



Enhancing Educational Communities and School Climate January 2024

A primary goal of the Milwaukee Public Schools is to reduce the discipline disproportionality during the 2023-2024 school year. The following is an update on the activities that support creating a positive and inclusive educational community and equitable school climate. The bi-monthly reporting for the 2023-2024 school year will focus on the following proactive pathways:

- PBIS Tiered Interventions
- Mental Wellness
- Antiracism and Antibias
- Restorative Practices

The Department of Student Services has created three self-paced modules for all school-based staff members to complete on disciplinary best practices. The first module focused on accurate documentation of discipline within Infinite Campus, the second module focused on accurately defining behaviors of chronic disruption, substantial disruption, and disorderly conduct, the third module will focus on a range of corrective measures to be utilized while handling discipline.

PBIS Tiered Interventions

Positive Behavioral Interventions and Supports (PBIS) is aligned to the MPS Strategic Plan Initiatives of Student Achievement and Graduation and Postsecondary Readiness.

During the months of November and December 2023, PBIS offered the following district professional development sessions:

Date	Audience	Session
November 2, 2023	Classroom teachers	PBIS Strategies that Increase Engagement
November 4, 2023	Milwaukee Recreation	A Multi-tiered System of Support
November 14, 2023	Parent Coordinators	PBIS: Connecting Families
December 4, 2023	PBIS Team Members	PBIS Refresher
December 6, 2023	Principals	PBIS Walkthrough Rubric
December 12, 2023	Parent Coordinators	PBIS in the School Improvement Plan
December 13, 2023	Assistant Principals	PBIS Walkthrough Rubric

All schools have a PBIS team and building intervention team that are required to meet monthly. PBIS coaches continue to support this work and coach teams to ensure that students are receiving the support they need to be successful. Coaches are currently using the district’s Tier 2 flowchart to support teams with matching students with the appropriate interventions.

December marked the start of the PBIS classroom walkthrough rubric. The PBIS classroom walkthrough rubric was created due to the high number of requests by administrators for classroom coaching around behavior and the need to have consistent expectations for classroom behavior. This data can be used as evidence in the Continuous School Improvement Plan. Implementation of the walkthrough rubric will occur throughout the school year.

Mental Wellness

Mental wellness activities are aligned to the MPS Strategic Plan Initiatives of Student Achievement and Staff-Morale & Professional Learning.

The Violence Prevention (VP) team continues to focus on the priorities of increasing fidelity of Second Step implementation, supporting implementation of comprehensive mental wellness activities, and promoting proactive classroom management strategies as a means for creating predictable and respectful learning environments.

Two full three-day Classroom Organization and Management Program (COMP) sessions have been completed, training approximately 40 teachers in research-based practices for room arrangement, rules and procedures, student accountability systems, and managing a variety of instructional formats. The third session of COMP began in December with 25 additional participants attending. All COMP follow-up days have also concluded for those who attended COMP training over the summer, resulting in 101 participants earning COMP certification. These participants represented 52 schools and impacted a total of 9,046 students.

The VP team has been training schools and departments on a variety of topics related to social and emotional learning (SEL) and trauma sensitive strategies. The staff at Milwaukee French Immersion participated in a three-part series on explicitly connecting SEL and academic instruction. The staff at Milwaukee Spanish Immersion have participated in two sessions of a four-part series on responsive classroom management strategies. Our school psychology practicum students have received training in trauma sensitive schools, the staff at Honey Creek received training on bullying prevention, the City Year staff who serve our students received training on Youth Mental Health First Aid, and several schools received Second Step training to ensure they have what is needed to implement the curriculum. Finally, the second session of Compassion Resilience for school administrators occurred at the November PLI, that focused on the cycle of compassion fatigue and compassion satisfaction.

The implementation phase of the MPS RISE grant is well underway at each of the six grant schools: Clemens, Fifty-Third, Forest Home, Milwaukee High School of the Arts, Milwaukee School of Languages, and Riverwest. At Fifty-Third Street School, staff have engaged in two sessions of a six-part series on relationship building strategies. Staff at Riverwest have begun to implement regulation spaces in their classrooms and plans are being developed for an additional focus on staff wellness. Throughout their grade level planning meetings, teachers at Milwaukee High School of the Arts are participating in ongoing trauma sensitive schools training. Riverwest and Forest Home have been hosting family events which prioritize mental wellness and how families can support the wellness of their children.

Antiracism & Antibias

Antiracism & antibias activities are aligned to the MPS Strategic Plan Initiatives of Student Achievement, Staff-Morale, and Professional Learning.

Each month the Climate Equity Liaisons at every school receive best practice for interrupting bias and addressing discipline disproportionality. In December additional best practices regarding creating authentic relationships with students of color were shared. Some strategies included pronouncing names correctly, getting to know students individually, presenting history and culture in ways that are affirming, among other strategies. The Climate Equity Liaisons have also received additional examples of the classroom strategy of creating a recovery area of cool down space in the classroom. These spaces can be used for students to stay within the educational classroom but momentarily cool down or recover their emotions away from other students or the stimulus causing concerns.

Student Discipline Committees (SDC) continue to meet monthly at the 30 middle and high schools across the district. In November, all SDC’s identified an area of focus that they will be researching further throughout the year. These committees are organized as a Professional Learning Community (PLC) that will be researching this area of concern further and gathering additional insight from other students at the school. This work is culminating at our Student Leadership Summit in April 2024 where each committee will present their findings and recommendation.

