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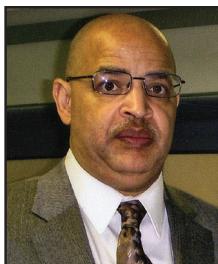
My Brother's Keeper

Improving the Life Outcomes of Boys and Men of Color

Implementation Plan

Milwaukee Board of School Directors

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This policy also prohibits discrimination under related federal statutes, including Title VI of the Civil Rights Act of 1964 (race, color, and national origin), Title IX of the Education Amendments of 1972 (sex), and Section 504 of the Rehabilitation Act of 1973 (disability), and the Americans with Disabilities Act of 1990 (disability).

The following individuals have been designated to handle inquiries regarding the non-discrimination policies:

- For Section 118.13, Wisconsin Statutes, federal Title II, or federal Title IX: Patricia Gill, Executive Director, Department of Student Services, Room 133, Milwaukee Public Schools, 5225 W. Vliet St. P. O. Box 2181, Milwaukee, Wisconsin, 53201-2181
- For Section 504 of the Rehabilitation Act of 1973 (Section 504): Jeff Molter, 504/ADA Coordinator for Students, MPS Department of Special Services, 5225 W. Vliet St., Milwaukee, Wisconsin, 53208. (414) 475-8817 TTD: (414) 475-8139



MILWAUKEE
PUBLIC SCHOOLS

October 2015

Dear colleagues and stakeholders,

As superintendent of the largest and most diverse school district in Wisconsin, I am very proud to lead Milwaukee Public Schools as we, along with our partners on the Council of the Great City Schools, take up President Obama's *My Brother's Keeper* (MBK) challenge. It is going to take the concerted and focused effort of the district, the Milwaukee Bucks as a national MBK partner, as well as our community as a whole, to ensure that our young men of color are successfully educated and prepared to move on to college, the workforce and adulthood.

I am excited about the programs and initiatives we currently provide, which meet the spirit of the challenge including:

- ▶ Working with our public health partners to ensure our students are immunized and ready to attend school;
- ▶ The Passport to Adulthood program, which helps students obtain documents they need to be ready for employment; and,
- ▶ Our Project Prevent, which focuses on decreasing school violence.

Additionally, there are many new initiatives we plan to undertake to address the needs of our young men, including the elimination of suspensions for students in kindergarten through second grade, partnering with the College Board to increase participation and success in Advanced Placement courses, expanding our College Access Centers and working with our community partners to develop a mentoring network to grow the number of students with mentors.

Our *My Brother's Keeper* Implementation Plan provides details on these and other programs we currently offer and the new efforts we plan to undertake as a part of our commitment to the challenge. This plan will serve as the backbone of our efforts and will lead us towards our MBK Action Plan, which will outline the specific goals we hope to accomplish in order to move our young men of color forward.

All my best,



Darienne B. Driver, Ed.D.
Superintendent of Schools



District Mission, Vision, Goals and Core Beliefs

Mission: Milwaukee Public Schools is a diverse district that welcomes all students, preparing them for success in higher education, post-educational opportunities, work and citizenship.

Vision: Milwaukee Public Schools will be among the highest student growth school systems in the country.* All district staff will be committed to providing an educational environment that is child-centered, supports achievement and respects diversity. Schools will be safe, welcoming, well-maintained and accessible community centers, meeting the needs of all. Relevant, rigorous and successful instructional programs will be recognized and replicated. The district and its schools will collaborate with students, families and community for the benefit of all.

Goals

Goal 1: Academic Achievement

Goal 2: Student, Family and Community Engagement

Goal 3: Effective and Efficient Operations

Core Beliefs

- ① Students come first.
- ② Wherever students are learning is the most important place in the district.
- ③ Educators and school staffs have high expectations for all students, and provide the foundation for their academic success.
- ④ Leadership, educator development and child-driven data-informed decision making are keys to student achievement.
- ⑤ Involved families are integral to increasing student achievement.
- ⑥ Student voice is encouraged and respected.
- ⑦ Quality community partnerships add value.
- ⑧ Increased operational and financial efficiencies are consistently pursued to support learning opportunities for our students.
- ⑨ Central Services supports student achievement, efficient and effective operations, and student, family and community engagement.

*The phrase "will be among the highest student growth school systems in the country" was proposed by MPS Administration to reflect efforts to increase student achievement rates in a district that utilizes measures such as the value-added model, one of the models for marking the amount of academic progress students make by measuring growth between two points in time.

Introduction

Milwaukee Public Schools (MPS) is the largest public school district in Wisconsin. During the 2014-15 school year, MPS served 77,391 students in over 150 schools across the city with 86% of students identifying as students of color. We proudly serve a diverse body of students through a variety of high-performing programs including arts, career and technical education, International Baccalaureate, language immersion and Montessori specialty schools, as well as strong traditional neighborhood schools.

