

APPENDIX VI – 55



Tucson Unified School District

Corrective Action Plan: November 10, 2016

Bloom Elementary

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.

There is a disparity in the number of African American students.

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

Our small size limits our options for distributing students to other classrooms.

Target Goal: Describe what data results would be indicative of success.

Showing 'green' on USP report.

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
Provide the date this action step will start	Describe the action step that will be taken to help reach the above target goal.	List those directly responsible for taking the action step and those who will monitor.	List the date when results will be reviewed next.	After the review of the action step has occurred, describe the results.	Describe what will be done to sustain success or new strategies that will be used (which will be fully described in a following row).
11-10	The African American Studies department has assigned an AASS to support a small group of students each week.	Elaine Buckner	Jan 10, 2017		

11-10	RE-entry conference with Counselor	Counselor	Jan 10-2017	
11-10	Strategic plan with classroom teacher to distribute PBIS cards.	Teachers/ staff	Jan 10-2017	

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

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 Director: _____ Date: _____



Tucson Unified School District

Corrective Action Plan: 11/10/16

School Name: Booth - Fickett

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: Deportation of African American students

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

Target Goal: Describe what data results would be indicative of success: **All green across the board for discipline**

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
Provide the date this action step will start	Describe the action step that will be taken to help reach the above target goal.	List those directly responsible for taking the action step and those who will monitor.	List the date when results will be reviewed next.	After the review of the action step has occurred, describe the results.	Describe what will be done to sustain success or new strategies that will be used (which will be fully described in a following row).
11/10/16	<p>Works closely with African American student provider have her do the following: small group, 1:1, classroom observations, behavior chart.</p> <p>District Culturally Relevance team did a PD with teachers.</p> <p>Shared discipline data with teachers.</p>	<p>Eileen Gow/ Tonya Haley contact BIT for students</p> <p>Destiny will have small group conference, one-on-one with student,</p>	By January 10, 2017		VI - 55, p. 4

	<p>Discipline town calls with students.</p> <p>Parent forum on discipline.</p> <p>PBIS team meets twice a month.</p> <p>PBIS following matrix.</p> <p>PD on how we speak to students, making sure we use the same language.</p>	<p>come up with student behavior plan, go into classroom</p> <p>Admin continue to share discipline data, have teacher forums and parent forums</p>			

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

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: _____

Signature Director: _____ Date: _____



Tucson Unified School District

Corrective Action Plan: Date 11/16/16

School Name: Catalina High 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. 1st Quarter Data reflects an increase in student aggression.

Justification Statement: Majority of these discipline issue occurred outside of the classroom, for example during lunchtime and at dismissal. The data also indicates that the same student(s) were involved in multiple acts of physical aggression.

Target Goal: Improve school culture by developing a proactive behavior policy and system for students to earn positive consequences for scholarly behavior. From the start of Quarter 1 (1.50%) through the beginning of Quarter 2 (0.95%) we have decreased the number of student incidents by .55%.

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
Provide the date this action step will start	Describe the action step that will be taken to help reach the above target goal.	List those directly responsible for taking the action step and those who will monitor.	List the date when results will be reviewed next.	After the review of the action step has occurred, describe the results.	Describe what will be done to sustain success or new strategies that will be used (which will be fully described in a following row).
8/27/16	Increased supervision in the identified hotspots.	Admin., Dean of Students, campus monitors	9/16	We seen a decrease in physical aggression in the month of September and October.	We will continue to pay close attention to the identified hotspots.
8/16	Upon the return of the identified aggressive students, additional interventions such as restorative practices/circle to discuss positive conflict resolution(s).	Admin., MTSS Facilitator, Dean of Students, Teachers	ongoing	We seen a decrease in physical aggression in the month of September and October.	Continuous vertical alignment using our reward system (PBIS) VI - 55, p. 7

11/16	Expand mentoring opportunities for at-risk students with current and/or new community partners.	Administration, AmeriCorps VISTA	Bi-weekly	Boys to Men Mentoring	Increase student participation and parent engagement.
-------	---	----------------------------------	-----------	-----------------------	---

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

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: _____

Signature Director: _____ Date: _____



Tucson Unified School District

Corrective Action Plan: November 22, 2016

School Name: Doolen 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: Disparities in discipline in non-Anglo students in the first quarter.

