Case 4:74-cv-00090-DCB Document 2616-5 Filed 11/01/21 Page 143 of 188

APPENDIX VI - 11

VI.G.1.c Supportive Action Plans SY2020-21

Level 2 Priorities PBIS: PBIS: L. Mentoring/Social Skills Grps staff, Parents, Students, 2. Community embrace PBIS 3. Stakeholders are communic- ted with monthly 4. PBIS implemented w/fidelity 1. Stakeholder have a shared xision for a restorative school 2. Staff understands the paradigm shift from punitive 0. restorative classroom 1. Support structures are in place to implement Restora- tive Prac. w/ fidelity I. Coaching Mentoring PD/PLC's SCOC: 1. But informs all discipline meetings I. Hot spots, trends, are ident 3. Discipline systems, policies, procedures are in place Mo. discipline reports are communicated to fac/staff 5. Periodic review of discipline tystems, policies, procedures XA Hisp 5 3 2 3	л п п п п п п п п п п п п п п п п п п п	AS 1 1 1	M 3 3 3	A. Implementatio summarize where t was re level 1 and 1 priorities (and by t Code components) 21 1. Level 1 Pri Disc. Team Disc. Flow Chart PBIS Team PBIS Matrix SCOC Training Staff Students Referral Process RP Training RP Revisited PIC Room Mo Report timely Disc. Rating 1-5 Formal Report 2. Level 2 Pri B. Outcomes: ALL Student Incid 92 Aggression 27 ISI 23 Suspensions 59	he school evel 2 le RP, PBIS, in SY2020- torities y y y y y y y y y y y y y y y y y y y	I. Mentoi Stafen Stakeh ated with A PBIS im Restorati I. Stakeh vision for 2. Staff ur paradigm to restor 3. Time is a restorat ative Prac SCOC: I. Data in meetings 2. Hot syot SDiscipli procedur 4. Mo. dis comdition S. Periodi systems, stafe ative ative ative ative systems, ative ative	given to implement ive classroom t structures are in mplement Restora- w/fidelity Coaching PD/PLC's forms all discipline forms all discipline ts, trends, are ident ne systems, policies, es are in place cipline reports are cated to fac/staff c review of discipline policies, procedures H 38 10	n n n n n n n n n n v v v v v v v v v v v v v	AS	M 2 1 2
	n п п п п ч ч ч ч ч ч ч ч ч ч ч ч ч	1 1	3 3	summarize where t was re level 1 and 1 priorities (and by th Code components) 21 Disc. Team Disc. Flow Chart PBIS Matrix SCOC Training Staff Students Referral Process RP Training RP Revisited PIC Room Mo Report PD Data input timely Disc. Rating 1-5 Formal Report PD Data input timely Disc. Rating 1-5 Formal Report B. Outcomes: Aggression 27 ISI 23	he school evel 2 le RP, PBIS, in SY2020- torities y y y y y y y y y y y y y y y y y y y	Staff, Pari 2.Commu 3.Stakeh ated with 4.PBIS im Restorati 1.Stakeh vision for 2.Staff ur paradigm to restora 3.Time is a restoral 4.Suppor place to ii ative Prac SCOC: 1. Data in meetings 2. Hot spy 3. Discipii procedur 4. Mo. dis communi 5. Periodi systems, j thite AA 2.28 8 12	ing/Social Skills Grp: ents, Students, nity embrace PBIS olders are communic monthly [plemented w/fidelitt ve Practices:] older have a shared a restorative school diderstands the shift from punitive tive lassroom t structures are in mplement Restora- w/ fidelity [Coaching] PD/PLC's] forms all discipline forms all discipline esystems, policies, seare in place cated to fac/staff c review of discipline policies, procedures H 38 10	n n n n n n n n n n v v v v v v v v v v v v v	AS	2 1
Staff, Parents, Students, Community embrace PBIS Community embrace PBIS Stakeholders are communic- ted with monthly I. PBIS implemented w/fidelity Restorative Practices: I. Stakeholder have a shared vision for a restorative school 2. Staff understands the Daradigm shift from punitive to restorative 2. Staff understands the Daradigm shift from punitive to restorative 1. Support structures are in Dalace to implement Restora- 1. Data informs all discipline meetings 2. Hot spots, trends, are ident 3. Discipline reports are communicated to fac/staff 5. Periodic review of discipline reviews, policies, procedures	n п п п п ч ч ч ч ч ч ч ч ч ч ч ч ч	1 1	3 3	was re level 1 and la priorities (and by th Code components) 21 1. Level 1 Pri Disc. Flow Chart PBIS Team PBIS Team PBIS Matrix SCOC