



# Urbana Middle School

Behavior and Interventions Report  
Scott Woods, Principal

**URBANA**

# Collaborative Framework Integrated Systems Model

- ▶ Building–Level Systems (Tier 1)
  - PBIS Tier 1 Team
  - Building Admin Team
  - All–staff communications
- ▶ Interdisciplinary Academic Teams (Tier 1–2)
  - Weekly review of academic and behavioral data with academic team and grade–level counselor.
- ▶ Academic/Behavioral Intervention Team (Tier 2–3)
  - Student Services Team (Counselors, Psych, SW, Admin, Teachers)
  - See Check–in/Check–Out Process Sheet

# Universal Interventions

- ▶ Continued implementation of PBIS and BP-PBIS.
- ▶ Implementation of anonymous reporting systems for bullying behavior.
- ▶ Creation of Bullying Behavior FAQ for students and parents.
- ▶ Creation and implementation of consistent team/department behavioral interventions process to address classroom behaviors such as Defiance/Disrespect/Disruption.

# Advisory: 2014–2015

What is the overall goal of advisory at UMS? What should all students know or be able to do as a result of being in the advisory program?

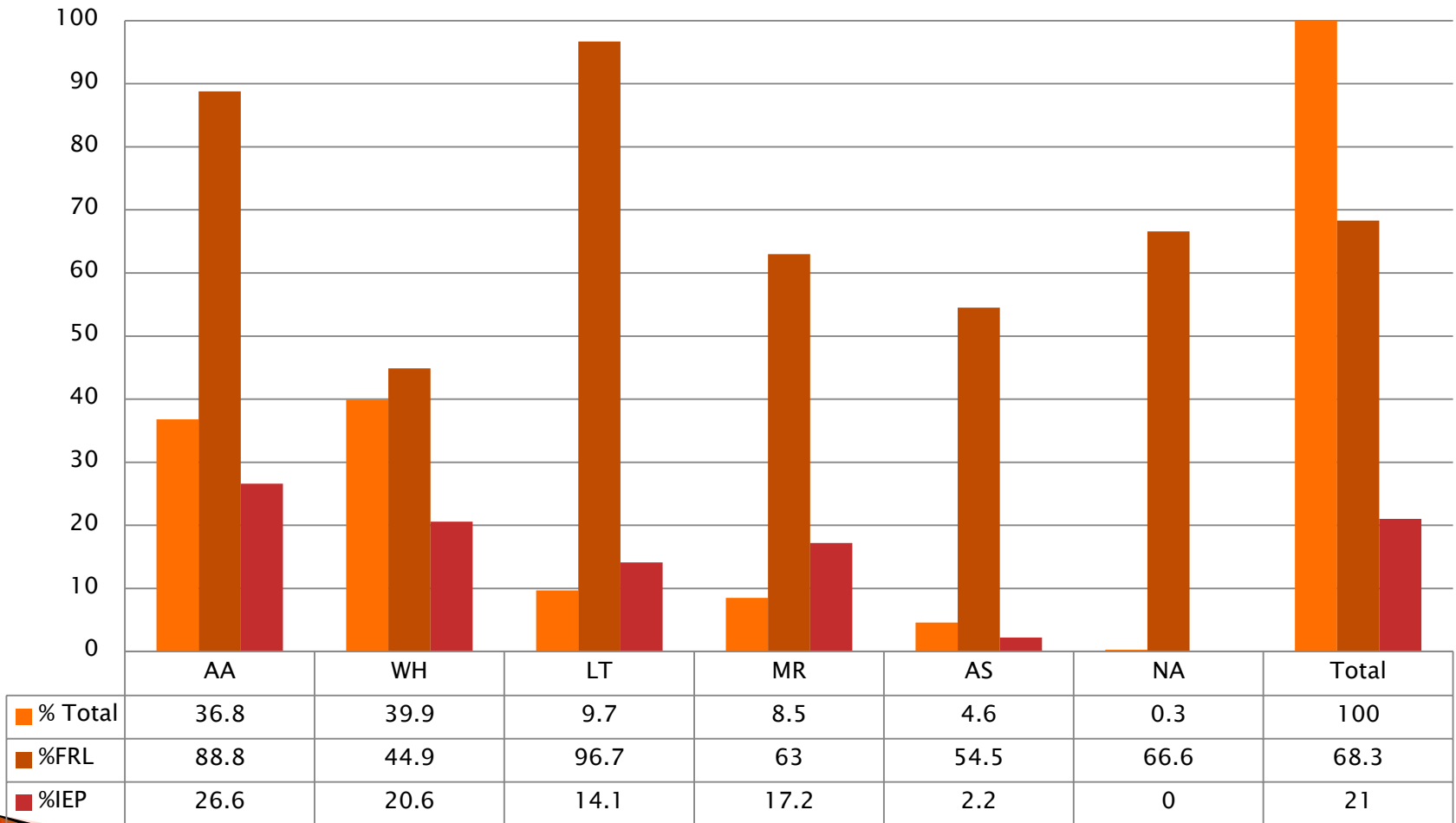
- ▶ At UMS, advisory is a place and time for students to be part of a small, supportive community of peers together with an adult advocate working to meet individual and whole–group social, emotional, and academic needs.
  - All students will have and be able to identify at least one adult who they can go to for social, emotional, or academic support.
  - All students will be part of and able to identify a small community of peers who works to support social, emotional, and academic needs.
  - All students will set and monitor personal goals.
  - All students will learn skills to contribute to a positive school culture.



