

# APPENDIX VI – 67

# ***Encouraging Third Quarter Trends in TUSD!***

**\*When comparing the Third Quarter of 2015-2016 to the Third Quarter of 2016-2017, the percentage of disciplinary incidents in TUSD has been reduced at every school level.**

	2016	2016	2016	2017	2017	2017	
	Incidents	Students	%	Incidents	Students	%	Discipline Reduction
Elementary Schools	361	17,991	2.01%	246	17542	1.40%	0.61%
K-8 Schools	358	9081	3.94%	247	8823	2.80%	1.14%
Middle Schools	892	7044	12.66%	588	6930	8.48%	4.18%
High Schools	347	13804	2.51%	308	13733	2.24%	0.27%
<b>TOTAL</b>	<b>1964</b>	<b>47986</b>	<b>4.09%</b>	<b>1410</b>	<b>47118</b>	<b>2.99%</b>	<b>1.10%</b>

## Tucson Unified School District

### Corrective Action Plans for Student Discipline

Level	School	Principal	Director	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Elementary	Bloom	L. Brunekant	Scheppe	11/10/2016	2/10/2017		
Elementary	Miller	M. Carranza	Leman	11/2/2016	2/13/2017		
Elementary	Sewell	R. Jewett	Leman	11/9/2016			
Elementary	Whitmore	L. South	Scheppe	11/12/2016			
Elementary	Ochoa	L. McCorkle	Marin			4/11/2017	
K-8	Booth-Fickett	N. Flores	Scheppe	11/10/2016	2/10/2017	4/11/2017	
K-8	Dletz	T. McKee	Marin		2/15/2017		
K-8	Lawrence	A. Kobritz	Marin	11/17/2016	2/10/2017		
K-8	Robins	C. Thomas	Leman		2/10/2017		
K-8	Safford	S. Gabaldon	Scheppe			4/11/2017	
Middle	Doolen	V. Morales	Konrad	11/22/2016	2/10/2017		
Middle	Utterback	M. Daranyi	Konrad	11/14/2016	2/6/2017		
Middle	Valencia	M. Beck	Konrad	11/7/2016	2/10/2017	4/11/2017	
Middle	Pistor	A. Wichers	Konrad		2/10/2017		
Middle	Secrist	D. Garcia	Konrad			4/10/2017	
High	Catalina	T. Holley	Munger	11/16/2016	2/7/2017	4/11/2017	
High	Santa Rita	J. Palacios	Munger	11/10/2016	2/14/2017	4/12/2017	
High	Sabino	R. Doty	McCollum			4/8/2017	

## Third Quarter Discipline Comparison

March, 2017

\*Source - TUSD Data Dashboard

Elementary Schools										
School	Principal	Director	2016			2017			Difference	
			Incidents	Students	%	Incidents	Students	%	Loss	Gain
Davidson	J. Weaver	Leman	7	308	2.27%	12	293	4.10%		1.83%
Grijalva	T. Grivois-Shah	Scheppe	19	670	2.84%	10	620	1.61%	1.23%	
Kellond	B. Meneguín	Leman	23	573	4.01%	15	568	2.64%	1.37%	
Lynn /Urquides	M. Salcido	Marín	23	548	4.20%	17	489	3.48%	0.72%	
Miller	M. Carranza	Leman	15	669	2.24%	13	586	2.22%	0.02%	
Myers/Ganoung	O. Gomez	Leman	19	442	4.30%	10	424	2.36%	1.94%	
Ochoa	L. McCorkle	Marín	0	216	0.00%	13	205	6.34%		6.34%
Van Buskirk	V. Barajas	Leman	2	359	0.56%	11	319	3.45%		2.89%
Whitmore	L. South	Scheppe	34	341	9.97%	14	349	4.01%	5.96%	
Wright	D. Campos	Marín	11	486	2.26%	10	510	1.96%	0.30%	
All Elementary Schools			361	17,991	2.01%	246	17542	1.40%	0.61%	

K-8 Schools										
School	Principal	Director	2016			2017			Difference	
			Incidents	Students	%	Incidents	Students	%	Loss	Gain
Booth-Fickett	N. Flores	Scheppe	75	1232	6.09%	48	993	4.83%	1.26%	
Dietz	T. McKee	Marín	51	565	9.03%	17	625	2.72%	6.31%	
Hollinger	B. Lambert	Marín	43	492	8.74%	33	543	6.08%	2.66%	
Lawrence	A. Kobritz	Marín	14	350	4.00%	16	343	4.66%		0.66%
McCorkle	S. Thiffault	Scheppe	15	890	1.69%	22	932	2.36%		0.67%
Naylor	C. Zepeda	Scheppe	23	725	3.17%	14	608	2.30%	0.87%	
Pueblo Gardens	S. Aleshire	Leman	24	400	6.00%	13	408	3.19%	2.81%	
Safford	S. Gabaldon	Scheppe	62	809	7.66%	58	740	7.84%		0.18%
All K-8 Schools			358	9081	3.94%	247	8823	2.80%	1.14%	

