

APPENDIX VI – 48

TUSD

Tucson Unified School District

Corrective Action Plan: January, 2016

Holladay Magnet School

Purpose: USP VI(F)(2): The District shall collect, review, and analyze discipline data from each school on at least a quarterly basis. Based on this analysis, the District shall work with the RSPPC and school administrators to develop corrective action plan(s) to ensure that exclusionary discipline consequences are not meted out in a manner that impermissibly targets or has a disparate effect on students of a particular race or ethnicity. If the data collected and reviewed suggests that any teacher or administrator at the school site is imposing discipline in a racially or ethnically disproportionate manner or otherwise contrary to District policy, the District shall, in conjunction with the principal, consider and take appropriate corrective action, including retraining or disciplinary action.

Area of Concern: Consistent discipline reporting of aggression and unsafe behaviors.

Justification Statement: In reviewing the data, it indicates that there are repeated acts of aggression with the same few students.

Target Goal: (1) To have a decrease in student acts of aggression on campus as evidenced in subsequent discipline reports.

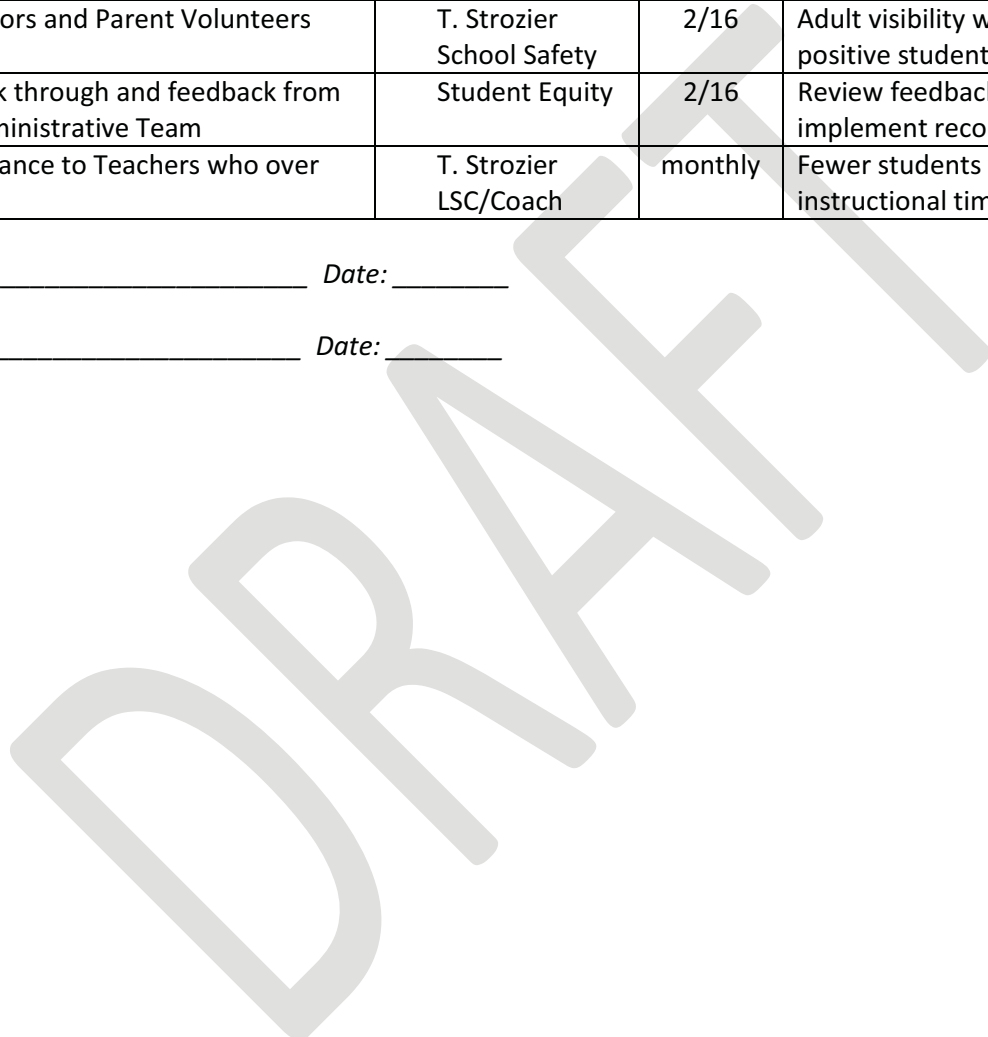
Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
1/16	Explicitly review the PBIS expectations with staff and students. Display posters throughout the campus	T. Strozier	2/16	Adults will redirect students be referring to PBIS expectations and noting the positive in students	Implement student recognition and incentives
1/16	Ensure that students are part of the MTSS process and progress is tracked	T. Strozier LSC/Counselor	monthly	Student's needs will be met and the focus will be on academic learning	Review Benchmark and Formative Assessments for growth
1/16	Involve Student Services Department In offering additional student/Family Support	T. Strozier Student Equity Except. Ed	monthly	Students will self-regulate and be in class focused on learning	Student recognition for their progress