MPS is a district that, unfortunately, faces challenges to be overcome. Among the student population, three out of ten students have special learning or English language needs, and eight out of ten come from low-income homes. Additionally, we are the second poorest city among the 33 largest cities in the United States, and the State of Wisconsin has the largest educational and financial disparities between white and African-American youth, according to the Annie E. Casey Foundation.

These statistics may paint a bleak picture, but MPS believes they cannot be an excuse for low student achievement. As a district, we are not waiting or wishing for things to improve or change; MPS is leading the way. Since 2013, the district has focused on three distinct goals to improve school performance and outcomes for our families.



- ① Student Achievement**
- ② Family, Student and Community Engagement**
- ③ Effective and Efficient Operations**

We are focusing our resources on these three overarching goals, with additional strategies and ideas articulated in our District Strategic Plan. The essence of the district's strategic plan is to replicate "what works" while striving for innovation, stability and sustainability. We believe strongly that our children deserve every opportunity to succeed, and that by focusing strategic resources on our black and brown males, we can help the district move forward as a whole. That is why we are excited to accept the *My Brother's Keeper* (MBK) Community Challenge.

My Brother's Keeper Initiative

In September 2014, President Obama issued a challenge to cities across the country to enact sustainable change through policy, programs and partnerships. The MBK Community Challenge encourages communities to implement a coherent cradle-to-college-and-career strategy for improving the life outcomes of all young people to ensure that they can reach their full potential, regardless of who they are, where they come from, or the circumstances into which they are born. The *My Brother's Keeper* Initiative identifies six focus areas for success.

- ① Attending School Ready to Learn**
- ② Reading at Grade Level by Third Grade**
- ③ Graduating from High School Ready for College and Career**
- ④ Completing College Education or Training**
- ⑤ Entering the Workforce**
- ⑥ Reducing Violence and Providing Second Chances**

Milwaukee Public Schools' implementation plan recognizes the special challenges to achievement faced by our boys and young men of color. What follows is a brief summary of the strategies and tactics we are using to implement the pledge our district has taken, in collaboration with other districts in the Council of the Great City Schools, to improve the academic and social outcomes of males of color.

Focus Areas

Focus Area 1: Getting a Healthy Start and Entering School Ready to Learn

Health and Wellness

In order to focus on learning, both in school and at home, children need to be healthy. Missing school because of illness places students behind their peers. By focusing on prevention, we are ensuring that the stress and worry of being sick is not an issue for our children and families, and that their attention and energy is focused on the classroom, and not the doctor's office.

MPS is currently providing vision screenings to students in K4, K5 and 5th grade as well as other students with special health or education needs. We are pursuing opportunities, with Prevent Blindness of Wisconsin, to increase our education and outreach on childhood vision issues and remove barriers to obtaining treatment and corrective lenses.

Oral health continues to be an issue with our youth. MPS partners with the Smart Smiles program, Wisconsin Seal-A-Smile and Preferred Dental to provide oral Health services to MPS Head Start - 8th grade students who lack access to regular dental care. MPS will also be working with our community partners to seek to provide additional dental screenings to our high school students.

MPS also partners with the Milwaukee Health Department (MHD) to provide immunization clinics to our students. Students in Wisconsin are required to have all of their childhood immunizations completed in order to attend school. MPS staff reviews vaccination records and contacts families with immunization needs.

MPS sends the appropriate paperwork and consent forms home to families, then MHD comes into the school and administers the vaccinations. In addition to the services outlined above, MPS hosts blood pressure screenings and health assessments related to diet and nutrition, and sports physicals for our student-athletes.

MPS is working to increase the number and availability of sports physicals, offer more health fairs in schools, increase health and wellness activities with students in schools, and work with parent coordinators to provide health and wellness activities.



Keeping Children in School: Revising Suspension and Expulsion Policies

Improving policies and practices in the early childhood setting will have the biggest impact on children who are deemed at risk for poor school performance and achievement. This starts with the elimination of exclusionary discipline practices. Beginning in the 2015–16 school year, MPS will institute a district administrative policy that redefines the circumstances in which discipline practices are applied to students in K3 through 2nd grade. Through ongoing professional development, implementation of a multi-tiered system of student support (a Positive Behavioral Interventions and Supports (PBIS)/Response to Intervention (RtI) model that promotes social and emotional development for our youngest students), and use of the Ages and Stages Questionnaire, classroom practitioners will develop a better understanding of child development, and will be able to leverage developmentally appropriate strategies to build stronger relationships with students and alleviate challenging behaviors.



Research has long suggested that school expulsion and suspension practices are associated with negative educational experiences and life outcomes. MPS, following the recommendations of the *My Brother's Keeper* initiative and best practices, is poised to address the disparities in disciplinary practices in the early childhood classroom.

Community support of the policy is overwhelmingly positive. Working with a cross section of district stakeholders including school administrators, classroom teachers, the Milwaukee Teachers Education Association, as well as community agencies, a procedure is under development to support the proposed policy and establish a standard of care in the approach to early childhood discipline in MPS.