Doolen	R. Morales	Konrad	64	743	8.61%	67	707	8.02%	0.59%	
Gridley	K. Taravati	Konrad	115	744	15.46%	46	791	5.82%	9.64%	
Magee	J. Lindsay	Konrad	75	649	11.56%	40	672	5.95%	5.61%	
Mansfeld	R. Sanchez	Konrad	47	812	5.79%	64	840	7.62%		1.83%
Pistor	A. Wichers	Konrad	196	954	20.55%	81	938	8.64%	11.91%	
Secrist	D. Garcia	Konrad	99	544	18.20%	57	4.86	11.73%	6.47%	
Utterback	R. Dunbar	Konrad	118	580	20.34%	40	477	8.39%	11.95%	
Vail	L. Filler	Konrad	37	648	5.71%	44	715	6.15%		0.44%
Valencia	M. Beck	Konrad	119	1013	11.75%	138	936	14.74%		2.99%
All Middle Schools			892	7044	12.66%	588	6930	8.48%	4.18%	

High Schools										
School	Principal	Director	2016			2017			Difference	
			Incidents	Students	%	Incidents	Students	%	Loss	Gain
Catalina	A. Holley	McCollum	35	799	4.38%	34	743	4.58%		0.20%
Cholla	R. Armenta	Munger	44	1796	2.45%	30	1821	1.65%	0.80%	
Palo Verde	E. Brock	McCollum	44	1177	3.74%	43	1182	3.64%	0.10%	
Pueblo	A. Romero	Munger	38	1610	2.36%	35	1687	2.07%	0.29%	
Rincon	A. Welch	McCollum	29	1115	2.60%	28	1079	2.59%	0.01%	
Sabino	R. Doty	McCollum	28	957	2.93%	34	934	3.64%		0.71%
Sahuaro	R. Estrella	Munger	45	1726	2.61%	32	1764	1.81%	0.80%	
Santa Rita	J. Palacios	McCollum	29	515	5.63%	26	469	5.54%	0.09%	
Tucson	S. Rodriguez	Munger	55	3133	1.76%	44	3024	1.46%	0.30%	
All High Schools			347	13804	2.51%	308	13733	2.24%	0.27%	

## Third Quarter Discipline Data

March, 2017

\*Source - TUSD Data Dashboard

Elementary Schools												
School	Principal	Director	#	Anglo	AA	Hls	NA	Asia A	MR	Corrective Action		
Banks	S. Wilken	Marin	1			1						
Blenman	C. DeSalvo	Marin	1		1							
Bloom	L. Brunekant	Scheppe	4	1	2	1				First	Second	
Bonillas	J. Ambrosio	Marin	4			4						
Borton	D. Contreras	Scheppe	5	2		3						
Carrillo	L. Conner	Marin	1		1							
Cavett	C. Leeson	Marin	0									
Collier	L. Langford	Scheppe	0									
Cragin	N. Edwards	Leman	1	1								
Davidson	J. Weaver	Leman	12	3	2	4	2		1			
Davis	C. Campuzano	Marin	4			3			1			
Dunham	H. Grijalva	Leman	3	2	0							
Erickson	C. Stallworth	Leman	7	1	4	2						
Ford	D. Johnston	Scheppe	2	1		1						
Fruchtendler	M. Anderson	Scheppe	0									
Gale	J. Flgueroa	Scheppe	4	2	1	1						
Grijalva	T. Grivois-Shah	Scheppe	10	6		5						
Henry	J. Bellisario	Scheppe	7	1		5			1			
Holladay	T. Strozler	Scheppe	3	1		2						
Howell	J. Alexander	Scheppe	6		4	1			1			
Hudlow	C. LaRochelle	Leman	5		1	4						
Hughes	K. Bolasky	Scheppe	0									
Johnson	R. Begay-James	Scheppe	0									
Kellond	B. Meneguin	Leman	15	5	1	8			1			
Lineweaver	E. Walls	Marin	9	6	2	3						
Lynn /Urquides	M. Salcido	Marin	17	2		14	1					
Maldonado	E. Almonte	Marin	5	1	4	3						
Manzo	S. LaTurco	Marin	0									
Marshall	C. Loya	Leman	3		2	1						
Miller	M. Carranza	Leman	13	1		9	2		1	First	Second	
Mission View	M. Cota	Scheppe	1			1						
Myers/Ganoung	O. Gomez	Leman	10	1	3	5			1			
Ochoa	L. McCorkle	Marin	13	1		12						Third

