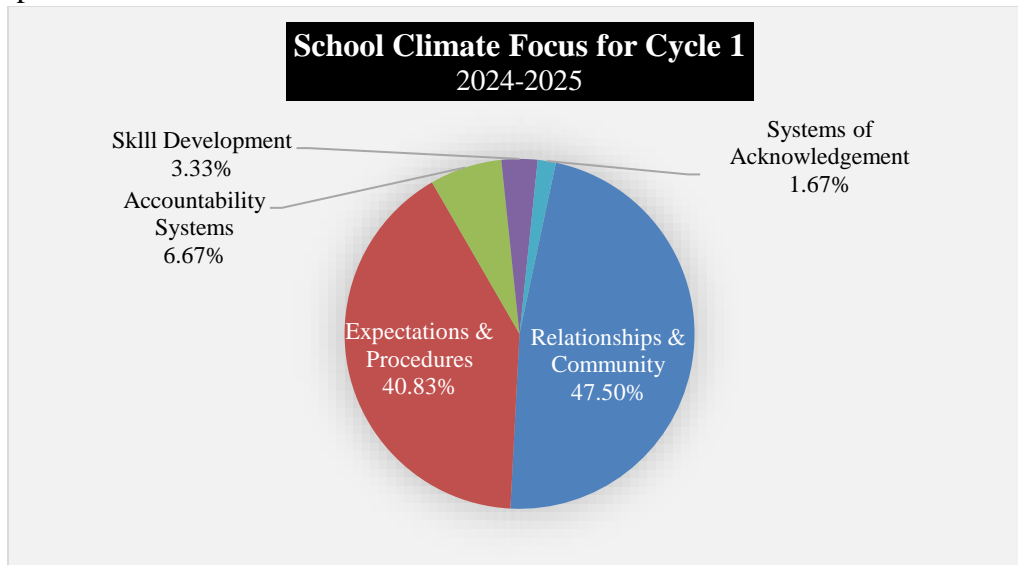


PBIS stands for Positive Behavior Interventions and Support.

For the 2024-2025 school year, all schools selected an evidence-based improvement strategy (EBIS) based on research.



Schools also selected one of the five components of school climate to focus on for cycle 1 of their school improvement plan.



All schools selected a staff practice to monitor implementation and a student outcome to measure outcomes. The most common staff practices selected to utilize included PBIS Walkthrough tool, Infinite Campus PLP behavior data, Second Step data, and positive phone call logs. The most common student outcomes being monitored include student attendance, office discipline referrals, Infinite Campus PLP behavior data, and wellbeing survey data.

All schools have a climate goal within their SIP of “schools will reduce the percentage of Black/African American students receiving behavior referrals (ODRs) by 10% by the end of the school year through the use of equitable practices as part of a multi-tiered system of support. Progress with the SIP is monitored in cycles with a rubric indicating end of cycle progress along a continuum following the school improvement process of plan, do, study, and act. Cycle one results will be shared at the January Parent And Community Engagement (PACE) committee meeting.

At the August PACE Committee meeting, committee members inquired about climate and discipline professional development available to district staff members.

Professional Development

Based on the end of the year discipline survey, the most selected topics for professional development (PD) included re-entry, restorative practices, alternatives to suspension, classroom management, Culturally Responsive Problem Solving, and engaging student voice. Staff were also asked to identify their preferred means of receiving professional development, with the most popular choices being district-led PD opportunities, school-based PD after school, and self-paced modules.

There will be breakout sessions on identified topics regarding climate on all district PD days this year. Schools also can request school-based PD from a variety of district departments on a variety of topics. Within our Learning Management System (LMS) there are self-paced modules on topics such as microaggressions, Culturally Responsive Problem Solving, re-entry, accessing data, elevating student voice, interrupting bias, and community building. Additional modules are being created.

All professional development are monitored through a check for understanding occurring at the end of each session. Facilitators use the results to determine if participants acquired the knowledge and skills set forth in the session's learning intention and success criteria.

At the August PACE Committee meeting, committee members inquired about staff feedback regarding Courageous Conversations about Race and evaluating future activities and progress of the District Equity Leadership Team (DELT).