# Advisory: What will it look like?

- ▶ 25 minutes at the beginning of M,T,Th,F
- ▶ All teachers /certified staff lead a group of 10–15 students.
- ▶ Required PBIS Lessons and Goal Setting
  - Other possible activities School-wide spirit activities, Community service, Morning meetings, Team Building, Academic progress checks, Behavioral progress check, Organization check, 1:1 Check-in, CICO, Student created/generated ideas/topics, Issues of social justice, Current events, Problem solving
- ▶ Must address the affective in order strengthen the academic.

# Demographic Snapshot by Race January 2014



# UMS – Referrals

	10-11	11-12	12-13	13-14
Male	61.9	58	62.1	59.1
Female	38.1	41.9	37.9	40.8
White	15.4	20.7	16.0	15.9
African American	71.1	67.8	72.2	68.9
Latino/a	5.1	3.7	3.6	5.9
Multiracial	7.9	6.9	6.7	6.8
Asian	<1	<1	<1	<1
Native American	<1	<1	1.2	2.3
TOTAL ODRs	2280	3359	3087	1011 (Sem 1) *2022 Proj
ODRs / Student	2280/848 2.7	3359/839 4.0	3087/859 3.6	2022/945 2.1

# UMS Referrals – Semester 1 13–14

1011 referrals generated by 261 students

	Percent of Total ODRs n=1011	Percent ODRs by Student n=261	ODRs per student
Special Education	35.4	27.2	1.8
6 <sup>th</sup> Grade	26.6	27.5	.79
7 <sup>th</sup> Grade	38.7	37.5	1.2
8 <sup>th</sup> Grade	34.7	34.8	1.2