Training Staff Students Referral Process RP Training RP Revisited PIC Room Mo Reports timely Use of Disc. Data Mo Report PD Data input timely Disc. Rating 1-5 Formal Report PC B. Outcomes: Aggression 27 ISI 23	evel 2 the RP, PBIS, in SY2020- iorities y y y y y y y y y y y y y	Staff, Pari 2.Commu 3.Stakeh ated with 4.PBIS im Restorati 1.Stakeh vision for 2.Staff ur paradigm to restora 3.Time is a restoral 4.Suppor place to ii ative Prac SCOC: 1. Data in meetings 2. Hot spy 3. Discipii procedur 4. Mo. dis communi 5. Periodi systems, j thite AA 2.28 8 12	ents, Students, nity embrace PBIS nity embrace PBIS Diders are communic monthly plemented w/fideliti ve Practices: older have a shared a restorative school derstands the shift from punitive tive given to implement ive classroom t structures are in mplement Restora w/ fidelity Coaching PD/PLC's PD/PLC's Drms all discipline ts, trends, are ident ne systems, policies, es are in place cicpline reports are cated to fac/staff creview of discipline policies, procedures H 38 10	n n n n n n n n n n v v v v v v v v v v v v v	AS	2 1
2. Community embrace PBIS 3. Stakeholders are communic- ted with monthy 4. PBIS implemented w/fidelity Restorative Practices: 4. Stakeholder have a shared dision for a restorative school 2. Staff understands the baradigm shift from punitive o restorative 4. Time is given to implement arestorative classroom 4. Support structures are in blace to implement Restora- titve Prac. w/ fidelity Coaching Mentoring PD/PLC's Coco: Lotat informs all discipline meetings L. Obta informs all discipline meetings Soliscipline reports are soliscipline systems, policies, procedures are in place M. discipline systems, policies, procedures AA Hisp 5 4 5 3 2	n п п п п ч ч ч ч ч ч ч ч ч ч ч ч ч	1 1	3 3	priorities (and by th Code components) 21 1. Level 1 Pri Disc. Flow Chart PBIS Team PBIS Team PBIS Team PBIS Matrix SCOC Training Staff Students Referral Process RP Terisited PIC Room Mo Reports timely Use of Disc. Data Mo Report PD Data input timely Disc. Rating 1-5 Formal Report PC Data Input timely Disc. Rating 1-5 Formal Report Student Incid 92 Aggression 27 ISI 23	e RP, PBIS, in SY2020- iorities y y y y y y y y y y y y y y y y y y	2.Commu 3.Stakeh- ated with 4.PBIS im Restorati 1.Stakeh- vision for 2.Staff um paradigm to restora 3.Time is a restoral 4.Suppor place to ii ative Prac 5.COC: 1.Data in meetings 2.Hot spot 3.Discipli procedur 4.Mo. dis commun 5.Periodi systems, j thite AA 2.28 8 12	nity embrace PBIS olders are communit monthly plemented w/fidelit re Practices: older have a shared a restorative school nderstands the shift from punitive tive given to implement ive classroom ts tructures are in mplement Restora- w/ fidelity Coaching PD/PLC's forms all discipline of a systems, policies, es are in place cipline reports are collecies, procedures H 38 10		AS	2 1
Stakeholders are communic- ted with monthly APBIS implemented w/fidelity Restorative Practices: Stakeholder have a shared vision for a restorative school Staff understands the aradigm shift from punitive o restorative Some server server server Support structures are in Diace to implement estora- ative Prac. w/ fidelity Coaching Mentoring PD/PLC's SCOC: Lotat informs all discipline meetings Discipline reports are somucated to fac/staff S. Periodic review of discipline rystems, policies, procedures AA Hisp S 4 S 3 Z	n п п п п ч ч ч ч ч ч ч ч ч ч ч ч ч	1 1	3 3	21 1. Level 1 Pri Disc. Team Disc. Flow Chart PBIS Team PBIS Matrix SCOC Training Staff Students Referral Process RP Training RP Revisited PIC Room Mo Reports Mo Report timely Use of Disc. Data Mo Report PD Data input timely Disc. Rating 1-5 Formal Report 2. Level 2 Pri B. Outcomes: ALL Student Incid 92 Aggression 27 ISI 23	iorities	3. Stakehi ated with 4. PBIS im Restoratii 1. Stakehi vision for 2. Staff ur paradigm to restora 3. Time is a restorat 4. Suppor place to ii ative Prac SCOC: 1. Data in meetings 2. Hot spy 3. Discipli procedur 4. Mo. dis communi 5. Periodi systems, 1	olders are communic monthly plemented w/fidelit ve Practices: older have a shared a restorative school diderstands the shift from punitive tive given to implement ive classroom t structures are in mplement Restora- w/ fidelity Coaching PD/PLC's Mentoring. PD/PLC's forms all discipline forms all discipline ts, trends, are ident ne systems, policies, es are in place .cipline reports are cated to fac/staff c review of discipline policies, procedures H 38 10		AS	2 1