Counseling groups					
Area of Concern: Consistent discipline reporting of aggression and unsafe behaviors.					
Justification Statement: In reviewing the data, it indicates that there are repeated acts of aggression with the same few students.					
Target Goal: (2) To address the needs of the students who have been appearing on the report so that they are better served and the school/classrooms are not disrupted.					
Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
1/16	Review Best Practice with staff so that student engagement in class is the norm and rigor is evident	T. Strozier Coach/Staff	monthly	The active engagement of students in learning will decrease the off-task behaviors	Students become more self-directed
1/16	Elicit assistance from Student Equity – BIT, Drop Out Prevention, Ex Ed, Counseling	T. Strozier Support Staff	monthly	Appropriate resources will be provided for students in need	Maintain support when adult resources are removed.
1/16	Partner with Parents and faith based or outside resources when needed	T. Strozier LSC, Counselor Ex Ed dept	Ongoing		
Area of Concern: Consistent discipline reporting of aggression and unsafe behaviors.					
Justification Statement: Identify the root causes for patterns and hotspots.					
Target Goal: (3) To create a school climate that is safe and orderly and supported by a PBIS/Restorative Culture					
Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
1/16	Re-teach and practice schoolwide PBIS expectations and procedures	T. Strozier Staff LSC	2/16	PBIS language will be used to redirect students	Implement Recognitions and Incentives

1/16	Utilize School Safety Support Hire monitor staff/Parents on Patrol	T. Strozier	2/16	Student behavior during unstructured time will improve as noted in incidents reported locations	
1/16	Train monitors and Parent Volunteers	T. Strozier School Safety	2/16	Adult visibility will increase positive student behavior	
1/16	School Walk through and feedback from Central Administrative Team	Student Equity	2/16	Review feedback and implement recommendations	Follow-up Walk through
1/16	Offer Assistance to Teachers who over refer	T. Strozier LSC/Coach	monthly	Fewer students will miss instructional time	PD - Best Practices and/or SIT training

Signature Principal: _____ Date: _____

Signature Director: _____ Date: _____





Tucson Unified School District

Corrective Action Plan: Sem 1

School Name

Purpose: USP VI(F)(2): The District shall collect, review, and analyze discipline data from each school on at least a quarterly basis. Based on this analysis, the District shall work with the RSPPC and school administrators to develop corrective action plan(s) to ensure that exclusionary discipline consequences are not meted out in a manner that impermissibly targets or has a disparate effect on students of a particular race or ethnicity. If the data collected and reviewed suggests that any teacher or administrator at the school site is imposing discipline in a racially or ethnically disproportionate manner or otherwise contrary to District policy, the District shall, in conjunction with the principal, consider and take appropriate corrective action, including retraining or disciplinary action.