Van Buskirk	V. Barajas	Leman	11	1	2	8						
Vesey	J. Uhrigh	Leman	0									
Warren	M. Ruiz	Leman	6			6						
Wheeler	D. Saldamando	Leman	5	2	1	1			1			
White	C. Lugo	Marin	9	3	1	5						
Whitmore	L. South	Scheppe	14	2	4	5		1	2	First		
Wright	D. Campos	Marin	10		5	4			1			

K-8 Schools												
School	Principal	Director	#	Anglo	AA	HIs	NA	Asia A	MR	Corrective Action		
Booth-Fickett	N. Flores	Scheppe	48	9	13	24			2	First	Second	Third
Borman	K. Sisler	Leman	6	2	3	1						
Dietz	T. McKee	Marin	17	6	3	7			1		Second	
Drachman	J. Celaya	Leman	0									
Hollinger	B. Lambert	Marin	33	4		28	2					
Lawrence	A. Kobritz	Marin	16	2	1	5	7		1	First	Second	
Maxwell	R. Ortiz-Montoya	Scheppe	6		2	4						
McCorkle	S. Thiffault	Scheppe	22	1	2	18	1					
Miles	P. Ross	Marin	2			2						
Naylor	C. Zepeda	Scheppe	14	3	5	5			1			
Pueblo Gardens	S. Aleshire	Leman	13		1	11	1					
Robins	C. Thomas	Leman	2	1			1				Second	
Rose	A. Carmona-Alday	Leman	8			8						
Roskruge	J. Olivas	Marin	2	1		1						
Safford	S. Gabaldon	Scheppe	58	3	3	45	6		1			Third

Middle Schools												
School	Principal	Director	#	Anglo	AA	HIs	NA	Asia A	MR	Corrective Action		
Dodge	D. Schuller	Konrad	12	2	3	4	2		1			
Doolen	R. Morales	Konrad	67	17	15	30	3	1	1	First	Second	
Gridley	K. Taravati	Konrad	46	12	13	14	2	1	4			
Magee	J. Lindsay	Konrad	40	16	6	16	1		1			
Mansfeld	R. Sanchez	Konrad	64	4	6	44	10					
Pistor	A. Wichers	Konrad	81	5	2	62	8	1	3		Second	

High Schools												
School	Principal	Director	#	Anglo	AA	His	NA	Asla A	MR	Corrective Action		
Catalina	A. Holley	McCollum	34	9	10	14			1	First	Second	Third
Cholla	R. Armenta	Munger	30	2	1	23	4					
Palo Verde	E. Brock	McCollum	43	10	5	22	1	1	4			
Pueblo	A. Romero	Munger	35		6	25	3		1			
Rincon	A. Welch	McCollum	28	5	6	17						
Sabino	R. Doty	McCollum	34	12	5	16			1			Thrd
Sahuaro	R. Estrella	Munger	32	10	7	13	1		1			
Santa Rita	J. Palacios	McCollum	26	5	6	13			2	First	Second	Third
Tucson	S. Rodriguez	Munger	44	4	7	30			3			
Unlversity	A. Cislak	McCollum	2	2								
Meredith	T. Tenace	McCollum	0									
MORE	I. Macias Reyes	McCollum	2	1		1						
TAPP	A. Dudley	McCollum	0									



# TUSD

Tucson Unified School District

**Corrective Action Plan: 2-1-17**

**School Name: Booth-Fickett K-8 School**

<p>Area of Concern: Identify pattern of behavior that is the discipline barrier for a portion of African American students</p> <p>Goal/Action Statement: All African American students will be successful across the board in science</p> <p>Target Date: December 15, 2017</p>					
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</p>	<p>By January 10, 2017</p>		

	<p>Discipline town halls 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>with student, come up with student behavior plan, go into classroom</p> <p>Admin continue to share discipline data, have teacher forums and parent forums</p>			
2/1/17	<p>Share data with staff</p> <p>Share data with students</p> <p>PBIS meeting 2x's month</p> <p>New MTSS coordinator</p> <p>Contacted BIT for support</p> <p>Started referral to MTSS</p> <p>Conference with students</p> <p>Have students write goals</p> <p>Have Student service providers conference with students and push into classrooms</p> <p>Personalize reward system</p> <p>Identify hot spots, make changes on campus</p> <p>Lunch schedule adjustments</p> <p>Counselors having small groups</p> <p>Admin really building</p>	<p>Admin will continue to share data with students, staff, parents</p> <p>Student service providers will do push-in</p> <p>Counselors</p> <p>ISI teacher</p> <p>Dean of Discipline</p> <p>MTSS Coord.</p>			
4/11/17	<p>We have started a Check In/Check Out system with students who have been identified challenging based on our data. Each student was assigned a staff member and they will check in with the student at the beginning of the school</p>	<p>Admin will continue to share data with students, staff, parents</p>		<p>We had a PD on Classroom Management and a second PD on PBIS information dealing minor vs major and the behavior flowchart-</p>	<p>We have started our PBIS store and rules. Students will be allowed to earn tickets at the store and turn them in for prizes. We have also started our check</p>