Ated with monthly A. PBIS implemented w/fidelity A. PBIS implemented w/fidelity A. PBIS implemented w/fidelity Astorative Practices: L. Stakeholder have a shared Astorative school C. Staff understands the Daradigm shift from punitive or restorative C. Staff understands the C. Staff understands the C. Staff understands the C. Staff Understands C. Dota informs all discipline Mentoring D/PLC's C. Data informs all discipline Meeting C. Hot spots, trends, are ident B. Discipline systems, policies, procedures AA Hisp S 4 S 3 C C. S C.	n n y y n n n y y y y y y y y y y y y y	1 1	3 3	1. Level 1 Pri Disc. Team Disc. Flow Chart PBIS Team PBIS Matrix SCOC Training Staff Students Referral Process RP Training RP Revisited PIC Room MR Reports timely Use of Disc. Data MR Report PD Data input timely Disc. Rating 1-5 Formal Report 2. Level 2 Pri B. Outcomes: ALL Student Incid 92 Aggression 27 ISI 23	У У У У У У У У У У У У У У	ated with 4. PBIS im Restorati 1. Stakehv vision for 2. Staff ur paradigm to restora 3. Time is a restoral 4. Suppor place to ii ative Prac SCOC: 1. Data in meetings 2. Hot spt 3. Discipli procedur 4. Mo. dis communi 5. Periodi systems, white AA 2. 28 8 12	monthly plemented w/fidelitt e Practices: older have a shared a restorative school derstands the shift from punitive tive given to implement ive classroom t structures are in mplement Restora	n n n n n y y y y y y y y y y y y y	AS	2 1
PBIS implemented w/fidelity Restorative Practices: Stakeholder have a shared Sision for a restorative school Staff understands the baradigm shift from punitive o restorative Singer to implement restorative classroom Support structures are in blace to implement Restora- titve Prac. w/ fidelity Coaching Mentoring PD/PLC's Cocc: Loata informs all discipline meetings Singer strems, are ident Singer strems, policies, procedures are in place Modiscipline reports are Modiscipline systems, policies, procedures do fac/staff Series, procedures AA Hisp S 4 S 3 S 3	n n y y n n n y y y y y y y y y y y y y	1 1	3 3	Disc. Team Disc. Flow Chart PBIS Team PBIS Matrix SCOC Training Staff Students Referral Process RP Training RP Revisited PIC Room Mo Reports timely Use of Disc. Data Mo Report PO Data input timely Disc. Rating 1-5 Formal Report PO Data Use of Use Chart PO Data Input timely Disc. Rating 1-5 Formal Report B. Outcomes: Augression 27 ISI 23	У У У У У У У У У У У У У У	4. PBIS im Restorati 1. Stakehove vision for 2. Staff ur paraligm to restora 3. Time is a restoral 4. Suppor place to il ative Prac 5COC: 1. Data in meetings 2. Hot spor 3. Discipli procedur 4. Mo. dis communi 5. Periodi systems, j thite AA 2. 28 8 12	plemented w/fidelit re Practices: older have a shared a restorative school derstands the shift from punitive tive given to implement ive classroom ty classroom ty classroom mplement Restora- w/ fidelity Coaching PD/PLC's forms all discipline ots, trends, are ident ne systems, policies, es are in place cipline reports are cipline reports are cated to fac/staff c review of discipline policies, procedures H 38 10 10	n n y y n y y y y y y y y y y y y y	AS	2 1