Area of Concern: The data below is from the USP discipline summary USP Discipline KPI. It reflects all infractions.

Areas of Concern from the 2014-15 SY:

African American students from the USP/KPI is at 2.1 from the 3rd quarter, 2015-2016 SY

Native American students from the USP/KPI is at 0 from the 3rd quarter, 2015-2016 SY

Our Current Area of Concern for 3rd Quarter, 2015-16 SY:

Multi-Racial students from the USP/KPI is at 2.9 from the 3rd Quarter, 2015-16 SY

Justification Statement: Identify the root causes for patterns and hotspots.

The root causes of the Multi-Racial students is as follows:

Possession of Marijuana. Our KPI is currently 15.4 for Multi-Racial

Defiance, Disrespect Toward Authority and non-compliance. Our current KPI is 11.5 for Multi-Racial

<p>Target Goal: Seeing a reduction in overall use of marijuana, with a primary focus on multi-racial students. Additionally, reducing defiance, disrespect toward authority. Current PBIS standards should be reviewed and teachers should be trained in terms of behavior expected. As we increase our knowledge of PBIS effective strategies, we should see a reduction in the number of incidents.</p>					
Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
11/19/15	Schoolwide Norms	Task Force (Mr. Luke van Schie, Ms. Jill Chambers, Ms. Martha Mooney, , Ms. Casey Daniels, Ms. Donna Chambliss, Mr. Dhakniel McNamara, Ms. Natalee Van Gelder (Resigned from the Task Force on 12/15/15)), Ms. Volpe-Principal, Mr. Beck- Assistant Principal, Mr. Konrad- Director of Middle Schools.	2/3/16, 3/9/16, 3/30/16, 4/13/16, 4/27/16, 5/11/16	These are campus wide expectations that are posted in each classroom. They include : Be on Time, Sit in Assigned Seat, Backpacks in Designated Areas, Be Prepared (Pencil, Paper, Planner, Binder), No Gum, No Food or Liquids in the Classroom, No Ear-Buds, Hats, Hoodies, Cellphones, Use Appropriate and Respectful Language at All Times.	Review the effectiveness of the schoolwide classroom management system and determine whether this has led to better instructional environment for students and teachers. Determine the areas of this system that need to be changed or revised.
11/19/15	Schoolwide Classroom Management System for Disruptive Behavior	Task Force, Ms. Volpe-Principal, Mr. Beck- Assistant Principal, Mr. Konrad- Director of Middle Schools.	2/3/16, 3/9/16, 3/30/16, 4/13/16, 4/27/16, 5/11/16	The task force has developed a schoolwide system for addressing the disruptive behavior of students in classes. This system is deigned to reduce the number of classroom disruptions over time, using a restorative approach. It is a system in which the student has 2	Review the effectiveness of the schoolwide classroom management system and determine whether this has led to better instructional environment for students and

				<p>opportunities to redirect their disruptive behavior, with a warning and reflection sheet, before being removed from the classroom for the remainder of that period and assigned a disciplinary consequence. Teachers were trained on this system and how it supports the PBIS system here at the school.</p>	<p>teachers. Determine the areas of this system that need to be changed or revised.</p>
11/19/15	Teacher Assigned Lunch Detention	<p>Task Force, Ms. Volpe-Principal, Mr. Beck- Assistant Principal, Mr. Konrad- Director of Middle Schools.</p>	<p>2/3/16, 3/9/16, 3/30/16, 4/13/16, 4/27/16, 5/11/16</p>	<p>Teachers are able to assign lunch detention for students who are breaking the rules but not disrupting the class. Parent contact must be attempted and the students who are assigned lunch detention must complete an essay about the importance of responsibility and behavior.</p>	<p>Review the effectiveness of the teacher assigned lunch detention and determine whether this has led to better instructional environment for students and teachers. Determine the areas of this system that need to be changed or revised.</p>
11/19/15	School Wide Hall Pass System	<p>Task Force, Ms. Volpe-Principal, Mr. Beck- Assistant Principal, Mr. Konrad- Director of</p>	<p>2/3/16, 3/9/16, 3/30/16, 4/13/16, 4/27/16, 5/11/16</p>	<p>Each teacher has a hall pass for their classroom. One student is allowed out at a time, except for in emergencies. The hall pass is 8.5 x 11” and is a bright pink color. Students have to</p>	<p>Review the effectiveness of the school wide hall pass system and determine whether this has led to better</p>