Courageous Conversations about Race and District Equity Leadership Team

At the end of the 2023-2024 school year staff completed a survey with some questions about Courageous Conversations about Race (CCAR) implementation. Staff selected which part of the framework they are still struggling to implement with the most common responses being *speaking my truth, experiencing discomfort, staying engaged, and engaging multiple perspectives*. Staff expressed the most concern over the topics from the seminar of examining the presence and role of whiteness as well as isolating race. Staff responses indicated confusion on the concept of whiteness and some resistance to discomfort with the reflections. Staff indicated they are looking for additional support holding conversations on racial equity and the opportunity to engage in protocols to better understand how to integrate into their practices. Many staff indicated they appreciated the seminar but did not understand implementation.

For the 2024-2025 school year, the District Equity Leadership Team (DELT) will meet monthly with membership from a variety of district departments. The team will be creating an action plan with measurable outcomes in September and utilizing the Framework for Systemic Change from CCAR to engage in this work at a systemic level. To continue the collaboration with CCAR during the 2024-2025 school year, MPS will be partnering to engage in Students Organized Against Racism (SOAR) and Beyond Diversity for students. Additionally, monthly central services staff members will have the opportunity to attend a Courageous Conversations Continued Learning Series as well as a Courageous Conversations luncheon to practice utilizing protocols in conversations with their colleagues.

Staff members from the district's Research, Assessment, and Data (RAD) department are collaborating with DELT to create a year-long implementation evaluation. Information gathered from the evaluation will be utilized to guide continued implementation of Courageous Conversations about Race and racial equity.

At the August PACE Committee meeting, committee members inquired about the plan for equitably supporting schools identified for the highest levels of support.

Supporting Schools

For the 2024-2025 school year, all schools are organized into tiers of support based on disciplinary data. Through data analysis, 15 schools have been identified as high intensity support schools. These 15 schools make up 14% of total district enrollment while having 48% of all suspensions. Teaming in Equitable Education Coaching & Holistic Support (TEECHS) collaboration has been created to support these schools. A cross-departmental collaboration will be working with and in these schools to meet school-specific needs regarding climate and instruction. During September, observations and a collaborative root cause analysis will be conducted at each of these schools to identify specific needs and to identify how the TEECHS collaboration can best support the school. School implementation plans will be monitored to determine which support plans are impactful in lowering suspensions and disproportionality.

At the August PACE Committee meeting, committee members inquired about the evaluation of student voice implementation.

Student Engagement

For the 2024-2025 school year, all traditional middle and high schools are continuing with their Student Discipline Committee. Students will attend the Student Leadership Summit in October to kick-off their work for the year by creating a school-based problem of practice to investigate throughout the year. Students will meet monthly and make a recommendation regarding their problem of practice after researching the problem, interviewing students and staff members, learning about best practices, and other activities throughout the year. On a monthly basis students also provide feedback on implementation and whether they have seen change in the school regarding their identified problem of practice. Students will present their problem of practice and recommendation at the Student Leadership Summit in April 2025.

At the August PACE Committee meeting, committee members inquired about the plan for implementation and expansion of restorative practices across the district.

Restorative Practice Implementation

The Department of Restorative Practices has developed a school-wide implementation plan that will support schools to develop communities of care by using restorative practices (RP) to build, maintain and heal relationships and community. The department currently works with 22 schools across the district. The department is approaching this effort from multiple levels, including providing consultation support to schools as requested. Restorative practitioners guide schools to develop new systems through the implementation process, train and coach staff members to use restorative practices, and support a RP high school elective course focused on developing student practitioners that can work with school system change efforts. It is a department goal to begin to address barriers to implementation by increasing the knowledge and use of restorative practices with senior level staff, community members and Central Services departments, as well as provide training to school principals at Principal Leadership Institutes.

At the August PACE Committee meeting, committee members inquired about suspension frequency with respect to students with one suspension and students with multiple suspensions.

Suspension Deep Dive

For the 2024-2025 school year additional data analysis will be conducted regarding district disciplinary data. A new report, “Monthly Climate and Culture Snapshot” was created in Data Dashboard showing a monthly snapshot of data by region and school including attendance, enrollment, classroom behaviors, strategies used, behavior referrals, suspensions, and Tier 2 interventions. This report is used at the school and district level to monitor trends across schools and months. Additionally, students with repeated suspensions will be monitored and reported on this school year. Data will be shared regarding the number of students with one suspension and number of students with multiple suspensions to help schools and the district determine students with greater needs of support and schools with greater needs of support.

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