Throughout the 2023-2024 school year, there will be continued facilitation of the Courageous Conversations about Race Exploration seminars for all MPS staff members. We are continuing with the three-year plan for all MPS staff members to attend the one-day seminar prior to March 1, 2024. In November a team of Courageous Conversations about Race Facilitators attended the National Summit for Courageous Conversations. At this summit, Milwaukee Public Schools was awarded the Grace Lee Boggs Courageous Conversations Certification Partnership Award for our continued efforts with integrating the protocols systemically with all MPS staff members.

In addition, the District Equity Leadership Team (DELT) has been meeting monthly to utilize Courageous Conversations protocols to have conversations regarding district policy, practices, and systems through a lens of race and equity. The DELT has created subcommittees working towards building racial equity including a student-centered equity walk through at pilot schools, integration into School Improvement Plans, integration of Courageous Conversations protocols within district institutes, meetings and professional development, and quantitative and qualitative data triangulation. We will be hosting our second Beyond Diversity two-day seminar in February 2024. Beyond Diversity is the nationally presented seminar from Courageous Conversations about Race. Participants engage in deep rooted conversations with the Courageous Conversations Compass, Four Agreements and Six Conditions towards addressing racial equity throughout an organization. There will be additional sessions hosted over the summer.

Below you will find updates on the implementation of Courageous Conversations about Race and the progress towards all staff members attending prior to March 1, 2024.

Timeline	Number of Sessions Held
March 2021-July 2021	17
August 2021-July 2022	31
August 2022-June 2023	46
August 2023-February 2024	36
Total for Three-Year Plan	130
Total Staff who have attended	9,200

Restorative Practices

Restorative Practices Department activities are aligned to the MPS Strategic Plan Initiatives of Student Achievement, Staff Moral and Professional Learning.

During the month of December 2023, the Restorative Practices (RP) Department continued to meet with and completed all partnership school meetings. In these meetings, department administration reviewed with principals, restorative practices implementation team members and our restorative practices coaches the exploration cohort expectations as well as the coaching site agreements once a coach is assigned to a building. Additionally, twice a month evening cohort session have been held for the Restorative Practices Implementation Team (RPIT) members after school. Each month there is a themed session facilitated for elementary schools and a session for middle and high schools. In December 2023, the department is hosted a celebratory event where all partnership schools came together to share stories of success from the first semester. Along with the monthly cohort sessions, RP coaches conduct twice a month site visits to

schools in the exploration cohort. One meeting is meant to expand on the training received during the evening session. The second meeting is focused on school specific needs and practices.

The Restorative Practices Department has developed a new day-long training course for RP partnership schools. This is day one of a five-day training series for school and district staff. Day one is entitled Racial Justice and Equity: A Deep Dive into Restorative Practices. This training takes several critical elements from Courageous Conversations about Race and uses restorative processes to deepen the learning. This first day is meant to be a critical self-reflection on oneself as an educator and on how to show up for students. Throughout the month of December, the Restorative Practices Department hosted four sessions with staff from RP partnership schools, the Department of Student Services, the Office of Chief of Staff, PBIS and the Violence Prevention Program. There will be additional training dates offered in January.

Next Steps:

Looking forward, we are planning the following activities:

- Monthly cohorts of Courageous Conversations about Race
- Completion of Phase 1 of three-year plan for all MPS staff members to attend Courageous Conversations about Race
- Facilitating Historical Trauma professional development sessions
- Sessions on trauma sensitive practices and compassion resilience

Monthly Data Review

The use of specific strategies for classroom managed behaviors are documented within PLP Classroom Behavior notes. Total documented strategies through December 20, 2023, can be found below.

Strategy	Total
BB: Brain Breaks	565
BC: Behavior Contract	506
BR: Rewind/Broken Record	801
BT: Buddy Classroom	2426
C: Community Service	92
CP: Collect Property	1141
EO: Engagement opportunities	655
GO: Go Guardian	251
IW: Independent work	309
M: Mindfulness	432
MS: Move their seat	2622
OO: One on one conversation	25545
P: Proximity Control	4200
P5: Praise 5:1	151
PC: Parent Contact	15801
PI: Planned ignoring	3895
R: Redirection	15010
RA: Recovery area (within room)	1456
RB: Referral to BIT	307
RC: Restorative conversation	1225
RE: Restorative Circle	74
S: Secret Signal	77
SC: Support staff consultation	6799
SM: Self-monitoring	399
T: Tangible Acknowledgement System	553
TS: Reflection sheet	603
V: VABB	27

All schools have a Building Intervention Team (BIT) whose team members ensure students in need of additional support are offered within the PBIS framework of Tier 2 and Tier 3 interventions. Below are the number of Tier 2 and Tier 3 interventions provided throughout the 2023-2024 school year.

Tier 2/Tier 3 Intervention	Students
Check-In/Check-Out (CICO)	1363
Individualized CICO	439
Social Academic Instructional Group (SAIG)	910
Behavior Assessment/ Intervention Plan (BAIP)	126
FBA/BIP	193
Educational Wraparound	31
RENEW	46

The following table shows total suspension events by race for year-to-date through December 20, 2023.

Behavior	Hispanic	American Indian	Asian	Black	Pacific Islander	White	Multiple	Grand Total
Total Suspensions	1519	44	97	8272	3	235	415	10585

The following table shows total suspension events by grade level through October 24, 2023.

K4-K5	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
61	110	162	266	378	545	1052
7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade	
1358	1452	2839	1359	718	285	

The following alternatives to suspension were utilized by administrators from year-to-date through December 20, 2023.

Alternatives to Suspension Utilized	Total
Conference	805
Counsel	6595
Detention	625
Mediation	354
Referral to Building Intervention Team	125
Referral to Support Staff	164
Repairing Harm Circle	104
Restorative Conference	259

The following charts show district demographics and disproportionality for the 2023-2024 school year.