Justification Statement: The first quarter USP student data discipline indicators were high in non-Anglo students.

Target Goal: Equitable numbers.

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
Provide the date this action step will start	Describe the action step that will be taken to help reach the above target goal.	List those directly responsible for taking the action step and those who will monitor.	List the date when results will be reviewed next.	After the review of the action step has occurred, describe the results.	Describe what will be done to sustain success or new strategies that will be used (which will be fully described in a following row).
11/1/16	Researched the discipline numbers and cross referenced them to referral forms as well as teacher notes in Synergy. This showed inequitable consequences for similar behaviors.	Principal, AP	11/7-11/10	Created a PD that illustrated the data and the disparage in the referrals from teachers	<ul style="list-style-type: none"> • PLC review • Data review by grade level and teacher • Training on equitable documentation and treatment for the teachers • Work with director to fill the LSC gap in order to triage all teacher concerns.

filter/restore and support

Area of Concern: Disparities in referrals from teachers to the office.

Justification Statement: We found differences specifically between Anglo males and AA males in the 7th grade. We found that there was a gap in the step that were taken to intervene on behalf of student behavior by the teachers

Target Goal: Closing this gap by providing support to the teachers.

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
11.21.16	Work with director to fill the gap of the LSC	Principal and Director		Support at Doolen for the teacher and student concerns that were addressed by the LSC and often fixed before larger behavior took the place of the issue	Close the gap on classroom and campus issues through additional support
11.21.16	Ongoing support and direction to teachers to provide equitable interventions	Principal, AP and teachers		Equitable discipline	Chart and document all referrals through a spreadsheet that tracks steps and teacher interventions
11.21.16	Send 5 teachers to attend the Fred Jones training on classroom management	Principal and referring teachers		<ul style="list-style-type: none"> • Better management • Better understanding of student needs 	Have the teachers that went present to the rest of the staff

Area of Concern: Loss of an LSC as well as no MTSS coordinator or social worker assignment has had a negative impact on responding restoratively to situations in a timely fashion as we were previously able.

Justification Statement: Last year our LSC received all Shout Out's from students and filtered all discipline referral from teachers in order to provide restorative support prior to discipline where applicable. The LSC tracked:

- Behavior contracts
- No harm contracts
- Safety contracts
- Peace contracts
- Restorative supports given
- Teacher referral frequency and for what

This service gave a tier of support to the campus that fixed many issues before they became larger behaviors. It also help students accountable for behaviors with added tiers of support.

Target Goal: Work with Director to fill the gap this support provided to the campus

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
11.21.16	Use other resources to respond to student Shout Outs	Working on it		More support to students who are reporting problems and have needs that must be met behaviorally or emotionally	Get support
11.21.16	Task the support person with the charting and implementing of all the LSC used to do	Principal		Doolen is a very needy school that requires several tiers of support that the community needs. We are a Maslow before Blooms school.	work to fill the gaps

Signature Principal: _____ Date: _____

Signature Director: _____ Date: _____

TUSD

Tucson Unified School District

Corrective Action Plan: 11/3/16

School Name: Whitmore Elementary

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.

The data dashboard was showing red in specific ethnicity categories.

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

Level 1 and Level 2 non-exclusionary discipline actions were entered into the Synergy program resulting in incorrect data on the Dashboard.

Target Goal: Describe what data results would be indicative of success.

All areas will be green, reflecting non-disproportionate discipline practices.

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
Provide the date this action step will start	Describe the action step that will be taken to help reach the above target goal.	List those directly responsible for taking the action step and those who will monitor.	List the date when results will be reviewed next.	After the review of the action step has occurred, describe the results.	Describe what will be done to sustain success or new strategies that will be used (which will be fully described in a following row).

11/3/16	Level 1 and Level 2 data will be recorded in Student Conference area.	Principal, Principal Designee	On-going	Result will be all areas in Data Dashboard will be green.	Continue to enter Level 1 and Level 2 data in Student Conference area.