Focus Area 2: Reading at Grade Level by Third Grade

In previous years, there has been inconsistency addressing reading time outside of school. Many of the past experiences have been one-time “events” (both at the district and school level) as opposed to sustainable and replicable initiatives. Additionally, there was not a strong effort to strategically coordinate with community partners to enhance and increase reading outside of school.

Recently, several major projects have converged to emphasize reading time outside of the school day, with a specific focus on impacting third grade reading proficiency. Through strategic partnerships with various groups such as Milwaukee Succeeds, Walgreens, and local universities, we will strengthen school literacy instruction by synchronizing outside of school programming, parent workshops, and experiential learning. Many of these efforts have been supported by a variety of sources including federal, state and local funders.



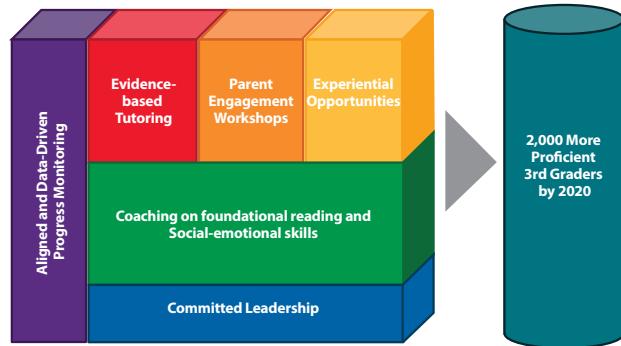
Compass Learning Odyssey

Compass Learning Odyssey is a tool available to K-12 students in all of our schools to help students work in areas matched to their needs aligned to their score on the district’s universal screener: STAT. There is evidence that students who go on Odyssey for 60-90 minutes a week in a subject have growth in their

skills and see an increase in their scale score. Each student who takes the district's universal screener will receive customized assignments for Reading and Math through Compass Learning Odyssey. Students are able to work independently or with the assistance of a classroom teacher, to practice on specific areas that are needed to reach their targeted goals.

Transformative Reading Instruction Model

Milwaukee Public Schools, in partnership with the numerous stakeholders of Milwaukee Succeeds' Third Grade Reading Network, is well into the second year of the Transformative Reading Instruction (TRI) model in five Milwaukee Public Schools- Forest Home, Rogers Street Academy, Carver, Clarke Street and Gwen T. Jackson. The partnership focuses on the coordination of numerous resources such as evidence-based tutoring services, parent engagement workshops, experiential opportunities, and intensive teacher professional development and coaching support. The goal of these effort is to build reading and literacy skills for students in grades K5 through third grade.



K5-Third Grade Literacy Curriculum Redesign

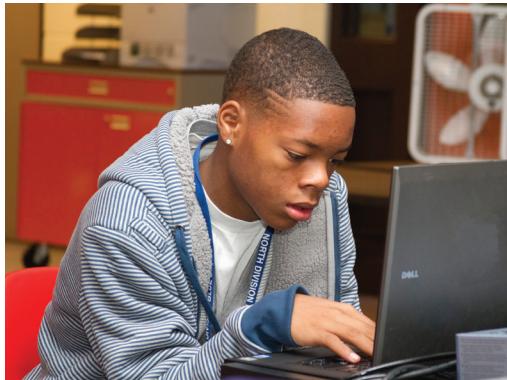
Across the district, there is an emphasis on Concept-Based Curriculum and Instruction (CBCI) which builds strong foundational skills while simultaneously enriching deep conceptual understanding for all learners. The K5 through third grade literacy curriculum has been redesigned to outline a systematic approach to literacy instruction to ensure that all students receive a comprehensive and robust, yet differentiated, learning experience. The 2015-16 district professional development and school-based professional development is designed to provide MPS educators with a solid understanding of this focus.

Partnerships for Third Grade Reading

Milwaukee Public Schools has continued partnerships with several dedicated community partners to combine efforts to increase reading proficiency for Milwaukee's third grade students. Some exciting partnerships include an ongoing collaboration with the Boys and Girls Club through SPARK. The SPARK Early Literacy Program brings literacy into all spheres of a child's life: home, community and school. The WI Reading Corps combines the power of service with literacy science to deliver proven approaches that help struggling readers transform into confident students. The Milwaukee Repertory Theater provides literacy instruction through the arts through the Reading Residencies program which is in several schools. The Milwaukee Education Partnership Grant has allocated funds for a multi-year focus on improving literacy achievement in MPS.

Tutoring 4 You Program – T4U

MPS’ “Tutoring 4 You” (T4U) program works in select elementary schools with second and third grade students who are below target in reading. During the 2015–16 school year, tutoring will take place in one of two ways, online or in school.



Tutoring will be available for students for one hour two days per week for a total of 40 hours of tutoring support. In addition, the class size ratio for in-school tutoring sessions will be one adult to a maximum of five students. Students will be grouped by grade level and the individual goals for the learning plans will be driven by data. Staff members employed as tutors must be highly qualified in the subject area they will be teaching, math or literacy. Tutoring sessions will be skills-based, address the individualized skills identified for improvement in the learning plan, and aligned to the Common Core State Standards for the appropriate subject and grade level. Academic support is also available at Community Learning Center sites at the elementary, middle and high school level.