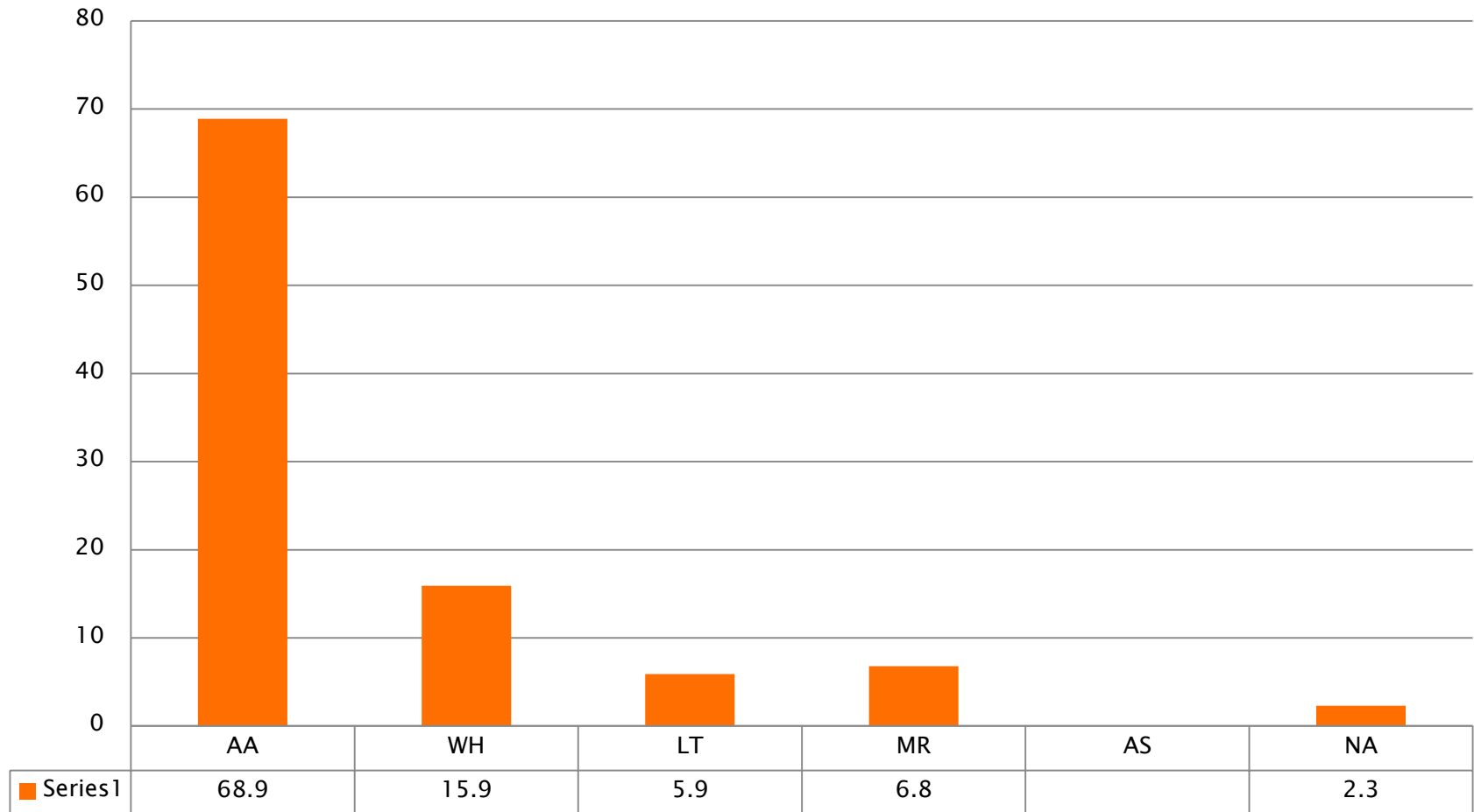
# Top Referral Offenses

	10-11	11-12	12-13	13-14
1	45.7 Other	26.1 Tardy	37.3 Defiance	28.5 Defiance
2	27.5 Disruption	23.2 Defiance	18.1 Disruption	17.4 Disruption
3	13.1 Defiance	22.1 Disruption	16.3 Tardy	13.4 Inappropriate Language

This chart shows the top three reasons for ODRs each year as a percentage of the total referrals.



