

The mission of Urbana Middle School, a community of learning, is to engage and inspire students while promoting their intellectual, social, and emotional growth.

URBANA TIGERS

Objectives

- ▶ Overview of school improvement goals for 2018–2019
 - Academic
 - Behavior/social emotional learning
- ▶ Goals for next year



Academic outcomes in 2017–2018

- ▶ Two student groups met academic outcomes on state assessments:
 - White students
 - ***Former English Learners – Student who were once identified as English learners but have reached English proficiency.***
- ▶ All other subgroups did not meet their target
- ▶ Math was weakest subject area

*Hispanic/Latino & Asian student groups were very close to meeting; not identified as lowest performing



Academic – Math focused goals for 2018–2019

School Improvement Goal (focus area)

- ▶ Students will improve math skills by increasing student engagement, improving consistency of curriculum and instruction, and assessment outcomes.
 - Adoption of Ready math curriculum
 - Weekly department meetings to collaborate and plan for ongoing implementation of Ready math.
 - Incorporate culturally responsive teaching across all classrooms.
 - Assessment and intervention. Utilize diagnostic and develop system for effective groupings
 - Ongoing professional development from Ready Math representatives on implementation



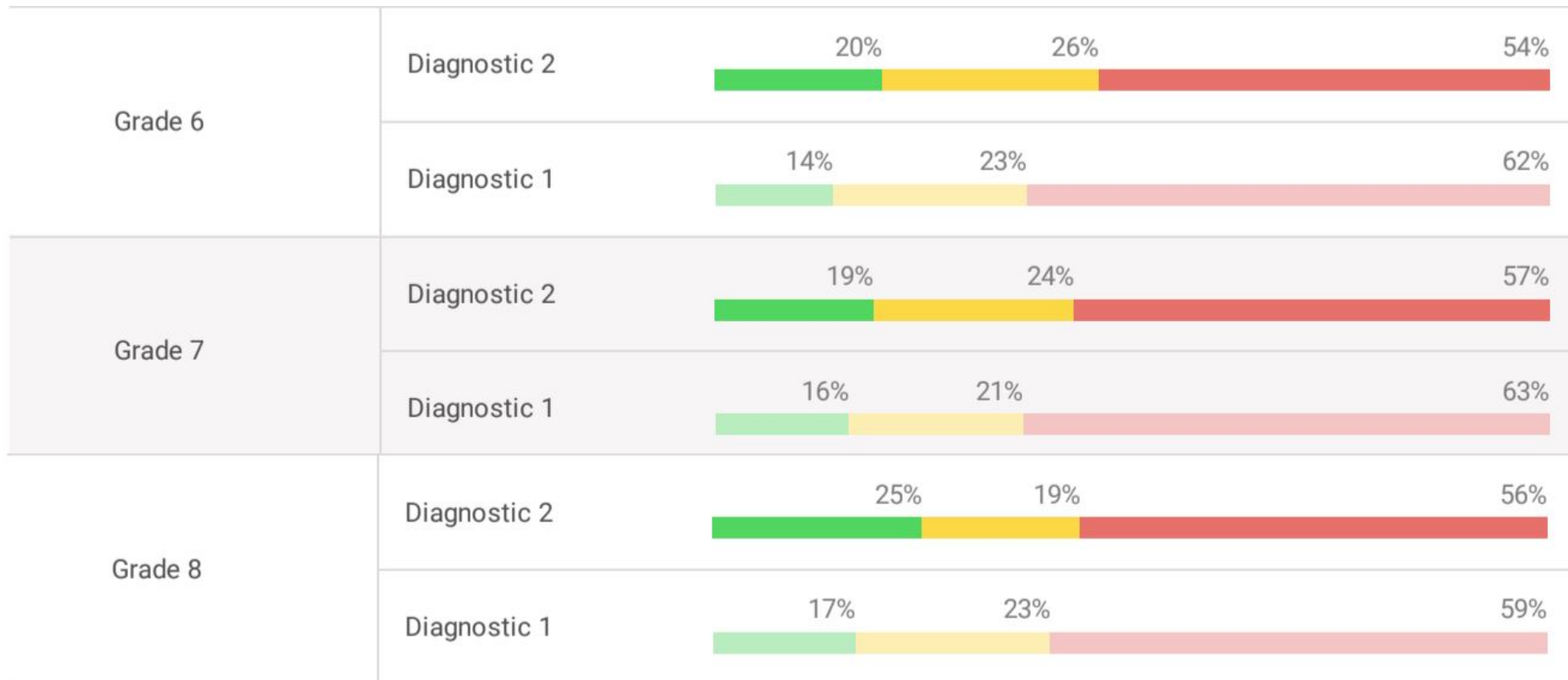
Academic – Math focused goals for 2018–2019

Increased opportunities for acceleration and intervention

- ▶ With the advocacy and support of parents, we initiated a small group pull out initiative to provide enrichment opportunities in math
- ▶ Several students are taking online math classes this summer in order to accelerate to the next grade level of math next year
- ▶ With the new Ready Math diagnostics, we are able to provide more appropriate interventions in math aligned to the curriculum (Ready Math).



Ready Math Diagnostics – Outcomes



Behavior/Social Emotional Learning for 2018–2019

- ▶ We will improve all students' sense of belonging, safety, engagement, and ability to self regulate and manage their emotions and behaviors effectively, in order to increase their opportunity for school and life success.