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: *David G. Smith* Date: 11/10/16

Signature Director: _____ Date: _____



Tucson Unified School District

Corrective Action Plan: November 12, 2016

Lawrence 3-8 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: Referral Summary of Student by Ethnicity using the USP Discipline KPI showed a number ratio of 1.9 Hispanic creating a yellow flag for Hispanic students. This number represents 0.68%, or 1 student, of Hispanic students had discipline referrals.

Justification Statement: Having one Hispanic student receive the consequence of exclusionary discipline will create a yellow flag on the Data Dashboard.

Target Goal: Less than 1%.

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
11/1/16	Bullying Intervention Class Ms. Brody's 3 rd Graders	Ms. Lohn	12/16/16		
	Bullying Intervention Class Ms. Garcia's 3 rd Graders	Ms. Harvey	12/16/16		
11/14/16	PD for Counselor, MTSS Coordinator and Principal on Indigenous Strategies	Kobritz, Lohn, Crawley	11/15/16	8 hours/person PD Greater understanding of counseling of indigenous people	PD presentation to be made to the staff in January
12/13/16	PBIS Committee Meeting Plan "Reboot" of the PBIS Program in January	PBIS Committee and Principal	12/15/16	Plan for January PBIS	

Area of Concern: Referral Summary of Student by Ethnicity using the USP Discipline KPI Showed a number ratio of 4.7 Native American creating a red flag for Native American Students. This number represents 1.20%, or two Native American students who had discipline referrals.

Justification Statement: Lawrence 3-8 student population is comprised of 357 students. 267 or 75% of these students live on the neighboring Pascua Yaqui Reservation. 166 or 62% of these students show their ethnicity as Native American while 237 or 66% show Native American as their race. This is compared to 12 or 0.03% White students at Lawrence. Having one fight on campus where hostility and intent to inflict injury exists; physical or aggressive exchange between two or more students (mutual); often requires investigations and student/parent meetings (*GSRR Page 25*) will prompt a red flag for Native American discipline on the data dashboard.

Target Goal: 1-5%.

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
11/14/16	PD for Counselor, MTSS Coordinator and Principal on Indigenous Strategies	Kobritz, Lohn, Crawley	11/15/16	8 hours/person PD Greater understanding of counseling of indigenous people	PD presentation to be made to the staff in January
12/13/16	PBIS Committee Meeting Plan "Reboot" of the PBIS Program in January	PBIS Committee and Principal	12/15/16	Plan for January PBIS	
11/21/16	Meeting with Native American Student Success specialists to determine best practices for intervention: Mr. Lombardi will work with both girls who were in the fight. He supports them academically and emotionally in order to gain skills for conflict resolution.	Vince Lombardi, NASS	12/15/16		

Signature Principal: _____ Date: _____

Signature Director: _____ Date: _____



Tucson Unified School District

Corrective Action Plan: November 22, 2016

School Name: Miller Elementary

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.

- We have had a large percentage of Multi-Racial students with discipline incidents for the first quarter. We had 15 distinct students that are categorized as Multi-Racial with 6 distinct student incidents.

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

- The same students with an incident in both August and September or with more than one incident in a month. None of them were suspensions however they were other incidents such as aggression, defiance/disrespect towards authority, vandalism, and one weapon incident that needed to be documented and have a consequence. We continue to have issues with our Tier 3 students however our PBIS system is working for the majority of our students. Some of the students that have had issues are in our Self-Contained ED. classroom and struggle with day to day interactions with peers.

Target Goal: Describe what data results would be indicative of success.

- A decrease in the number/percentage of Multi-Racial student discipline incidents.

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
Provide the date this action step will start	Describe the action step that will be taken to help reach the above target goal.	List those directly responsible for taking the action step and those who will monitor.	List the date when results will be reviewed next.	After the review of the action step has occurred, describe the results.	Describe what will be done to sustain success or new strategies that will be used (which will be fully described in a following row).
10/17	Students that were having repeated incidents were able to work with the counselor a few times to work on	Counselor/ Social Worker	Nov. 10 th (monthly during	The data has been reviewed for the month of October (as	If student is making progress and has no further incidents they will

strategies to be successful in the classroom, the playground, bus or all locations.			discipline review)	2 nd quarter) and the data shows that the number of incidents have gone down and Miller is on yellow instead of red.	continue with check-ins with the counselor. If they need further assistance they will be added to one of the counselor's weekly group sessions. If the student is an ED student they will continue sessions with the school social worker.

