



## **Enhancing Educational Communities and School Climate November 2023**

A primary goal of 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 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

### **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.

Since the start of the 2023-2024 school year, the PBIS team offered 22 professional development sessions around community building, PBIS in the classroom, using a multi-tiered system of support and validating students. The professional development sessions resulted in 1,692 teachers attending.

All schools have a PBIS team and building intervention team for behavior that is required to meet monthly. PBIS coaches support this work and coach teams to ensure students are receiving the support they need to be successful. For example, PBIS coaches received a list of the students who have the highest number of suspensions, Office Discipline Referrals (ODR), and Personalized Learning Plan (PLP) classroom behavior to ensure that these students have an active behavior intervention plan in place. Coaches work interventions with teams to ensure students are being matched to the appropriate intervention. A tier 2 flowchart was created to support teams in matching students with the right or most appropriate interventions.

Although all schools have PBIS, there are 94 schools that chose PBIS as their pathway in the culture and climate section of their school improvement plan. This focus provides schools the opportunity to use the continuous improvement process to analyze practices, determine fidelity, and focus on student outcomes as it relates to PBIS. Currently, schools are reviewing cycle 1 data and starting to plan for cycle 2. PBIS coaches support schools with their school improvement plan by using data to analyze systems, provide professional development, and coach teams and teachers. The PBIS team also created a walkthrough rubric to determine the fidelity of PBIS in the classroom. Implementation of this walkthrough tool 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 school year is off to a busy start as we continue to work toward supporting student mental wellness in schools. To begin the year, the Violence Prevention Program (VPP) team provided professional

development to teachers, paraprofessionals, administrators, and support staff on trauma sensitive practices, social and emotional learning, and bullying prevention during Teacher Institute and on professional development day. Additionally, the VP team collaborated with the literacy team to kick off two small-group in-depth cohorts with a full-day session for each on classroom management best practices to support small-group literacy instruction. This session covered important topics such as room arrangement, rules, and procedures and included an opportunity for participants to create classroom materials at the training.

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. The groundwork is being laid for implementation including planning meetings, school team formation, and baseline data collection. The results of the WI DPI Trauma Sensitive Schools Fidelity Tool will serve as the foundation for each school's RISE plan. The initial areas of focus identified at some schools include sensory regulation, improving school and classroom culture through strengthening relationships, and offering increased opportunities for authentic student leadership.

October 2023 marked the beginning of the compassion resilience cohort for all school leaders through dedicated time at the Principal Leadership Institute (PLI). Compassion Resilience is a series of facilitated workshops, using the Compassion Resilience Toolkit, that guide participants to define compassion resilience, set professional and personal boundaries, build effective collegial relationships, and practice real-time and ongoing self-care. The toolkit contains information, activities, and resources for educators to understand, recognize, and minimize the experience of compassion fatigue and to increase compassion resilient perspectives and skills. This dedicated monthly time at PLI acknowledges the stressors that impact principals' mental wellness and their ability to support the wellness of their staff and students, while simultaneously introducing them to a resource they can choose to utilize with their staff.

### **Antiracism & Antibias**

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

Schools have identified a Climate Equity Liaison who serves as a point person on information and professional development opportunities for staff members. These individuals are provided regular communication with best practice on school climate and discipline disproportionality, as well as articles and videos that can be utilized to hold a conversation with other staff members on a variety of topics. In October, classroom strategies to minimize the most common classroom behaviors district-wide were shared. As of October, the most common classroom managed behaviors were leaving the classroom and off task behaviors. Best practices were shared with Climate Equity Liaisons of proactive practices towards prevention as well as classroom strategies that can be utilized after the behavior occurs.

All middle and high schools have a Student Discipline Committee that attended the Fall Student Leadership Summit on October 12, 2023. School committees engaged in conversation as they continue to plan their year. Presenters facilitated sessions on operating the student committee as a Professional Learning Community (PLC), gathering additional student voice at the school level, as well as creating a school-based plan on highlighting recommendations to staff members.