Additionally, MPS is prioritizing the implementation of disciplinary literacy strategies that promote reading across all subject areas. Schools are also incorporating daily literacy intervention blocks that strengthen foundational literacy skills that are specifically tailored to meet students' needs. MPS will continue to work with existing and potential partners to replicate the successful strategies that have been implemented.

Focus Area 3: Graduating from High School Ready for College and Career

Gaining Early Awareness Readiness for Undergraduate Programs (GEAR UP)

The MPS GEAR UP grant currently supports eight high schools (Audubon, Bay View, Bradley Tech, Hamilton, Madison, Milwaukee High School of the Arts, Morse Marshall, and Vincent) throughout the district. The grant works with sophomores and juniors at each site and provides tutoring, academic advising, high school transition support, college tours, pre-college programs, Milwaukee Parent Institutes (over 500 have graduated) and College Success Centers in each school. The grant allows MPS to partner with Milwaukee Area Technical College (MATC) to reduce the number of students who need remedial courses as they enter post-secondary education. Additionally, GEAR UP is working with Advanced Placement (AP) to create a student profile that will identify students who should be enrolled into Advanced Placement courses.



Expansion of MPS College Access Centers

There are two College Access Centers located in the city of Milwaukee, one on the north side and one on the south side. The College Access Centers have been funded through the Great Lakes Higher Education Guaranty Corporation, and will continue to be funded through the 2015–16 school year. A team of district personnel and community organization members are at the beginning stages of meeting to identify opportunities and potential partnerships to help support the current College Access Centers along with expansion of services and/or locations to be in a position to better serve all of our high school students.

Making Post-Secondary Education Affordable

In order to ensure that our students have the best opportunities to succeed in post-secondary options, we must not only prepare them academically, but also for the financial responsibilities that come with furthering their education. This is why in the 2015-2016 school year, all 11th graders in MPS are taking the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT). Traditionally Midwest colleges and universities only require an ACT for admission, however in order to be eligible for National Merit Scholarships students must have a PSAT/NMSQT score. MPS covers the fee for this exam to provide the opportunity for all students to compete for scholarship dollars.

Providing dual enrollment options for high school students is another way MPS works to make post-secondary education more affordable. MPS has forged a strong partnership with MATC so that students enrolled in MPS can take courses that count toward both high school graduation and college credits at no cost to the student. These options are available for students interested in mobile application design, food manufacturing and processing, medical terminology and business.

Addressing Truancy

Historically, Milwaukee Public Schools focused on truancy following the guidelines and procedures identified in Administrative Policy. Typically, the work of addressing attendance fell to the school social worker. The same level of attention was not given to students with excused absences.

With the implementation of PBIS, an interdisciplinary team works to address attendance as a behavior using the existing PBIS framework. A school level self-assessment tool was developed to ensure systems were in place to accurately record attendance. Existing behavioral interventions that would support improved attendance were identified. The PBIS/RtI coaches provide training and support on addressing attendance as a behavior. Additionally, the focus has switched from just unexcused absences to absenteeism.



In June 2015, PBIS/RtI district team trained over 400 school staff members on the new attendance initiative that will begin at the start of the 2015–16 school year. The attendance initiative is a multi-faceted approach to improving attendance. It includes a media campaign, attendance supports for all students, and interventions to support those students who may be struggling with attendance.

A team of school social workers and PBIS/RtI team members developed an attendance curriculum to be used for the intervention known as the Social Academic Instructional Group (SAIG). Using MPS attendance data, a specific screening and intervention timeline was developed to identify and support students who have attendance issues during the first 30 days of school and throughout the year. At the high school level, the plan specifically focuses on ninth grade students.

Focus Area 4: Completing College Education or Training

Advanced Placement and International Baccalaureate Diploma Courses

Either Advanced Placement (AP) or International Baccalaureate Diploma (IB) courses are offered at every traditional and most MPS charter schools. These courses prepare students for the rigor of college and students can earn college credit for qualifying scores on the May AP/IB examinations. In 2008 and then in 2011, MPS was awarded the United States Department of Education's AP Initiative grant aimed at increasing AP opportunities for underrepresented students in select schools. Since 2008, MPS has nearly doubled the number of students enrolled in AP/IB courses and the number of students taking AP/IB examinations. Collectively, MPS high schools offer more than 50 AP/IB courses.