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
08/31/2016	Provided culturally responsive professional development for teachers and monitors along with Code of Conduct training.	Principal/Assistant Principal	01/11/17	Culturally Relevant pd will take place again after the winter break as a reminder for lesson planning and handling of classroom issues.	Continue to monitor classroom environments and offering feedback to teachers.

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
					VI - 55, p. 18

Signature Principal: _____ *Date:* _____

Signature Director: _____ *Date:* _____



Tucson Unified School District

Corrective Action Plan: Date: 11/10/16

School Name: Santa Rita

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. Disparity of White Students

Justification Statement: Identify the root causes for patterns and hotspots. Several incidents are under drugs and alcohol

Target Goal: Describe what data results would be indicative of success. **Reduce the number of incidents in all ethnic groups.**

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
Provide the date this action step will start	Describe the action step that will be taken to help reach the above target goal.	List those directly responsible for taking the action step and those who will monitor.	List the date when results will be reviewed next.	After the review of the action step has occurred, describe the results.	Describe what will be done to sustain success or new strategies that will be used (which will be fully described in a following row).
11/10	Drug and Alcohol Awareness	SRO Dean Counselor	Jan., 2013		
11/10	Provide Guidance when returned from OSS with ISI and Counselor	ISI Counselor	Jan		
11/10	Provide Curriculum of Drug and Alcohol in the Health Classes				

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

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: _____

Signature Director: _____ Date: _____



Tucson Unified School District

Corrective Action Plan: Date November 9, 2016

School Name Sewell

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. Disparities in four categories of the data dash

Justification Statement: Identify the root causes for patterns and hotspots. All incidents were documented including levels 1 and 2. Site has small populations of at least 4 of the ethnic groups.

Target Goal: Describe what data results would be indicative of success. **Data show reduced disparities.**

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
Provide the date this action step will start	Describe the action step that will be taken to help reach the above target goal.	List those directly responsible for taking the action step and those who will monitor.	List the date when results will be reviewed next.	After the review of the action step has occurred, describe the results.	Describe what will be done to sustain success or new strategies that will be used (which will be fully described in a following row).
11/09/16	Only document level 3 or higher incidents	Principal	December 10		
11/09/16	Counselor will confer all students who receive exclusionary discipline	Counselor	12/10/16		

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
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: _____

Signature Director: _____ Date: _____

TUSD

Tucson Unified School District

Corrective Action Plan: November 14, 2016

School Name: Utterback

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

Area of Concern: There is a disproportionate number of African American students suspended.

Justification Statement: Structures are in place with PBIS, MTSS, use of Student Support Staff and Counselors and students continue to struggle with substance/illegal drug issues and physical aggression

Target Goal: 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
SY2016-17	Use of MTSS and counselors to provide restorative circles and groups with students and in classrooms. Counselors and MTSS facilitator will work with individuals and groups. Students will be provided additional opportunities in both Boys to Men	Josh Payne (MTSS facilitator) Tony Mosley (counselor) Martina Leon Rodriguez (counselor)	Results will be reviewed monthly at MTSS meetings beginning 11/22/16	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.

	(Sem 2) and Goodwill Good Guides mentoring groups.	Alexandra Soto (Social Worker) Marie Daranyi (Principal)			
SY2016-17	Quarterly PBIS/Academic Celebration Assemblies	Tony Mosley Martine Leon Rodriguez Josh Payne	Quarterly	Students to feel and be acknowledged for positive behaviors and interactions as well as academic success	Continue with process
Sept. 12, 2016	Healthy Decision making education (Healthy Families Night)	Connie Moore Angela Schiavone Tony Mosley		Provide parents and students with a venue to learn how to communicate, how to set 'house rules' regarding substance use/abuse, and to start the conversation	One time grant targeted at 7 th grade. Will evaluate possibility to continue next year. Continue work with 7 th graders this year in classes and through restorative circles/conversations in and out of classes.
Oct., 26-27	Capturing Kids Heart conference	Darin DeMaestri Lucy LiBosha Marie Daranyi	Oct. 28	Provide two teachers with the two day training to not only support their work with students, but also have them share out to faculty through the PLC process on strategies that they feel are effective and that we can adopt.	Work through PLC process on four key questions and teachers using those as they process behavioral and academic choices with students.
SY2016-17	Include Student Success Specialists at all long-term suspension hearings	Marie Daranyi Frank Moraga (AP)	On-going	Provide success specialists to advocate for students as appropriate and to	Continue with process