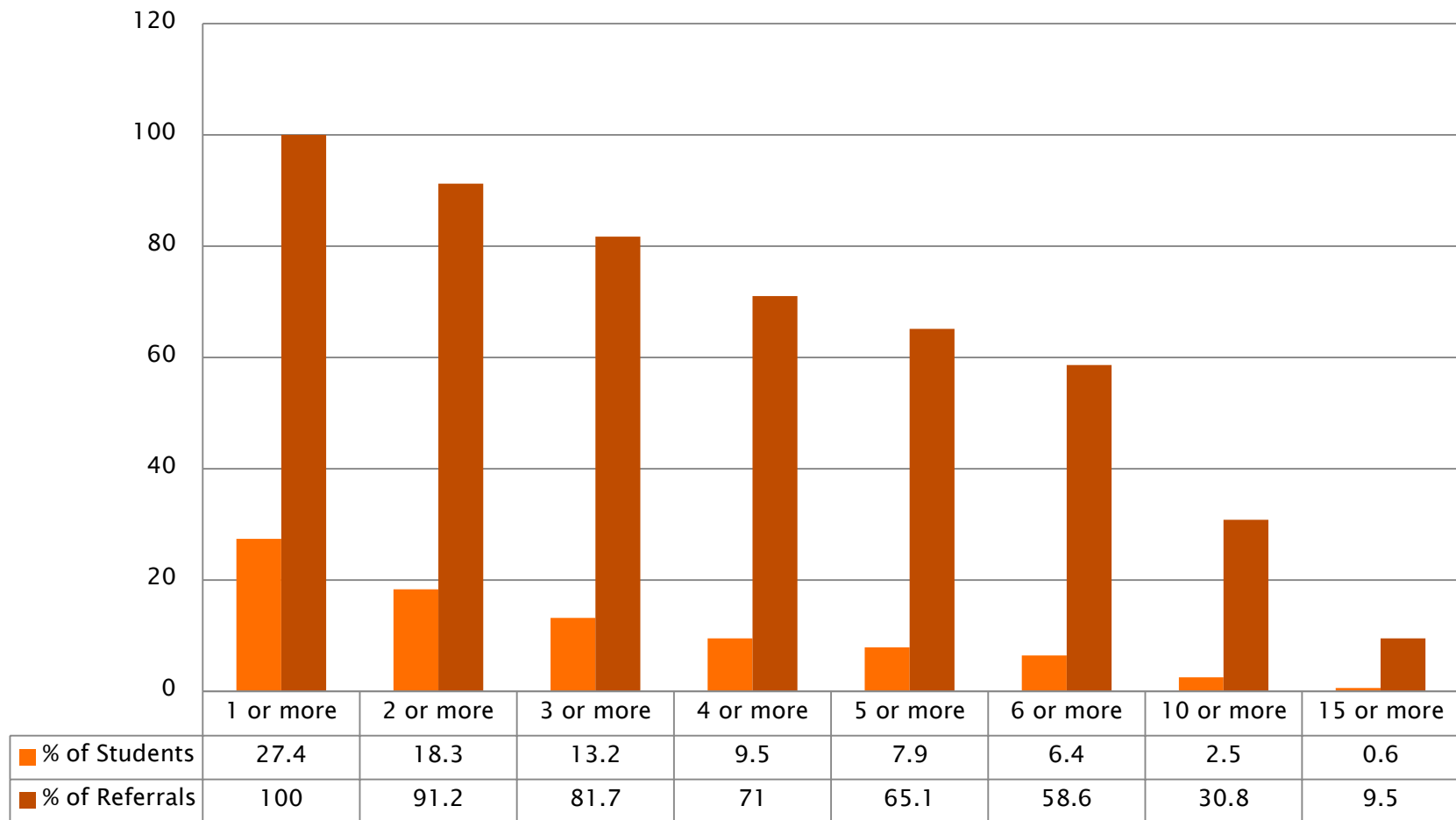
# % of Semester 1 ODRs by Race



This graph shows the percentage of ODR infractions by race. For example 6.8% of all ODRs were from multi-racial students.