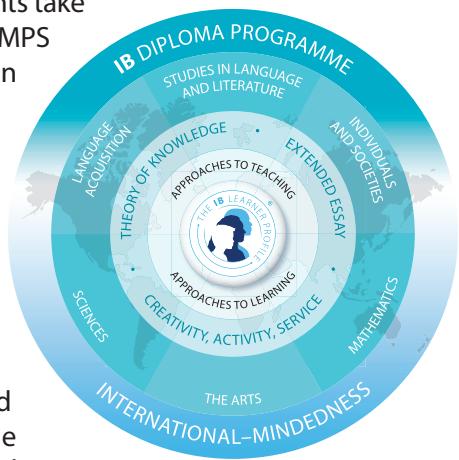


Every AP/IB teacher has successfully attended the appropriate training to be able to offer instruction in these courses. MPS provides supports for schools that want to pursue these courses through funding, materials, networking opportunities, trainings and recruitment initiatives. Collaboration is encouraged between schools and many teachers meet to discuss best practices in their content areas and test preparation efforts. The library system supports the sharing of course materials between schools when available. A Pre-AP writing course was first offered during the summer of 2015 to help prepare students for the rigor of their AP courses.

SpringBoard is the College Board's comprehensive instructional program in English Language Arts and mathematics for all students in grades 6–12. SpringBoard offers research-based instructional strategies and practices that provide a clear roadmap going forward and helps students take ownership of, and accountability for, their own learning. In 2014–15, seven MPS schools utilized the SpringBoard curriculum and framework in grades 6–8. In 2015–16, SpringBoard will be offered in ten MPS schools in grades 6–10.

Districtwide professional development in IB, from the Primary Years Programme through the Diploma Programme, is being planned for November 2015. All teachers at IB schools will be trained in IB best practices such as inquiry, assessment and academic writing practices to further student success in IB. A clear vision to expand AP offerings and success for students in these courses has been developed to include additional summer school opportunities, distance learning, district-wide review and test prep options, additional networking events for teachers and a standard level of AP offerings at all high schools. SpringBoard will continue to expand to include all students in grades 6–12 at selected schools during the 2016–17 school year.

The goal through these developments is to ensure our students are prepared for success after high school.



Research shows that a community's economic success is tied to the educational attainment of the people who live there. The success of MPS students can improve the number of trained workers available to meet the needs of businesses and industry, increase access to middle-class incomes, decrease crime, and improve the well-being of communities and families in Milwaukee, and Wisconsin.

With an emphasis on overlapping urban educational and research missions, three institutions — MPS, Milwaukee Area Technical College and the University of Wisconsin-Milwaukee — have combined and leveraged efforts to create M3. M3 will create a road map for students that will lead to a seamless transition from high school to higher education. We will accomplish this through five major goals, including: 1) raising aspirations, readiness, and success of students by exposing students to technical school and university options and offering the chance to earn a credential, technical school, or college credits before they graduate high school; 2) educating families about the value of post-secondary learning through involving parent coordinators in the post-secondary education selection process, and provide parents with contacts and resources associated with MATC and UWM; 3) aligning curriculum and services from middle school to post-secondary education by creating pathways to associate and bachelor's degrees and eliminating the need for post-secondary remediation; 4) creating and cultivate the culture of learning and education after high school through the creation and funding of service-learning opportunities, internships, and scholarships for students; and 5) positively influencing the Milwaukee community by engaging the student voice, providing safe spaces and building awareness of equality and inclusion.

The three institutions have developed work groups around each of these goals to leverage our institutional knowledge to create a pathway of success for our students.



The MATC Promise

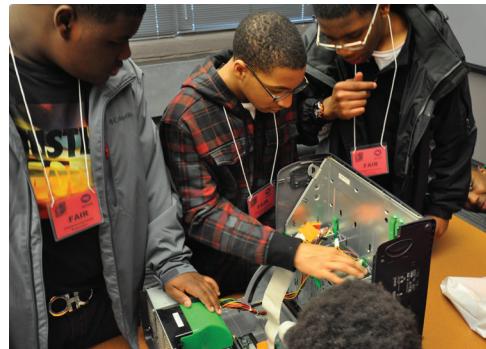
One of the pathways that has been created is the MATC Promise. This program will provide a no-cost college education to Milwaukee area high school graduates who meet specific criteria and enroll at the Milwaukee Area Technical College. The cost of post-secondary education has been a barrier to many of our boys and men of color. This program will remove that barrier while providing a way for them to better their lives and their community.



Focus Area 5: Entering the Workforce

Passport to Adulthood

Learning job skills at an early age prepares our students to enter the workforce upon graduation, earn money for college and have experiences that will be useful for the rest of their lives. The Passport to Adulthood program helps students obtain the necessary documentation needed for employment. Passport to Adulthood helps students obtain birth certificates, social security cards and other forms of identification needed by employers.



This program has produced successes, and MPS plans to replicate that success through student recruitment initiatives and expansion of the program during the 2015–16 school year.

Internship and Employment Opportunities

In a community like Milwaukee, where the unemployment rate remains high at 6 .3% and more importantly, the African-American unemployment rate is at 19 .9%, near the top of the nation, it is imperative that we find pathways into the workplace for our youth. Access to jobs and work experiences for our students is important in that it provides them with skills that can relate and lead to future employment, learned professionalism and work ethics, opportunities to see models of success, and income that many of our low-income students need.



Contract Compliance Services (CCS) Student Engagement Program is designed to create and promote career awareness and industry exposure, in an effort to strengthen the skills and abilities of MPS students. The student employment hours assigned by CCS provide youth participants' opportunities to uncover their potential through paid, on the job training, extending their classroom learning environment.