		Middle Schools.		sign the back of it with their destination listed. Only one student is permitted out of class at a time with this pass, except in the case of emergencies.	instructional environment for students and teachers. Determine the areas of this system that need to be changed or revised.
Area of Concern: Identify pattern or hotspots that are in the discipline data.					
Justification Statement: Identify the root causes for patterns and hotspots.					
Target Goal: Describe what data results would be indicative of success.					
Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
2.1.16	Hired a New ISI Teacher	Volpe/Beck			
1.4.16	Proactive use of Restorative Practices	Knippen	ongoing		
2.15.16	Mentoring and Leadership classes for African American students	Volpe/Hart/	ongoing	Increased student academic achievement	
2.15.16	Etiquette classes	Volpe/Parent volunteer	ongoing	Increased student academic achievement	
Area of Concern: Identify pattern or hotspots that are in the discipline data.					
Justification Statement: Identify the root causes for patterns and hotspots.					
Target Goal: Describe what data results would be indicative of success.					
Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps

2.3.15	Student Leadership Focus Group	Volpe/ Lorenzo Lopez	ongoing	Increased student academic achievement	

Signature Principal: _____ Date: _____

Signature Director: _____ Date: _____

TUSD

Tucson Unified School District

Corrective Action Plan: Sem 2

Doolen

Purpose: USP VI(F)(2): The District shall collect, review, and analyze discipline data from each school on at least a quarterly basis. Based on this analysis, the District shall work with the RSPPC and school administrators to develop corrective action plan(s) to ensure that exclusionary discipline consequences are not meted out in a manner that impermissibly targets or has a disparate effect on students of a particular race or ethnicity. If the data collected and reviewed suggests that any teacher or administrator at the school site is imposing discipline in a racially or ethnically disproportionate manner or otherwise contrary to District policy, the District shall, in conjunction with the principal, consider and take appropriate corrective action, including retraining or disciplinary action.

Area of Concern: Repeat offenders still repeating despite numerous interventions. Teachers do not follow Tier I Interventions
Specifically: Teachers who kick students out of class on a regular basis:
Reid, Powers, Corsi, Wojtak, Subs

FEB 2016

Ms. Reid was placed in a different position and is thriving with no referrals. Corsi, Woytak and Powers continue to refer despite several interventions and opportunities for professional growth. They will be attending a conference in March to improve their relationships with students. These 3 teachers have had ongoing coaching by the principal resulting in Woytak resigning at the end of this school year and Mr. Powers currently seeking a high school position.

Justification Statement: Most of the suspensions occurred with lack of communication with parents, not holding teachers accountable for full implementation of Tier I Interventions, and **Identify the root causes for patterns and hotspots.**

FEB 2016

Suspensions are down due to Restoratives with students, teachers and Restorative Circles, Peace Agreements, Behavior Contracts and Positive Recognition through PBIS

Target Goal: Fewer suspensions and teachers implementing Tier I Interventions.