Restorative Practices: 1. Stakeholder have a shared 3. Stakeholder have a shared 2. Staff understands the paradigm shift from punitive 0. orestorative 3. Time is given to implement arcatigm shift from punitive 0. orestorative 3. Time is given to implement arcatorative classroom 1. Support structures are in Jace to implement Restora- ative Prac. w/ fidelity Coaching Mentoring PD/PLC's SCOC: L. Data informs all discipline meetings 2. Hot spots, trends, are ident 3. Discipline reports are communicated to fac/staff 5. Periodic review of discipline systems, policies, procedures	n n y y n n n y y y y y y y y y y y y y	1 1	3 3	Disc. Flow Chart PBIS Team PBIS Matrix SCOC Training Staff Students Referral Process RP Training RP Revisited PIC Room MR Reports timely Use of Disc. Data MR Report PD Data input timely Disc. Rating 1-5 Formal Report 2. Level 2 Pri B. Outcomes: ALLI Student Incid 92 Aggression 27 ISI 23	y y y y y y y y y y y y y y y y y y y	Restoratii 1. Stakehv vision for 2. Staff ur paradigm to restora 3. Time Is a restoral 4. Suppor place to in ative Prac 5. COC: 1. Data in meetings 2. Hot spy 3. Discipli procedur 4. Mo. dia communi 5. Periodi systems, 1 thite AA 2. 28 8 12	e Practices: older have a shared a restorative school inderstands the shift from punitive tive given to implement ive classroom t structures are in mplement Restora- W/fidelity Coaching Mentoring PD/PLC's Mentoring PD/PLC's forms all discipline ts, trends, are ident ne systems, policies, es are in place cipline reports are cated to fac/staff c review of discipline policies, procedures H 38 10 10	n n y y n y y y y y y y y y y y y y	AS	2 1
L. Stakeholder have a shared //sion for a restorative school Staff understands the baradigm shift from punitive or estorative a restorative a restorative lassroom 1. Support structures are in olace to implement Restora- ative Prac. w/ fidelity Coaching Mentoring PD/PLC's D/PLC's D/PLC's D/PLC's D/PLC's Docetime a restorative are in place . Mot spots, trends, are ident 3. Discipline reports are communicated to fac/staff . Periodic review of discipline rystems, policies, procedures AA Hisp 5 4 5 3 2	n у л п п п у у у у у у у у у у	1 1	3 3	Disc. Flow Chart PBIS Team PBIS Matrix SCOC Training Staff Students Referral Process RP Training RP Revisited PIC Room MR Reports timely Use of Disc. Data MR Report PD Data input timely Disc. Rating 1-5 Formal Report 2. Level 2 Pri B. Outcomes: ALLI Student Incid 92 Aggression 27 ISI 23	y y y y y y y y y y y y y y y y y y y	1. Stakehr Vision for 2. Staff ur paradigm to restoral 3. Time is a restoral 4. Suppor place to i ative Prac 5COC: 1. Data in meetings 2. Hot syg 3. Discipil procedur 4. Mo. dis communi 5. Periodi systems, hite AA 2. 28 8 12	older have a shared a restorative school diderstands the shift from punitive tive shift from punitive given to implement vectors are in pulement Restora- w/ fidelity Coaching PD/PLC's both the stora polyenc's forms all discipline bts, trends, are ident ne systems, policies, es are in place cipline reports are cated to fac/staff creview of discipline policies, procedures H 38 10	n n y n n y y y y y y y NA 2	AS	2 1
AA Hisp S 4 S 4 S 4 S 4 S 4 S 5 4 S 4 S 5 4 S 4 S 5 4 S 5 3 S 4 S 5 3 S 2 S 5 3 S 2 S 5 3 S 2 S 5 3 S 4 S 5 3 S 2 S 5 3 S 3 S 2 S 5 3 S 3 S 3 3 S	n у л п п п у у у у у у у у у у	1 1	3 3	PBIS Team PBIS Matrix SCOC Training Staff Students Referral Process RP Training RP Revisited PIC Room Mo Reports timely Use of Disc. Data Mo Report PD Data input timely Disc. Rating 1-5 Formal Report C. Level 2 Pri B. Outcomes: ALL Student Incid 92 Aggression 27 ISI 23	y y y y y y y y y y y y y y y y y y y	vision for 2. Staff ur paradigm to restora 3. Time is a restoral 4. Suppor place to in ative Prac SCOC: 1. Data in meetings 2. Hot spo 3. Discipli procedur 4. Mo. dis communi S. Periodi systems, J thite AA 2. 28 8 12	a restorative school derstands the shift from punitive trive given to implement ive classroom t structures are in mplement Restora- . w/ fidelity Coaching PD/PLC's forms all discipline ts, trends, are ident ne systems, policies, es are in place cipline reports are cipline reports are cated to fac/staff c review of discipline policies, procedures H 38 10 10	n n y n n y y y y y y y NA 2	AS	2 1