		JC de la Torre (MASS) Debbie Worthy (AASS)		provide a school-parent liaison	
SY2016-2017	Use Student Services Staff to support strategically in identified classrooms that need additional support	Josh Payne Debbie Worthy Tony Mosley Martina Leon Rodriguez JC de la Torre Marie Daranyi	On-going	Lower incidents occurring in classrooms by providing additional support in identified classes	Continue with process, back off support as climate changes in specific rooms or other rooms are identified
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
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: _____

Signature Director: _____ Date: _____

DRAFT



Tucson Unified School District

Corrective Action Plan: November 7, 2016

School Name : Valencia

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: African American students are suspended 3.7 times the rate of Angelo students

Justification Statement: The root pattern appears to be the ED-Self Contained room as 3 of the 4 suspensions are from that room.

Target Goal: reduction in the number of African American ED-Self Contained students being suspended for acts of aggression or drug use/possession.

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
Provide the date this action step will start	Describe the action step that will be taken to help reach the above target goal.	List those directly responsible for taking the action step and those who will monitor.	List the date when results will be reviewed next.	After the review of the action step has occurred, describe the results.	Describe what will be done to sustain success or new strategies that will be used (which will be fully described in a following row).
11/15/16	3 of the 4 African American Students suspended are ED Self-Contained Students. We have hired a new ED teacher and will recommend training for her to de-escalate issues in the class in terms of fighting.	Loraine Egans-Teacher. Michael Beck— Evaluator, Fracnesca Fontana-School Psychologist	Discipline data will be reviewed monthly. I will check in with the ED teacher at least weekly	The ultimate results should be a reduction of the number of African American Students involved in aggressive situations.	Success will be sustained by having the ED teacher work with kids, incorporate de-escalation techniques, employ culturally responsive pedagogy (She is African American as well) into the class. VI - 55, p. 28

11/15/16	<p>MTSS coordinator, SRO and Counselor to provide small group instruction to the ED-Self Contained classroom.</p>	<p>Efficient Counselor and Karla Palacio, MTSS</p>	<p>Meeting will be held after small group instruction has occurred.</p>	<p>Tools and strategies will be taught to those students to reduce aggressive behavior and what they can do to overcome it. Also, the drug suspensions were based on students stating they were "holding" for someone else. Therefore, some of the training will be in the area of how to handle those situations.</p>	<p>Success will be sustained by review of data from suspensions of students, particularly African American students in the ED-Self-Contained classroom. If behaviors have not increased, then more training and small group work can be accomplished.</p>
11/1/16	<p>MTSS Coordinator has established an MTSS classroom to meet with students who are identified as needing interventions in Clairty.</p>	<p>MTSS Coordinator, Karla Palacio, Stacey Gist, Assistant Principal</p>	<p>Data will be reviewed every two weeks and adjusted based on student need.</p>	<p>The MTSS classroom is a new idea from our MTSS Coordinator, Karla Palacio. Using Clarity and discipline data, the coordinator will establish groups and teachings based on student need. The outcome is a fluid class where students needing targeted interventions can receive training.</p>	<p>Success will be gauged by a reduction in students being suspended. Ms. Palacio will target classes based on need. For example, she is setting up a class to talk to students about drug use because we have seen a recent spike in both use and possession at Valencia. In conjunction with our SRO to talk to the students about the dangers of use and working with our CRC teachers to be more culturally aware in the delivery of instruction. As we see spikes in various types of discipline, the class can be differentiated to fit student need. This is a pull out of students based around their elective schedule.</p>

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
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: _____

Signature Director: _____ Date: _____