During the 2014–15 school year, there were 23,280 student employment hours assigned on district contracts, equating to an increase of 4,400 hours, or 30%, since July 1, 2012. CCS intends to impact *My Brother's Keeper* outcomes by increasing employment opportunities for young men of color. African-American male students account for 36% of completed hours, while Hispanic males achieved 8% of overall assigned hours. Strategic collaborations will assist in increasing participation levels for both African-American and Hispanic young men.

In addition, we will continue to partner with the Milwaukee Area Workforce Investment Board to find and fund opportunities for our students employed through the Earn and Learn Program. This summer, MPS provided funding for this program to create an additional 25 jobs for our students to keep them busy during the summer months to help more youth stay on a positive track. Additionally, as we seek to reinvigorate our business and community partnerships program, we hope to leverage those partnerships to create work experiences, both paid and non-paid, for our students as well.

Career Cruising

Students in grades 6-12 use Career Cruising to learn more about themselves and to develop their Academic and Career Plan (ACP). Career Cruising offers the following assessments:

- ▶ Interest Inventory
- ▶ Ability Profiler
- ▶ Skills Inventory
- ▶ Learning Styles Inventory

In addition, the content of Career Cruising is rich with information on careers, education, employment trends and more. Each student has a personal Career Cruising account with an e-portfolio. The e-portfolio holds assessment results, favorite information on schools and careers, and the student's Academic and Career Plan. Each student must meet career cruising completion standard requirements.



ccSpark

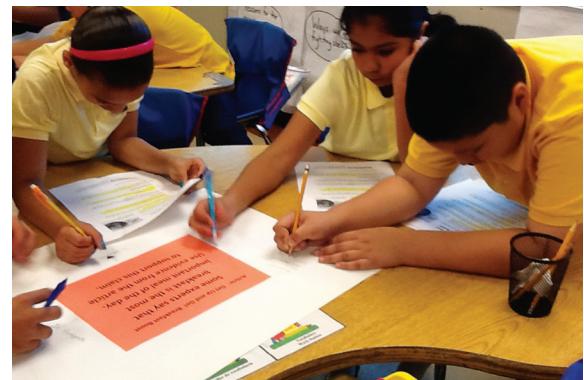
Students in K-5th grades use ccSpark to learn more about themselves and to develop their Academic and Career Plan (ACP). ccSpark is a comprehensive learning game which introduces elementary students to age-appropriate life skills and career guidance information. ccSpark offers a learning styles assessment in 4th grade.

Inspire Southeast Wisconsin

Inspire is a web-based tool that connects students and schools to local employers. While researching various careers and career pathways, students can view employer profiles, connect to online career coaches, and engage in a variety of career-based learning activities with local businesses. Inspire Southeast Wisconsin is part of Career Cruising and in its first year of implementation will be available to seven high schools this fall and eight more in spring.

GPS Education Partners

GPS Educational Partners is a unique education model offered to approximately 20 MPS high school students each year. High school juniors and seniors participate in the program that combines rigorous academics in a small class size environment with structured training that allows students to apply their learning in a manufacturing environment. Students earn a high school diploma and industry recognized credentials while gaining valuable employability skills and paid work experience that will prepare them for college and career opportunities.



Focus Area 6: Reducing Violence and Providing Second Chances

Positive Youth Development

MPS partners with a variety of nonprofit organizations to reduce violence through positive youth development. Community-based organizations like Milwaukee Christian Center and Running Rebels facilitate Violence Free Zone (VFZ) a neighborhood-based youth intervention initiative that strives to reduce youth crime, violence and gang activity. Youth advisors work in eight designated schools daily as mentors and help monitor and support at-risk youth. These advisors assist in creating and maintaining a school climate where the educational process can thrive.

To help teachers with student health and wellness needs, Children's Hospital of Wisconsin partners with the district to provide access to free on-line health and safety e-learning programs to use in classrooms with students in Grades K4-8. Program offerings include: bullying prevention; alcohol, tobacco and other drug prevention; nutrition, health, and body systems; and home safety.

MPS currently has 16 schools partnering with Playworks to provide play and physical activity to students throughout the school day from trained, full-time adults called "coaches". These schools are proven to have less bullying, students feel safe at school, are more engaged in vigorous physical activity and ready to learn. Coaches become part of the school community and get to know every student at the school. During recess, Playworks coaches lead and organize games and activities, teaching valuable lessons along the way. They work with teachers in the classroom, leading classroom games. Playworks also provides leadership opportunities for students through the Junior Coach Program, and runs before and after-school programs.