Behavior/Social Emotional Learning

1 - 4 rating scale by SIP team; 1=Poor, 4=Excellent

- ▶ Increase and systematize a proactive, equity focused, and multi tiered system of supports for students and staff
 - Successful hiring of staff members- **4**
 - All stakeholders can identify the roles of each member of the support team - **2**
 - Place students in Tier 2 and Tier 3 interventions. -**3**
 - Collaborative data
 - Increase in students receiving supports and decrease in repeat issues.
 - Overall circles 355, and total students 700
 - Tier 2-3 interventions 6th grade 168, 7th grade 96, 8th grade 119

Behavior/Social Emotional Learning

- ▶ Facilitate weekly meetings with support-2
 - Agendas and minutes taken and shared weekly.
 - Development of school-wide (topics) for Tier 1 and Tier 2 curriculum for students' social/emotional needs- 2
 - Scope and sequence created, shared and updated.
 - Decrease in schoolwide inappropriate behaviors/referrals
 - Develop a process to determine how and when to

Behavior/Social Emotional Learning

- ▶ Conduct Parent Advisory Committee committees to gain parent input on school procedures and foster an environment of collaboration and transparency.- 3
 - Monthly meeting agenda and minutes taken
 - Increase in parent buy in and support of the new plan. Increased engagement of families.- less concerns voiced to administration

Behavior/Social Emotional Learning

- ▶ Continuously focus on and teach Tier 1 PBIS expectations. This will include specific expectations for various parts of the building, including hallways, classrooms, restrooms, and cafetorium. We also will have members of each grade level support team teach PBIS lessons to their grade level on a regular basis.-1
 - Monthly expectations taught by teacher, staff, and support services team
 - Decrease in schoolwide inappropriate behaviors/referrals

Behavior/Social Emotional Learning

- ▶ Develop a plan to increase the effectiveness of advisory; curriculum, instructional practices, and walkthroughs-1
 - Scope & sequence of curriculum, checklists to monitor implementation
 - Decrease in schoolwide inappropriate behaviors/referrals
 - Increase in student engagement and relationships
- ▶ Incorporate culturally responsive teaching across all classrooms.-2
 - Monthly PD session by PD Cadre, scope & sequence across PD sessions

Behavior/Social Emotional Learning

- ▶ Incorporate trauma informed practices across all classrooms.-3
 - Monthly PD session by PD Cadre/Supports Services team, scope & sequence across PD sessions
 - Decrease in schoolwide inappropriate behaviors/referrals
 - Increase in student engagement and relationships
 - Increase in teacher efficacy and student outcomes.

Behavior/Social Emotional Learning

- ▶ 2017-2018 Enrollment: 934
- ▶ 2018-2019 Enrollment: 1004

- ▶ Disparity ratio referrals- referrals decreased for black students by 6% (last school year referrals 70%-- this year 64%), referrals increased for multiracial students by 8%, (last school year at 12% to 20% this year)
- ▶ Overall referrals- referrals are similar, slight increase
- ▶ Suspensions-
 - **Overall suspensions have dropped by approximately 50%**
 - OSS has increased by 22%
 - ISS decreased by almost 60%
- ▶ Of 1003 total students, 382 students have had at least one referral; 622 students have had zero referrals

6th Grade Success

- ▶ Fewest discipline referrals and suspensions of any grade.
- ▶ 6th grade summer transition program
 - Correlation between those who attended the program and their success in 6th grade

MultiTiered System of Supports (MTSS)

Tier 1

- Classroom Systems of Classroom Management
- Classroom SEL Lessons
- Restorative dialogues/chats
- Home visits
- Team Time Outs
- Check In - Check Out on Team
- Grades/Points/Fs Discussion
- Tier 1 Academic Counseling

Topics of Tiered Interventions

- Self-Regulation & Anxiety
- Self Esteem & Body Image
- Anger Management
- Self Regulation & Decision Making
- Conflict Resolution
- Bullying Reduction
- Disrespect/Respect
- Wandering/truancy/tardines
- s
- Social Skills
- Grief/Loss
- Warning (System)
- Student conference
- Sensory/Brain Break
- Parent contact
- Check-in/Check-out
- Parent Conference
- Plan Mediation
- Focus on Relationships
- Push In- tutoring/se support
- Goal Setting

Students receiving Tier 2 or 3 interventions

- 6th grade - 168
- 7th grade - 96
- 8th grade - 119

383 students receiving intervention from a mental health provider (student engagement advocate, clinical professional, social worker, counselor)

Lunch Groups

- ▶ 6th grade: 11 teachers; 143 students
- ▶ 7th grade: 7 teachers; 65 students
- ▶ 8th grade: 10 teachers; 125 students

Restore U –

- ▶ In School Suspension has been restructured to be an intervention that is more restorative than punitive

Summer Plans – IL Empower Funds

- ▶ Professional Development
 - MTSS
 - Restorative Practices
 - Math
 - ELA
 - Curriculum Writing
- ▶ Transition Programs
 - 5th–6th
 - 7th–8th
 - 8th–9th



Highlights from 2018–2019

- ▶ Ongoing development of the new system led to more students receiving support than ever before
 - Large Increase in restorative chats and circles to help resolve student conflict
 - Reduction in overall suspensions of students
- ▶ Increase in alignment of math curriculum and acceleration opportunities



Focus areas for next year

- ▶ Tier 1 Expectations, Processes, Procedures, Trainings, Classroom Management/Procedures
- ▶ Holding staff and students to high expectations-- Accountability for ALL
- ▶ Hallways
- ▶ Improve the implementation and consistency with Advisory classes
- ▶ MTSS Implementation needs to be consistent and have structured interventions across all three grades
- ▶ Strengthen the discipline referral process

Focus areas for next year

- ▶ Racial Disparity - Equity focus - Continue to reduce Suspensions
- ▶ Equity Audits
- ▶ Culture of feedback for improvement- shift practice by ongoing feedback.
- ▶ Initiate a Mental Health School committee composed of staff, students, families, and community members
- ▶ Teacher/staff morale & retention

Thank you & Questions