	<p>day and the end of the day. For middle school student the assigned staff member/teacher will check in with student at the beginning of the day, after their lunch and at the end of the period. They will also be given tickets to earn for our PBIS store.</p> <p>*Admin will continue to share the data with teachers and ask for their input with the check in/out system.</p> <p>*We just got our trust cards and are in the process of having a forum to share with students.</p> <p>*Admin will continue to meet with student and our Dean will put students on contracts if necessary.</p> <p>*MTSS coordinator and Mrs. Flores started home visits for families.</p>	<p>Student service providers will do push-in</p> <p>Counselors</p> <p>ISI teacher</p> <p>Dean of Discipline</p> <p>MTSS Coord.</p>		<p>We will continue to share the data with teachers, staff, students and parents.</p>	<p>In/out to encourage positive behavior.</p>
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<p>Area of concern: identify pattern or hot spots that are in the middle data</p>					
<p>Justification statement: identify the reasons for the concern</p>					
<p>Area of goal: identify what data results will be used to measure success</p>					
<p>Intervention: identify the strategies to be used to address the concern</p>					

<p>Area of concern: identify pattern or hot spots that are in the middle data</p>					
<p>Justification statement: identify the reasons for the concern</p>					

Area to be described with data available from the records of the Commission					
Date		Name		Address	

Signature Principal: *Diana Hobbs* Date: 4-11-17

Signature Director: *K. Schaefer* Date: 6-11-17

# TUSD

Tucson Unified School District

Corrective Action Plan: Date 11/07/16

School Name: Catalina High School

**Purpose:** USP V(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. 1<sup>st</sup> 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 have 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 have seen a decrease in physical aggression in the month of September and October.	Continuous vertical alignment using our reward system (PBIS)

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.
<b>Area of Concern:</b> For quarter 2, our data shows a continuous pattern of drugs and aggression. Our data does reflect a decrease in suspendable offenses in quarter 1 (44 QTR 1 – 26 QTR 2)					
<b>Justification Statement:</b> Majority of these aggressive acts are birthed outside of school (home, group home setting) that unfortunately filter back on our campus.					
<b>Target Goal:</b> Improve school culture by developing a proactive behavior policy and system for students to earn positive consequences for scholarly behavior.					
Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
8/27/16	Continue to monitor hotspots	Admin., Dean of Students, campus monitors	Weekly	We seen a decrease in physical aggression and overall suspensions from the start of QTR 1	Continuous vertical alignment using our reward system (PBIS)
12/17	Officer Evanoff (SRO) has been conducted a series of lesson provided in the health classes	SRO	Weekly	Outreach/LRE (Law Related Education)	Continue to provide LRE in additional classrooms/grade levels
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 Iamyou 360 Girls Workshop Program (20 girls in Feb.)	Increase student participation and parent engagement.
<b>Area of Concern:</b> Aggression and Illegal/dangerous items.					
<b>Justification Statement:</b> A lot of these issues originate outside of school and is brought back to the school. Social media is a major contributing factor to majority of the incident's brought to the campus.					
<b>Target Goal:</b> Improve school culture by developing a proactive behavior policy and system for students to earn positive consequences for scholarly behavior.					
Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
04/07/17	Behavior Plans for targeted students, especially students who have frequent	Admin., Dean of Students	weekly	Students on a behavior plan are tightly monitored. The goal is	Increase student participation and parent engagement.

	academic and behavioral incidents per the MTSS meetings			to help support and promote positive behaviors on a consistent basis.	
4/7/17	Continue restorative practices with victims and offenders following minor and major behavior incidents.	Admin/ Dean of Students/ MTSS Facilitator/ Counselors	As needed due to discipline	Tolerance and peaceful conflict resolution	Continue to monitor all discipline with special attention to repeat offenders
04/7/17	Proactive conversations with students by Administration regarding social media/ bullying/ cyberbullying to predict and prevent aggressive acts on campus	Admin/ Dean of Students/ MTSS Facilitator/ Counselors	As needed due to discipline	Information (ex: screenshots) from students allow us to prevent escalation of aggressive acts on campus.	Create lesson plans for teachers/ SRO to present regarding social media and its dangers.
04/07/17	Provide Staff with Professional Development on Authentic Relationships through the use of Restorative Practices/Restorative Justice	Administration and MTSS Facilitator	As needed due to discipline	We would like to engaged our teachers on best practices to remove the disparities of punitive discipline practices.	Ongoing Professional as needed per the discipline and MTSS data. Power Point Presentation.
04/07/17	Student Success Contact Wall that will help to support the Districts Initiative to address the MTSS Process, Discipline, Student Supports, etc.	Admin. ,MTSS Facilitator, Student Support Specialist, Counselors, Drop-Out-Prevention Specialist, and teachers	Daily	To address the number of Tier 2 and Tier 3 Students.	We will teach the entire staff how to engage in this Student Success Wall. This will be apart of the Summer PD.