# % of students with ODRs by % of total ODRs

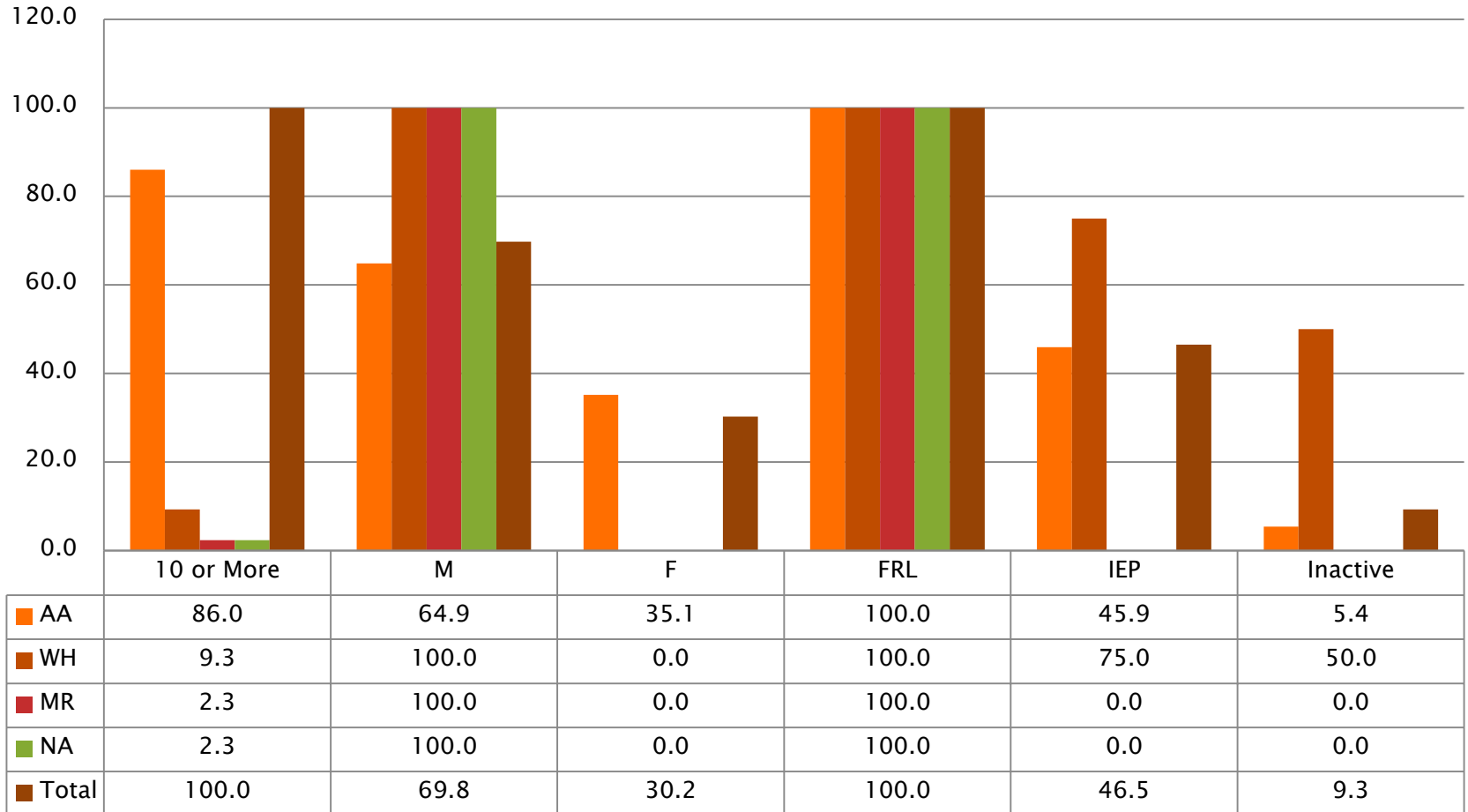


This graph demonstrates the percentage of students who account for a percentage of ODRs. For example, 6.4% of students account for 58.6% of all ODRs, and those students have all had 6 or more ODRs

1/31/2014



# Demographics of Students with 10 or More ODRs (n=24)



This graph shows a demographic breakdown of all students with 10 or more ODRs. For example, African American students are 86% of the students with 10 or more ODRs and 64.9% of them are males.

1/31/2014



# Other Interventions

- ▶ Initiation of Equity Audit for Admin Team this spring
- ▶ Restorative Justice practices
- ▶ Creation of Student Advisory Committee
- ▶ Parent–Principal Advisory Committee
- ▶ Advisory program for 2014–2015