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 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 first ever district facilitated Beyond Diversity two-day seminar was hosted. 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 later in the school year and over the summer.

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

<b>Timeline</b>	<b>Number of Sessions Held</b>
March 2021-July 2021	17
August 2021-July 2022	31
August 2022-June 2023	46
August 2023-February 2024	26
<b>Total for Three-Year Plan</b>	120
<b>Total Staff who have attended</b>	8,310

### **Restorative Practices**

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

Team members supporting the 20 schools partnering with the department have organized leadership teams and introductory meetings to set the tone for the new school year. Restorative Practices Implementation Teams (RPIT) are taking needs assessments to identify goals for the year. Coaches are working with schools to develop a collaborative team approach to how they are implementing a continuum of restorative practices that includes professional development and coaching.

The Restorative Practices Exploration Cohort has started its first set of evening cohort sessions with schools interested in building a whole school approach around a restorative framework. The first session included a deep discussion on school values and developing shared agreements with students, staff and families. Staff from K-8, middle and high schools partnering with us engaged in what this process looks like. Principals and RPIT members left with reflective questions to use in thinking about their current reality and what they envision for their school in the future. Coaches began visiting the exploration school sites and introducing themselves to those who will be engaging in this initial year of exploration.

A new professional development series is being developed for schools partnering with the Restorative Practices Department. This year’s offerings will include training on racial justice and equity, developing a restorative mindset, fostering a restorative environment, building community, and centering students in the curriculum. Starting in November we are asking that RPIT team members from all of our schools attend Day 1 of this training series which starts as an internal reflection on who we are and how we want to show up for our students.

### **Next Steps:**

Looking forward, we are planning the following activities:

- Monthly cohorts of Courageous Conversations about Race.
- School modules on disciplinary practices and policies
- Principal Leadership Institute presentation

## Monthly Data Review

The use of specific strategies for classroom managed behaviors are documented within PLP Classroom Behavior notes. Total documented strategies through October 24, 2023, can be found below.

Strategy	Total
BB: Brain Breaks	270
BC: Behavior Contract	219
BR: Rewind/Broken Record	250
BT: Buddy Classroom	931
C: Community Service	37
CP: Collect Property	593
EO: Engagement opportunities	256
GO: Go Guardian	96
IW: Independent work	141
M: Mindfulness	244
MS: Move their seat	1373
OO: One on one conversation	12718
P: Proximity Control	1981
P5: Praise 5:1	77
PC: Parent Contact	7562
PI: Planned ignoring	1441
R: Redirection	6901
RA: Recovery area (within room)	644
RB: Referral to BIT	138
RC: Restorative conversation	621
RE: Restorative Circle	43
S: Secret Signal	41
SC: Support staff consultation	3134
SM: Self-monitoring	156
T: Tangible Acknowledgement System	241
TS: Reflection sheet	335
V: VABB	11

All schools have a Building Intervention Team (BIT) in which team members ensure students in need of additional support are offered Tier 2 and Tier 3 interventions within the PBIS framework. 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)	640
Individualized CICO	207
Social Academic Instructional Group (SAIG)	280
Behavior Assessment/ Intervention Plan (BAIP)	55
FBA/BIP	113
Educational Wraparound	14
RENEW	17

The following table shows total suspension events by race for year to date through October 24, 2023.

Behavior	Hispanic	American Indian	Asian	Black	Pacific Islander	White	Multiple	Grand Total
Total Suspensions	635	19	32	3615	0	92	181	4574

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

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
18	18	41	66	128	148	428
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	
497	581	1416	709	379	145	

The following alternatives to suspension were utilized by administrators from year to date through October 24, 2023.

Alternatives to Suspension Utilized	Total
Conference	372
Counsel	2864
Detention	291
Mediation	166
Referral to Building Intervention Team	52
Referral to Support Staff	65
Repairing Harm Circle	49
Restorative Conference	111

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

