



Urbana Middle School

UMS Structures of Supports Update
Building Leadership Team

URBANA

TIGERS



Ongoing dialogue and refinement of plans

- Building Leadership Team has continued to meet regularly (at least weekly) during the Spring 2018 for brainstorming, discussion, and plan development.
 - BLT consists of administrators, teachers, and instructional coaches
 - All staff are invited to these meetings and discussions lead to the development of recommended changes and supports to better meet student needs

Meeting with all faculty May 11

- Faculty met on May 11 to:
 - Review and give feedback on proposed structure of supports developed by the building leadership team
 - Discuss a model of student support that defines what behavioral needs are teacher managed, teacher managed with supports, or office managed
 - Evaluate the degree to which the staff has consensus on how various student behavioral concerns are defined and addressed
 - Discuss behavioral concerns where there is not consensus to understand different viewpoints and align our practices

Proposed Changes – Rationale

- Shifting from a system that is reactive to one that is proactive
- Realigning and increasing supports for students and teachers to increase flexibility and decrease response time
- Better address student behaviors and needs, while still having consequences when needed
- Increase equity in student outcomes and success



Proposed Changes – Training

Universal

- Process and Procedures
- Restorative Conversations
- De-Escalation Strategies
- Trauma Informed School Climate
- Culturally Responsive Teaching
- PBIS Expectations (Differentiated by Grade Level)

Targeted

- Restorative Conversations/Circle Keeper Training
- More Therapeutic Crisis Intervention (TCI) Training

Proposed Changes – Structure/Supports

Supports for Grade Levels – Each grade level will have:

- Grade Level Administrator
- Grade Level Counselor
- School Social Worker
- Restorative Practices Facilitator
- Clinical Professional
- Two Student Engagement Advocates
- Two Student Relation Supervisors

Why is this important for UMS?

- How might this look different for students and teachers?
 - Creates more opportunities for changing behaviors by shifting to supporting students
 - Student ownership and responsibility
 - Improved relationships between students and faculty and families

Request to the Board

- Additional Assistant Principal (Education Fund)
- Additional Social Worker (Shifting current faculty position; IDEA Grant funding)
- Three Student Engagement Advocates (Funded by TAEOP and Title I grants)
- Two Clinical Professionals (Funded by TAEOP and Title I grants)
- Two Additional Restorative Practice Facilitators (Shifting current faculty positions)