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
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<p>August 6, 2015</p>	<p>Meetings with 7th grade team to brainstorm 6th graders coming in with all of their concerns listed above and purposeful community building with 7th grade team</p> <p>We met with the team and identified the students that we would need to target. We also worked with the 7th grade to make sure they understood the new 7th graders were mostly taught by subs and would need to establish a strong community and classroom culture.</p> <p>Assist with discipline and community: Rachel's Challenge, PBIS, Student Council, AVID</p> <p>We have worked to establish a SUPERHERO culture.</p> <p>ADMIN meetings regarding discipline data (weekly) and results of MTSS meetings (2 times a month) needs to be addressed. Currently taking place</p> <p>Track Teachers who kick student out of class for 1 on 1 and require the expected process. Based on the results teachers may be given the opportunity to attend PD to support the process.</p> <p>Ms. Reid was placed in a different position and is thriving with no referrals. Corsi, Woytak and Powers continue to refer despite several interventions and</p>	<p>Teachers, ADMIN, LSC</p>	<p>Weekly Monday Meetings with LSC, ADMIN, Counselors</p>	<p>No suspensions for Level 3 and below.</p> <p>Use of ISI and contracts</p> <p>Interventions implemented for Level 4 before suspending. Restoratives, parent shadowing, ISI and contracts</p> <p>Students on Behavior Contracts, plans and in the MTSS system of Tier I Supports.</p>	<p>All staff have been trained on the next levels of PBIS Implementation, teachers share responsibility in the MTSS process.</p>
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<p>opportunities for professional growth. They will be attending a conference in March to improve their relationships with students. These 3 teachers have had ongoing coaching by the principal resulting in Woytak resigning at the end of this school year and Mr. Powers currently seeking a high school position.</p> <p>Track and follow up with teachers not logging into Mojave PD's and one on one conversations have increased use of mojave</p> <p>Track and follow up with teachers who do not contact parents for behavior and communicate expectation to the teachers the expectations and follow up with documentation as necessary. Teachers are held accountable for this contact before discipline or F's are allowed to be given.</p> <p>Track and follow up if needed: No Parent Teacher Conferences for "F" Obstacles; current working numbers for parents, parents agreeing to contracts and no follow through This is a work in progress. We are battling with parents that are unable to be reached and this year we have no Family Outreach or Dropout Intervention support.</p> <p>AP communicate discipline reports during ADMIN meetings and MTSS</p>				
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<p>Feb 2016</p>	<p>AP create a system for a consequence ladder with interventions to ensure due process before suspensions or increased days of suspensions are given This is happening. There is a new AP and communication is daily. PBIS : Lunch Celebrations Wednesday Grab Bag Student Council charged with supporting PBIS Store We are using various incentives See highlighted entries above</p>				
<p>Area of Concern: Teacher lack of communication with parents. We need increased Family Outreach support and Dropout Prevention support. We have several parents that do not respond to the school.</p>					
<p>Justification Statement: Parents have informed us that they are not being notified of student behavior in classes. This has changed and parents that are able to be reached are notified.</p>					
<p>Target Goal: 100% of parents contacted when there are behavior concerns in class.</p>					
Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
<p>August 6,2015</p>	<p>Teachers failing to communicate effectively or timely with parents. Parents often not notified of behavior issues in class.</p>	<p>Admin to hold teachers accountable</p>	<p>Monthly</p>	<p>Parent Communication Logs Interventions logged in Mojave. Teacher Coach creates a Script for Parent Communication.</p>	<p>Letters of Direction, PD to support Parent Communication with Teacher Coach at Grade Level</p>

February 2016	Pd's and classroom management supports have been used. Letters of conference or direction are used as a last resort.				
Area of Concern: Identify pattern or hotspots that are in the discipline data.					
We have identified Tier 1 supports as the breakdown and have spent a great deal of time reteaching teachers how to implement these effectively.					
Justification Statement: Identify the root causes for patterns and hotspots.					
Target Goal: Describe what data results would be indicative of success.					
Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
August 6, 2015 February 2016	Need for Behavior Plans or Behavior Contracts and Abeyances in lieu of suspension. These are all in action and have greatly reduced fights and threats on campus.	ADMIN, LSC	Monthly	MTSS Plans Behavior Contracts	

Signature Principal: _____ Date: _____

Signature Director: _____ Date: _____

TUSD

Tucson Unified School District

Corrective Action Plan: Date

Utterback Magnet Middle School

Purpose: USP VI(F)(2): The District shall collect, review, and analyze discipline data from each school on at least a quarterly basis. Based on this analysis, the District shall work with the RSPPC and school administrators to develop corrective action plan(s) to ensure that exclusionary discipline consequences are not meted out in a manner that impermissibly targets or has a disparate effect on students of a particular race or ethnicity. If the data collected and reviewed suggests that any teacher or administrator at the school site is imposing discipline in a racially or ethnically disproportionate manner or otherwise contrary to District policy, the District shall, in conjunction with the principal, consider and take appropriate corrective action, including retraining or disciplinary action.