Signature Principal:  Date: 4-11-17

Signature Director:  Date: 4.11.17

# TUSD

Tucson Unified School District

## Corrective Action Plan: April 10, 2017

School Name: Ochoa Community Magnet School

**Purpose:** USMVP(2) - This District shall collect, review, and analyze discipline data from each school on a least a quarterly basis. Based on this analysis, the District shall work with the RSPPC and school administrators to develop corrective action plans to ensure that exclusionary discipline consequences are not implemented in a manner that impermissibly targets or has a disparate effect on students of a particular race or ethnicity. With careful attention and reviewed suggests that any teacher or administrator at the schools do not impose discipline in a racial or ethnically disproportionate manner or otherwise discriminatory to discipline any student. The District shall, in conjunction with the principal, initiate and take appropriate corrective action, including but not limited to disciplinary action.

**Area of Concern:** Identify pattern or hotspots that are in the discipline data. When looking at the data that prompted this Corrective Action Plan, we found the playground during lunch recess was where we had one incident that involved six students.

**Justification Statement:** Identify the root cause, season patterns and hotspots. The root cause of this hotspots students need more structure or supervision when on the playground during lunch recess.

**Target Goal:** Describe what data results would be indicative of success. An reduction of incidents on the playground during lunch recess would be indicative of success.

Date of Origin	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).
4/10/17	Increase supervision on the playground at lunch recess and activities for students to do when on the playground.	Monitors, Principal, and Assistant	5/3/2017		-The principal or assistant principal will be present on the playground during lunch



		Principal			recess to circulate and interact with students.
					-There are three playground monitors at lunch recess. They will be assigned to a specific area on the playground. They will stay in their area to ensure students are safe and playing appropriately.
					-Additional playground equipment will be given to students to keep them involved in approved activities. (Balls for new soccer field, basketballs and jump ropes) -Classroom teachers will review lunch recess procedures and expectations with their students.

Area of Concern: Identify pattern or hot spots that are in the discipline data.

Justification Statement: Identify the root causes for pattern and hot spots.

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	Output or Product	Next Steps

Area of Concern: Identify pattern or hotspots that are in the discipline data.					
Justification Statement: Identify the root causes for pattern 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 of Product	Next Steps

Signature Principal: Ricardo Date: 4/7/17  
 Signature Director: Marie Maxim Date: 4-11-17

# TUSD

*Tucson Unified School District*

## Corrective Action Plan: April 6, 2017

### Sabino 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:** Disproportionate discipline with the African American and Hispanic populations.

**Justification Statement:** Majority of the violations are Alcohol, tobacco and drug related. Very few aggression related issues.

**Target Goal:** A reduction of alcohol and drug related issues at Sabino.

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
3/30/17	The Principal and Assistant Principals spoke to all the students in the economics classes regarding making good choices as they approach graduation and the end of the year.	Russell Doty, Jill Ronsman Jay Campos	5/26/17	Students will continue to make good choices and encourage their friends to also make good choices.	Continue short visits in Economics classes to reinforce the positive behavioral choices.
4/17/17 to 4/19/17	The Principal will speak to all Junior and senior students about making good choices as specifically related to Prom. Specifically to address the issues with drinking and drug use and driving.	Russell Doty	5/26/17	Students will make good choices and we will not have students who attend the prom and drink alcohol or take drugs.	Continue to work with Student Council to address the issues from a student perspective.

<b>Area of Concern:</b> Build an awareness of the impact of discipline to the minority students at Sabino.					
<b>Justification Statement:</b> We want to ensure that there is communication between the administrators and the equity of discipline.					
<b>Target Goal:</b> Reduced amount of disproportional discipline at Sabino.					
Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
4/7/17	Daily discussions with administrators regarding discipline as it occurs.	Russell Doty, Jill Ronsman, Jay Campos	5/26/17	Reduced discipline infractions	Continuous monitoring of student behaviors and consequences
4/7/17	Discipline Data Review meetings	Russell Doty, Jill Ronsman, Jay Campos	5/26/17	Reduced discipline infractions	Monthly review of the behaviors of students and the trends of the teacher referrals.
<b>Area of Concern:</b> Identify pattern or hotspots that are in the discipline data.					
<b>Justification Statement:</b> Identify the root causes for patterns and hotspots.					
<b>Target Goal:</b> 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