Positive Behavioral Intervention and Supports

In 2008, the Council of the Great City Schools noted that, "The discipline process within the Milwaukee Public Schools is oriented toward setting forth punitive consequences, rather than toward reinforcing positive behavior. No district-wide framework exists for a research-based program to encourage positive behavior; nor is there a consistent program of interventions designed to build positive behavior." As a result of their recommendation, MPS began implementation of Positive Behavioral Interventions and Supports (PBIS) in the first cohort of schools (30) in the 2009–10 school year. By the end of 2012–13, all MPS schools were fully trained and implementing all three tiers of the PBIS Framework. Since the 2008–09 school year, there has been a 15.2% reduction in the suspension rate district wide and suspensions have gone down from 75,234 in 2008–09, to 16,374 total suspensions in 2014–15.

The basic elements of Tier 1 of the PBIS Framework include: three to five school-wide expectations, area-specific expectation posters throughout the school (including classrooms), monthly meetings, collection and analysis of behavior data, and various best practices such as relationship building with all students. Tier 2 of PBIS has a variety of interventions in all schools which include Check-In/ Check-Out, Social Academic Instructional Groups, and Behavior Assessment/ Intervention Plans. Within each of these interventions, a primary component is regular, positive interactions between the student and various



adults in the building. For those students who do not respond to Tier 2 interventions for their behavior, all schools offer the Tier 3 interventions of Functional Behavior Assessment/ Behavior Intervention Plan, Educational Wraparound (K–8 only), or RENEW (high school only).

As we move forward with PBIS, our goals include getting more schools at fidelity (as measured by the BoQ) system-wide, ensure all teachers understand their role in PBIS and can implement classroom best practices, ensure all students have equal access to Tier 2 and Tier 3 interventions, and increase the number of staff trained to facilitate Tier 2 and Tier 3 interventions.

Trauma Informed Care

The MPS Violence Prevention Program (VPP) has been in existence for many years. Specific trauma and Restorative Practice training was added as part of the VPP menu and began two years ago. Training has been provided to schools that request all-school training and/or individuals who attend district training. Crisis Prevention and Intervention (CPI) has also been available in MPS for many years and has been provided to a large number of staff throughout the district. The main focus is on safe learning environments.

In addition to the training listed above, other supports have been provided to address violence, etc. These include: anti-bullying, social-emotional learning, Ropes and Challenges curriculum and mindfulness.

Our School Community Partnership for Mental Health (SCPMH) allows for an integration of school and community mental health partnerships. Pupil services personnel (social workers, psychologists, counselors and nurses) have always provided crisis intervention, counseling supports, linkages with community agencies and individual work with high-needs populations. A suicide intervention protocol was developed to appropriately assess students who may be at risk of self-harm. We plan to expand SCPMH into additional schools in the future.



New developments include Project Prevent, which has a focus on decreasing violence through implementation of social-emotional learning, integrating school and community mental health, universal screening for internalizing behaviors, parent training on various issues of violence, and trauma training as a Tier 1 level support at identified schools. The Project AWARE grant allows for training of staff in Youth Mental Health First Aide (YMHFA). YMHFA teaches staff to identify mental health concerns and refer students in a timely manner to appropriate resources. Pupil services staff work more within the PBIS framework using data to determine which students need a higher level of support. Tier 2 and 3 has become part of their day-to-day work. Coaching has been added to improve fidelity measures. Finally, A Restorative Practice Teacher Guide and student curriculum were recently developed.

Moving forward, there is a plan to roll out trauma training for all schools. A train the trainer model is being developed, which will include a media presentation completed by VPP, and supported by school social workers and psychologists, who will serve as facilitators at the building level. This training also includes information on vicarious trauma and its impact on staff. Social-emotional learning will be embedded into the professional development roadmap and used as Tier 1 districtwide.

Operations and Programming

In addition to addressing the six focus areas outlined in the *My Brother's Keeper* initiative, MPS is also focusing on other areas of the district for change and new programs to address the spirit of the initiative.

Increasing the Number of Male Teachers of Color



Historically, men of color have always been



the minority in the teacher workforce in Milwaukee Public Schools and nationally. MPS is actively working to increase the number of participants of men of color in the Urban Teacher Residency Program. Several programmatic initiatives and strategic partnerships are being pursued to recruit participants including partnerships with Historically Black Colleges and Universities' schools of education to offer student teacher placements in Milwaukee, with the promise of a contract after graduation. MPS will seek to reinstate the Metropolitan Multicultural Teacher Education Program to recruit male paraprofessionals of color with bachelor degrees into careers in education, as well as exploring

tuition reimbursement and sign-on bonus pay option for men of color who choose teaching as a career.

Reviewing Policies to Ensure our District is Serving the Needs of Male Students of Color

MPS is also committed to ensuring the policies and procedures in place are inclusive and are meant to serve all of our students' best interests. Wisconsin has one of the largest educational achievement gaps for male students of color in the country, and it is imperative that the district does all it can to ensure we are closing that gap. To that end, we will be conducting a review of MPS policies to ensure that they are all designed to close the achievement gap, and move our students of color forward.

Additionally, the Board recently adopted a measure to ensure that the tenants of the "Black Lives Matter" movement are ingrained in MPS. The measure promotes increased student and community voice in our policies and policy development, and ensures that everything we move forward as a district is free from racial bias and stereotypes, and is designed to promote trust and culturally aware educational opportunities for our students.