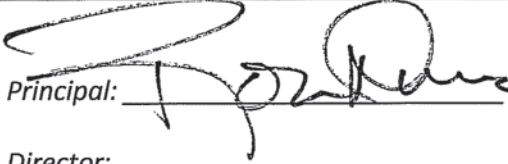
Area of Concern: Identify pattern or hotspots that are in the discipline data. Disproportionate number of African American students suspended.

Justification Statement: Identify the root causes for patterns and hotspots. Lack of structures school wide to create preventative supports for students.

Target Goal: Describe what data results would be indicative of success. **Decrease in the percentage of African American students suspended each quarter by providing necessary supports and positive reinforcements for appropriate behaviors.**

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
2015 2016 school year.	Use of LSC providing restorative circles and groups with students and in classrooms. Counselors working with individuals and groups. Students in both Boys to Men as well as Goodwill Good guides mentoring groups.	Kristen Huigens (LSC) Tony Mosley Dani Bastain (Counselors) Robin Dunbar (Principal) Alexandra Soto (Social Worker)	Results will be reviewed monthly beginning 9/1/15	We will adjust services and continue to monitor as necessary and needed.	Continue with student supports, PBIS supports and MTSS meetings to provide individual supports for students.

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Signature Principal:  Date: 8/20/15
Signature Director: _____ Date: _____

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TUSD

Tucson Unified School District

Corrective Action Plan: Date

Utterback Magnet Middle School

Purpose: USP VI(F)(2): The District shall collect, review, and analyze discipline data from each school on at least a quarterly basis. Based on this analysis, the District shall work with the RSPPC and school administrators to develop corrective action plan(s) to ensure that exclusionary discipline consequences are not meted out in a manner that impermissibly targets or has a disparate effect on students of a particular race or ethnicity. If the data collected and reviewed suggests that any teacher or administrator at the school site is imposing discipline in a racially or ethnically disproportionate manner or otherwise contrary to District policy, the District shall, in conjunction with the principal, consider and take appropriate corrective action, including retraining or disciplinary action.

Area of Concern: Identify pattern or hotspots that are in the discipline data. Disproportionate number of African American students suspended.

Justification Statement: Identify the root causes for patterns and hotspots. Structures are in place with PBIS, MTSS, use of Student Support Staff, Counselors.

Target Goal: Describe what data results would be indicative of success. **Decrease in the percentage of African American students suspended each quarter by providing necessary supports and positive reinforcements for appropriate behaviors.**

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
2015 2016 school year.	Continued use of LSC providing restorative circles and groups with students and in classrooms. Counselors working with individuals and groups. Students in both Boys to Men as well as Goodwill Good guides mentoring groups. LaFronteria currently beginning to provide in school services	Kristen Huigens (LSC) Tony Mosley Dani Bastain (Counselors) Robin Dunbar (Principal) Alexandra Soto (Social Worker) LaFronteria Staff.	Results will continue to be reviewed monthly beginning 1/6/16	We will adjust services and continue to monitor as necessary and needed.	Continue with student supports, PBIS supports and MTSS meetings to provide individual supports for students. Counseling services provided as needed through La Fronteria