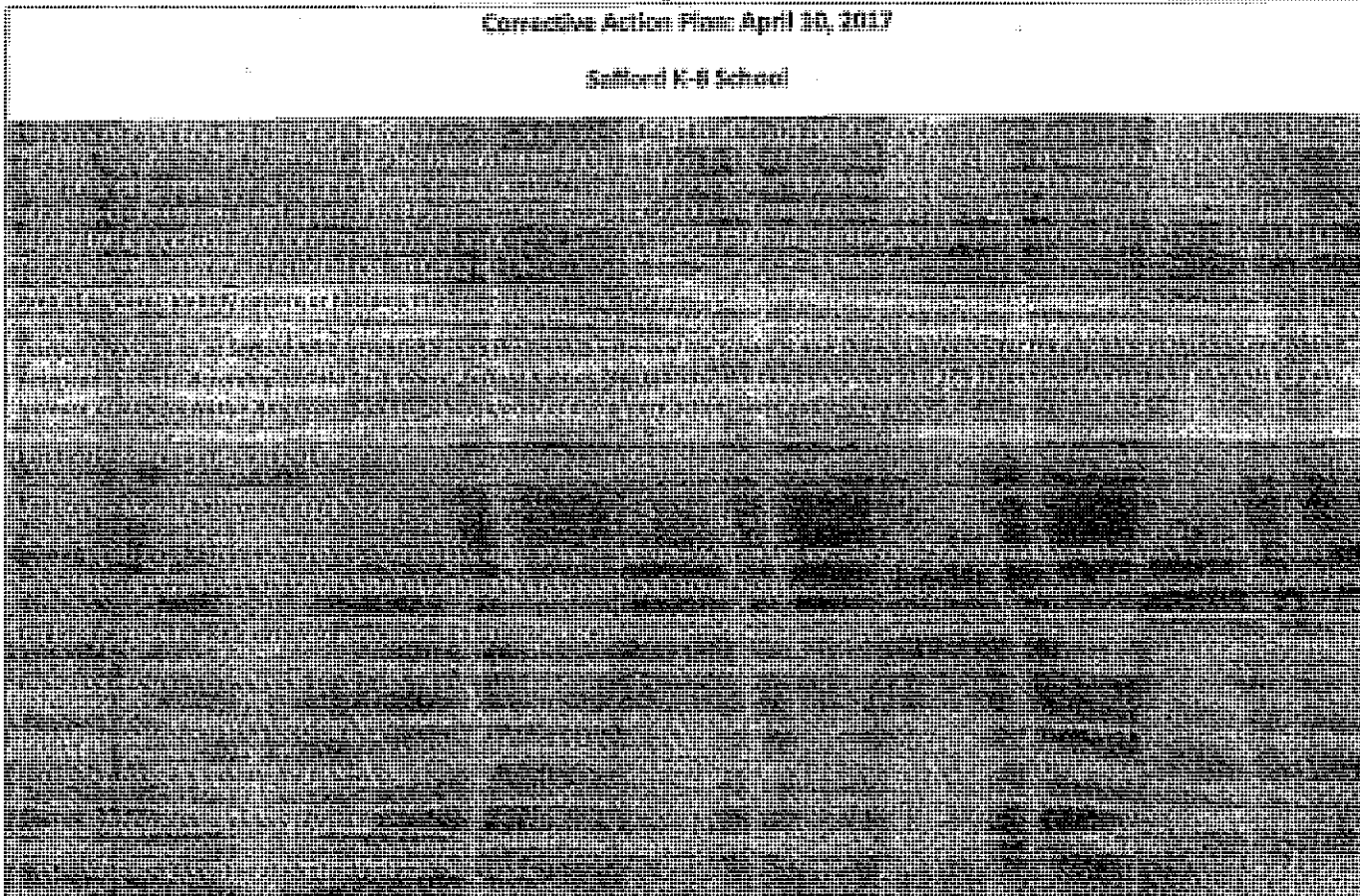
Signature Principal:  Date: 4-7-17  
 Signature Director:  Date: 4-8-17

# **TUSD**

**Tulare Unified School District**

**Corrective Action Plan: April 10, 2017**

**Safford K-8 School**



Date/Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome of Product	Next Step
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).
March 27	<i>Counselors will meet with incoming students to brief them of Safford's expectations and PBIS program.</i>	<i>Counselors, Principal</i>	<i>April 27, 2017</i>	<i>New students will have a clear understanding of Safford's expectations and PBIS program. Decrease in disciplinary referral will occur</i>	<i>Grade level assemblies that communicate Safford's expectations and PBIS Value system. Students will also attend CORE class twice a month where teachers will teach lessons regarding Safford's value system.</i>
March 27	<i>Continued use of restorative conferences and restorative practices for all incidents</i>	<i>Counselors, MTSS facilitator, Faculty, Administration</i>	<i>April 27, 2017</i>	<i>Safford will show a decrease of disciplinary referrals and increase of student positive behavior.</i>	<i>Professional development on classroom management and restorative practices</i>
March 27	<i>Increased in adult supervision where incidents tend to occur. Increased adult visibility.</i>	<i>Faculty and staff, Principal</i>	<i>April 27</i>	<i>Decrease of aggressive acts and disciplinary referrals</i>	<i>Faculty, staff, and principal will be visible during passing periods and during lunches.</i>