Making Cultural Awareness a Professional Development Focus

MPS currently has one teacher providing professional development and training on Culturally Responsive/Relevant Teaching (CRT) practices. In past years, there had been a team of teachers providing professional development, coaching and support to schools focused on CRT. In addition, specific to

district professional development, we have sporadically provided CRT professional development sessions to principals at the monthly Leadership Institute but without follow up or clear district expectations for implementing Culturally Relevant Practices.

Beginning with the August 2015 Leadership Institute, MPS is introducing a series of professional development sessions that will extend throughout the school year for principals and assistant principals called the Continuum of Cultural Proficiency. Going forward each month, a sequence of professional learning content focused on Cultural Proficiency will be presented to school leadership. Principals will be introduced to the Continuum of Cultural Proficiency as they examine their own values and beliefs, then begin working with their staffs on examining adults values and beliefs around cultural proficiency and finally moving towards our students' and families' cultural values and beliefs. This progression will be outlined in the Leadership Institute Roadmap.

Moving forward, the new position of Equity Specialist in the Office of Innovation and Information will work collaboratively to design the MPS Framework for Cultural Proficiency. A significant component of the Framework will address the professional learning needs of district leaders, school leaders, teachers and staff in knowing and understanding culturally relevant practices in an effort to reach our students with culturally relevant teaching, and significantly impact teaching and learning in the district.

Developing a Robust Mentoring Program

As outlined in detail above, most of the children we serve come from households and communities where they have not had the opportunity to see what success looks like. This has often led to the cycle of poverty and hopelessness that has become the norm in the Milwaukee community for decades. In order for our children to know that there are ways out of their current situations, it is imperative that they know what success looks like, that they know that there are adults in our community who have gained success, who care about them, and with whom they can turn to for guidance and solutions in their transition into adulthood. MPS served over 77,000 children this past year, and statistics show the vast majority live in poverty and are in need of positive mentors in their lives. Unfortunately, although our mentoring partner organizations try their best to match all needy children with mentors, the numbers are too great for the uncoordinated mentoring efforts in Milwaukee today.

To help solve this problem, Milwaukee Public Schools, the Milwaukee Bucks of the National Basketball Association, and the city-wide *My Brother's Keeper* team are working together to build the framework for a mentoring network to match our children with adults in the community who care about their well-being and want to see them succeed. Wisconsin is one of the few states that does not participate in the National Mentoring Network (MENTOR), and it's obvious our children are suffering as a result. Over the summer of 2015, organizations from throughout the community came together to strategize Milwaukee's plan to create a large, sustainable mentoring network for our children. All of our partners are committed to the goal of having a program in place by January 2016, which is National Mentoring Month.



Conclusion

Milwaukee Public Schools is a proud supporter of *My Brother's Keeper*, the White House initiative to address the opportunity gap faced by males of color and help ensure that our entire nation's youth can reach their full potential. This implementation plan identifies what our district is doing and plans to do in order to improve academic and social outcomes of boys and young men of color. We also recognize that we cannot do this alone, which is why we are partnered with organizations around the city in support of a citywide *My Brother's Keeper* Action Plan. In the coming months, the citywide MBK group and MPS will produce action plans that complement each other and provide the framework for our efforts to better serve and uplift our boys and young men of color. This plan will allow us to set specific goals we hope to accomplish in regards to the programs and initiatives outlined in this implementation plan. During Milwaukee's Boys and Men of Color Week (October 18-25) we will be holding a community listening session to get feedback on our action plan and work to include that community perspective into the Action plan. We also recognize the citywide MBK group, which includes the City of Milwaukee, Community Advocates and the Black Male Achievement Advisory Committee, and MPS.



The Eight Big Ideas

Academic Achievement



1

Closing the Gap - Narrowing the achievement gap that separates economically disadvantaged students and students of color from less disadvantaged students.



2

Educating the Whole Child - Creating connected opportunities to develop students who are ready for school, healthy, and prepared to develop a strong foundation of academic excellence that prepares them for future success.



3

Redefining the MPS Experience - Offering a variety of extracurricular and expanded academic opportunities for all students that extend the classroom beyond the four walls of the school.



4

Rethinking High Schools - Developing new approaches to teaching and learning in high schools that foster creative problem solving and analysis; and creativity and collaboration that connect student learning to the real world.

Student, Family and Community Engagement



5

Re-envisioning Partnerships - Building and expanding partnerships by re-envisioning our community-driven engagement philosophy to support the academic success and wellbeing of students by engaging partners in a way that improves teaching, learning and school culture.



6

Communication & Outreach - Developing and executing clear communication strategies that effectively and efficiently communicate with internal and external stakeholders.

Effective and Efficient Operations



7

Workforce Development - Attracting and retaining a qualified workforce while facilitating a learning culture, building career pathways and pipelines for employees, encouraging employee wellness, diversity and skill mastery.



8

Organizational Processes - Developing process improvement mechanisms to support the district's key principles while effectively managing change and improving business processes and organizational performance.



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