Area of Concern: Identify pattern or hotspots that are in the discipline data.					
Justification Statement: Identify the root causes for patterns and hotspots.					
Target Goal: Describe what data results would be indicative of success.					
Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
1/6/16	La Fronteria to begin intake support services	Tony Mosley	2/6/16	Needed services to be provided to students as necessary	Submission of referral sheets weekly.
2/5/16	Monthly PBIS assemblies	Kristen Huigens	2/12/16	Students to feel recognized for positive behaviors and interactions	Continue with process
Area of Concern: Identify pattern or hotspots that are in the discipline data.					
Justification Statement: Identify the root causes for patterns and hotspots.					
Target Goal: Describe what data results would be indicative of success.					
Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps

Signature Principal:  Date: 1/29/16

Signature Director: _____ Date: _____

TUSD

Tucson Unified School District

Corrective Action Plan: Date

Utterback Magnet Middle School

Purpose: USP VI(F)(2): The District shall collect, review, and analyze discipline data from each school on at least a quarterly basis. Based on this analysis, the District shall work with the RSPPC and school administrators to develop corrective action plan(s) to ensure that exclusionary discipline consequences are not meted out in a manner that impermissibly targets or has a disparate effect on students of a particular race or ethnicity. If the data collected and reviewed suggests that any teacher or administrator at the school site is imposing discipline in a racially or ethnically disproportionate manner or otherwise contrary to District policy, the District shall, in conjunction with the principal, consider and take appropriate corrective action, including retraining or disciplinary action.

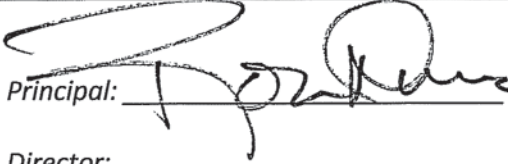
Area of Concern: Identify pattern or hotspots that are in the discipline data. Disproportionate number of African American students suspended.

Justification Statement: Identify the root causes for patterns and hotspots. Lack of structures school wide to create preventative supports for students.

Target Goal: Describe what data results would be indicative of success. **Decrease in the percentage of African American students suspended each quarter by providing necessary supports and positive reinforcements for appropriate behaviors.**

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
2015 2016 school year.	Use of LSC providing restorative circles and groups with students and in classrooms. Counselors working with individuals and groups. Students in both Boys to Men as well as Goodwill Good guides mentoring groups.	Kristen Huigens (LSC) Tony Mosley Dani Bastain (Counselors) Robin Dunbar (Principal) Alexandra Soto (Social Worker)	Results will be reviewed monthly beginning 9/1/15	We will adjust services and continue to monitor as necessary and needed.	Continue with student supports, PBIS supports and MTSS meetings to provide individual supports for students.

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Signature Principal:  Date: 8/20/15
Signature Director: _____ Date: _____

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TUSD

Tucson Unified School District

Corrective Action Plan: Date

Utterback Magnet Middle School

Purpose: USP VI(F)(2): The District shall collect, review, and analyze discipline data from each school on at least a quarterly basis. Based on this analysis, the District shall work with the RSPPC and school administrators to develop corrective action plan(s) to ensure that exclusionary discipline consequences are not meted out in a manner that impermissibly targets or has a disparate effect on students of a particular race or ethnicity. If the data collected and reviewed suggests that any teacher or administrator at the school site is imposing discipline in a racially or ethnically disproportionate manner or otherwise contrary to District policy, the District shall, in conjunction with the principal, consider and take appropriate corrective action, including retraining or disciplinary action.

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Justification Statement: Identify the root causes for patterns and hotspots. Structures are in place with PBIS, MTSS, use of Student Support Staff, Counselors.

Target Goal: Describe what data results would be indicative of success. **Decrease in the percentage of African American students suspended each quarter by providing necessary supports and positive reinforcements for appropriate behaviors.**

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Area of Concern: Identify pattern or hotspots that are in the discipline data.					
Justification Statement: Identify the root causes for patterns and hotspots.					
Target Goal: Describe what data results would be indicative of success.					
Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
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Target Goal: Describe what data results would be indicative of success.					
Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps

Signature Principal:  Date: 1/29/16

Signature Director: _____ Date: _____