Area of Concern: Identify pattern or hotspots that are in the discipline data

Justification Statement: Identify the concern, cause, or pattern and hotspots

A hotspot was increase in student aggressive acts

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

TUSD's Data Dashboard will indicate the following:

*Decrease in exclusionary disciplinary action*  
*Safford records will indicate the following:*

- Decrease of disciplinary referrals*
- Increase of positive student actions and recognition*

<i>Date to begin</i>	<i>Action Steps to address concern</i>	<i>Person(s) responsible</i>	<i>Date of review</i>	<i>Outcome or Product</i>	<i>Next steps</i>
<i>March 27</i>	<i>Positive Behavior contracts will be reviewed with students who have had prior offenses.</i>	<i>MTSS facilitator, Counselors, and Principal</i>	<i>April 27, 2017</i>	<i>There will be a decrease of reoccurring disciplinary referrals and decrease of first time incidents.</i>	<i>Students who receive a disciplinary referral will sign a Positive Behavior Contract and a restorative conference will be held with the student and parent.</i>
<i>March 27</i>	<i>Continued use of restorative conferences and restorative practices for all incidents.</i>	<i>Counselors, MTSS facilitator, Faculty, Administration</i>	<i>April 27, 2017</i>	<i>Safford will show a decrease of disciplinary referrals and increase of student positive behavior.</i>	<i>Professional development on classroom management and restorative practices</i>
<i>March 27</i>	<i>Increased in adult supervision where incidents tend to occur. Increased adult visibility.</i>	<i>Faculty and staff, Principal</i>	<i>April 27</i>	<i>Decrease of aggressive acts and disciplinary referrals</i>	<i>Faculty, staff, and principal will be visible during passing periods and during lunches.</i>

*Area of Concern: identify pattern or hotspots that are in the discipline data*

*Hotspots are class behavior and decision making skills*

*Justification Statement: identify the root causes for patterns and hot spots*

*Need for additional lessons on behavior and decision making skills*

*Target Goal: Describe what data results would indicate of success*

*TUSD's Data Dashboard will indicate the following:*

*Decrease in exclusionary disciplinary actions*  
*Safford's records will indicate the following:*

- Decrease of disciplinary referrals*
- Increase of positive student actions and recognition*

<i>Date of Report</i>	<i>Action Steps to address concern</i>	<i>Person(s) Responsible</i>	<i>Date of Review</i>	<i>Outcomes and Products</i>	<i>Next Steps</i>
<i>March 27</i>	<i>Counselors will deliver lessons on decision making skills/reflection, "homie-scrapping" and empathy.</i>	<i>Counselors</i>	<i>April 27</i>	<i>Reduction in reckless behavior and disciplinary referral, increase in empathy and decision making skills</i>	<i>Continued classroom lessons on decision making skills/reflection, "Homie-Scrapping" and empathy.</i>
<i>March 27</i>	<i>Continued use of restorative conferences and restorative practices for all incidents.</i>	<i>Counselors, MTSS facilitator, Faculty, Administration</i>	<i>April 27, 2017</i>	<i>Safford will show a decrease of disciplinary referrals and increase of student positive behavior.</i>	<i>Professional development on classroom management and restorative practices</i>

Signature Principal: *[Signature]* Date: *April 10, 2017*  
 Signature Director: *[Signature]* Date: *4/10/17*



# TUSD

*Tucson Unified School District*

**Corrective Action Plan: Date: 4/11/2017**

**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., 2017		
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.

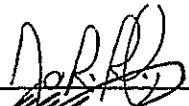
Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
1/9	Adjust ISI Behavior Monitoring Class	Dean, MTSS, Assist. Principal	March, 2017		
1/9	Success Academy Classes have been adjusted. Student Mentoring, Academy Intervention, Attendance Tracking, etc.	MTSS, ISI Teacher, Counselor, Dean, Asst. Principal	March, 2017		
1/9	Continue to provide curriculum of drug and alcohol awareness in Health Classes.	SRO, MTSS, Health Teacher, Asst Principal, Dean	March, 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
4/10	Implement Behavior contracts with students who are re-entering after suspension and who have multiple offenses.	Dean, MTSS Facilitator	May 2017		
4/10	Increase drug and alcohol awareness classes to reach more students.	Dean, MTSS Facilitator, and SRO, Health Teacher and other Teachers	May 2017		
4/10	Implement PBIS classes during Service Learning time.	Dean, MTSS Facilitator, SRO, and Success Academy Teachers	May 2017		

Signature Principal:  Date: 4/10/17

Signature Director:  Date: 4.12.17

# TUSD

*Tucson Unified School District*

Corrective Action Plan: Date

School Name *Secrist*

**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.

Our pattern of concern is for the number of discipline referrals that involve African American students.

