

**(ATTACHMENT 2) ACTION ON RESOLUTION 1516R-001 BY DIRECTOR MILLER ON
BLACK LIVES MATTER**

ADMINISTRATION'S REPORT

At its Board meeting on April 28, 2015, Resolution 1516R-001 by Director Miller was referred to the Committee on Student Achievement and School Innovation.

There is close alignment between the objectives and action steps outlined in the resolution and the district's 8 organizational strategies, which follow:

1. Closing the GAP
2. Educating the Whole Child
3. Rethinking High Schools
4. Redefining the MPS Experience
5. Re-envisioning Partnerships
6. Community Outreach/Communication
7. Workforce Development
8. Organizational Processes

The top two priorities of the district remain 1) Closing the gap; and 2) Educating the whole child. Much work is currently underway to assure that we are successful in accomplishing these priorities. Additionally, it is the Administration's goal that an advisory group be created for each of the 8 organizational strategies, which will ultimately and inherently achieve the goal included in the resolution relative to creating an advisory council to address specific concerns related to issues raised by the Black Lives Matter movement.

The MKE Peace Project is one mechanism that creates safe space for students to engage in dialog on issues faced in our community. It challenges youth in the central city to assess the causes of violence in their neighborhoods and provide solutions to the problem. Other mechanisms include efforts to redesign opportunities for student voice in the district including the Superintendent's Student Advisory and student representation on School Governance Councils.

MPS is supporting implementation of President Obama's My Brother's Keeper initiative effort in Milwaukee by collaborating with branches of government, local businesses, and community organizations to increase the number of males of color who are succeeding academically and socially in our schools. The focus areas for My Brother's Keeper are:

- Attending school ready to learn;
- Reading at grade level by third grade;
- Graduating from high school ready for college and career;
- Entering the workforce; and
- Reducing violence and providing second chances.

In addition to these areas of focus, MPS is conducting a policy review to better serve male students of color, focusing on increasing the number of male teachers of color, implementing professional development around cultural awareness and seeking to increase the number of adults participating in mentoring and volunteering.

To ensure a successful effort, MPS is producing an asset map of current resources to assist in the work as well as identifying additional needs and gaps and sustaining and expanding partnerships. A *My Brother's Keeper Student Leadership Council* to ensure that our students – the focus of our efforts – are providing updates and feedback to MPS leaders. Please see the attachment for information on the corresponding goals that have been developed for each focus area.

In 2009, in effort to address high suspensions, the Milwaukee Public Schools began implementation of Positive Behavior Interventions and Supports (PBIS) as part of a Response to Intervention (RtI) framework around reading, math, and behavior. RtI is an organizational framework that guides implementation of a multi-level system of support to achieve academic and behavioral success for all. The emphasis is on preventative systems and supports to ensure all students receive what they need to be successful academically and behaviorally. The framework also creates a variety of academic and behavior interventions for students who need additional support. Positive Behavior Interventions and Supports is implemented at schools across the district. During this same time frame, there have been reductions in suspensions for all student sub groups.

The Administration recognizes the value of restorative justice as a resource for our schools and students. Expanding restorative justice is a delicate process that works best when school communities opt in. Piloting additional schools and taking it to scale over time would prove most effective in growing this key support for our students.

Some of the other efforts and initiatives currently in place that address the action steps outlined in the resolution include the following:

- Assuring culturally responsive teaching practices are in place in all schools through training.
- Providing ongoing professional development through our partnership with GE and the MTEA to our school staff to increase their knowledge and implementation of Culturally Responsive Based Standards (CRBS). These CRBS elements are: Becoming Student Centered, Promoting Transformational Teaching, Connecting and integrating CRBS practices, Fostering Critical Thinking, Building Relationships and Community and Incorporating assessment and reflection. The implementation of these elements aligns to the best practices of the CCSS which has led to improved student achievement at the GE schools.
- Enhancing our district vision for student participation in a wide offering of clubs.
- Creating an administrative policy that includes a comprehensive approach to early childhood education as guided by developmentally appropriate practices (DAP) and greatly restricts suspensions of students in grades K3 through second grade.
- Supporting trauma informed care with a host of partners to include the Wisconsin Department of Public Instruction, Milwaukee Police Department, Children's Hospital of Wisconsin, Project Ujima, and Sojourner Family Peace Center.
- Providing support to students through the Violence Free Zone and City Year to include truancy, attendance, GPAs, daily life concerns, college readiness, community service and plans for specialized training to support LGBT students.

- Providing Non-Violent Crisis Intervention (CPI) training that focuses on de-escalation skills to all MPS employees. This training focuses on prevention and offers proven strategies for safely defusing anxious, hostile, or violent behavior at the earliest possible stage.
- Offering the S.T.O.P. (Students Talking it Over with Police) curriculum, which is designed to develop positive relationships between youth and law enforcement.
- Tutoring and mentoring provided to students through City Year corps members.
- Providing School Support Liaisons that will work with the school principal to support students during arrival and dismissal, assist in conflict resolution, character building and connect families with community resources as needed.
- Providing Attendance Liaisons that will work with school principals to address attendance concerns at their schools, reduce absenteeism in the district and connect families with community resources as needed.

The Administration is confident that the many strategies, systems, training, partnerships with civic organizations and initiatives currently underway in the district address the action steps outlined in the resolution.

* * * * *