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

The African American students have exhibited more aggressive acts.

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

Reduction of Aggression incidences.

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).

4/7/17	Small group focusing on Aggression.	Barry Wilson, African American Specialist	5/24/17		
4/7/17	Workshop for 7/8 African American Students.	Barry Wilson, African American Specialist	5/24/17		
4/7/17	Behavior Plans for selected students	Barry Wilson, African American Specialist	5/24/17		
4/7/17	PBIS Focus Groups to teach specific behavioral expectations	Brian Huss, MTSS Facilitator Barry Wilson, African American Specialist Mike Desouza, Asst. Principal	5/24/17		
4/7/17	Staff Development Presentation on supporting students from Diverse Populations	Jimmy Hart, Director of African American Services	5/24/17		

**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.

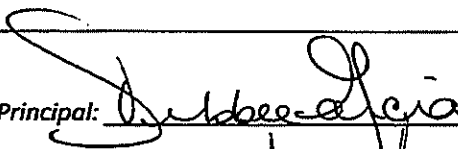

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps


**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

Signature Principal:  Date: 4/10/17  
 Signature Director:  Date: 4/10/17

# TUSD

Tucson Unified School District

## Corrective Action Plan: January 30, 2017

School Name: Valencia Middle School

**Purpose:** USA 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 Anglo 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.

Provide the date this action step will start	Action Steps to address concern	Who is/are the responsible party	Date of Review	Outcome or Product	Next Steps
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, Francesca 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. Overall in 2 <sup>nd</sup> Quarter African American Discipline rate dropped from 2.7 to 1.7. This is still too high, but it does represent a lower	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. The principal has also taken and successfully passed SIT training to implement

<p>11/15/16</p>	<p>MTSS coordinator, SRO and Counselor to provide small group instruction to the ED-Self Contained classroom. We have consistently</p>	<p>Jeff Lent, Counselor and Karla Palacio, MTSS</p>	<p>Meeting will be held after small group instruction has occurred.</p>	<p>rate. 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. Those were reviewed with students and there seems to be less of that activity in the second quarter.</p>	<p>those techniques in class. 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. During second quarter, our discipline rate for African American students dropped from 2.7 to 1.7. Although that is still too high, it does represent a decrease.</p>
<p>11/1/16</p>	<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</p>



					schedule. During second quarter, this was implemented. Overall, our discipline rate for our African American students went from 2.7 to 1.7
<b>Area of Concern:</b> There appears to be a lot discipline relating to Angelo and Multi-Racial Students in the area of Disorderly Conduct:					
<b>Justification Statement:</b> Students are being coded as Disorderly Conduct for minor instances such as dress code and tardies.					
<b>Target Goal:</b> Reduction in the amount of Angelo and Multi-Racial students being coded as Disorderly Conduct.					
<b>Date to Begin</b>	<b>Action Steps to address concern</b>	<b>Person(s) Responsible</b>	<b>Rate or Interval</b>	<b>Outcome of the Unit</b>	<b>Next Steps</b>
4/3/17	In terms of Multi-Racial students, the number is high due to the suspension of 3 students out of 12 total at Valencia.	Michael Beck, Anthony Sanchez, Stacey Gist	Discipline Data will be monitored every two weeks	The ultimate results should be a reduction of the number of Multi-Racial Students being coded for DOC for things that really are not rising to that level.	Success will be sustained by review of data from suspensions of students, particularly Multi-Racial and Angelo students. Additionally, The assistant principal will work closely with the Dean of Students to help him correctly interpret GSRR for DOC violations.
4/3/17	Dean of Students will work with administration and Ms. Comstock to correctly identify incidents that need to be coded as Disorderly Conduct and those that can be coded as a lower level offense.	Michael Beck, Anthony Sanchez, Stacey Gist	Discipline Data will be monitored every two weeks. During these reviews we will be able to address specific areas.	Overall we should see a reduction in the amount of discipline being coded as Disorderly Conduct and moved to a lower level of discipline.	Success will be sustained by looking over time to note any discipline hotspots, specifically in the area of Disorderly Conduct. Additionally, at the Thursday 4/6/17 ILA, the presentation is on restorative practices. This will be brought and taught to Mr. Sanchez who will be able to implement those strategies in his area.
<b>Area of Concern:</b> Identify pattern or hotspots that are in the discipline data.					

Justification Statement: Identify the root causes for patterns and hot spots.

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: Meredith Borch Date: 4/11/17  
 Signature Director: [Signature] Date: 4/10/17