2. Staff understands the paradigm shift from punitive or restorative 3. Time is given to implement arestorative classroom 4. Support structures are in place to implement Restora- tive Prac. w/ fidelity Coaching PD/PLC's Coaching PD/PLC's Cocc: 1. Data informs all discipline meetings 2. Hot spots, trends, are ident 3. Discipline reports are porcedures are in place 4. Mo. discipline reports are communicated to fac/staff 5. Periodic review of discipline systems, policies, procedures 5 4 5 4 5 3 2	n у л п п п у у у у у у у у у у	1 1	3 3	PBIS Matrix SCOC Training Staff Students Referral Process RP Training RP Revisited PIC Room Mo Reports Mo Report striely Use of Disc. Data Mo Report Dota input timely Disc. Rating 1-5 Formal Report B. Outcomes: Augression 27 ISI 23	y y y y y y y y y y y y y y y y y y y	2. Staff ur paraigim to restor 3. Time is a restorat 4. Suppor place to in attive Prace 5COC: 1. Data in meetings 2. Hot spo 3. Discip 93. Discip is communi 5. Periodi systems, 1 thite AA 2. 28 8 12	hederstands the shift from punitive given to implement ive classroom t structures are in mplement Restora- .: w/ fidelity Coaching PD/PLC's forms all discipline forms all discipline ts, trends, are ident ne systems, policies, es are in place cated to fac/staff c review of discipline policies, procedures H 38 10	n n y n n y y y y y y y NA 2	AS	2 1
aaradigm shift from punitive o restorative o restorative a restorative to implement a restorative classroom 1. Support structures are in abace to implement Restora- ative Prac. w/ fidelity Coaching Mentoring PD/PLC's SCOC: L. Data informs all discipline meetings Discipline systems, policies, orcedures are in place 1. Mod discipline reports are communicated to fac/staff S. Periodic review of discipline systems, policies, procedures AA Hisp 5 4 5 3 2	й у у у у у у у у у	1 1	3 3	SCOC Training Staff Students Referral Process RP Training PR Revisited PIC Room Mo Report stimely Use of Disc. Data Mo Report PD Data input timely Disc. Rating 1-5 Formal Report B. Outcomes: Aggression 27 ISI 23	y y y y y y y y y y y y y y y y y y y	hite AA 2 2 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	shift from punitive tive given to implement ive classroom t structures are in polement Restora- w/ fidelity Coaching Mentoring PD/PLC's forms all discipline forms all discipline systems, policies, es are in place copline reports are cated to fac/staff c review of discipline policies, procedures H 38 10	y n n y y y y y y y NA 2	AS	2 1
o restorative 3. Time is given to implement 3. Time is given to implement a. Support structures are in Jace to implement Restora- ative Prac. w/ fidelity Coaching Mentoring PD/PLC's SCOC: L. Data informs all discipline meetings 2. Hot spots, trends, are ident 3. Discipline systems, policies, procedures are in place 4. Mod discipline reports are communicated to fac/staff 5. Periodic review of discipline systems, policies, procedures AA Hisp 5 4 5 3 2	й у у у у у у у у у	1 1	3 3	Staff Students Referral Process RP Training RP Revisited PIC Room MO Reports timely Use of Disc. Data Mo Report PD Data input timely Disc. Rating 1-5 Formal Report C. Level 2 Pri B. Outcomes: ALL Student Incid 92 Aggression 27 ISI 23	y y y y y y y y y y y y y y y y y y y	to restora 3. Time is a restora 4. Suppor place to in ative Prac scoc: 1. Data in meetings 2. Hot spor 3. Discipli procedur 4. Mo. dis communi S. Periodi systems, thite AA 2. 28 8 12	tive given to implement given to implement ive classroom t structures are in mplement Restoraw/fidelity Coaching Mentoring PD/PLC's forms all discipline ts, trends, are ident ne systems, policies, es are in place cipline reports are cated to fac/staff c review of discipline policies, procedures H 38 10 10	y n n y y y y y y y NA 2	AS	2 1
A. Time is given to implement a restorative classroom Support structures are in blace to implement Restora- titive Prac. w/ fidelity Coaching Mentoring PD/PLC's Cocc: L. Data informs all discipline meetings L. Hot spots, trends, are ident Solscipline systems, policies, procedures are in place . Mo. discipline reports are communicated to fac/staff S. Periodic review of discipline yystems, policies, procedures AA Hisp S 4 S 3 C	й у у у у у у у у у	1 1	3 3	Students Referral Process RP Training RP Revisited PIC Room Mo Reports timely Use of Disc. Data Mo Report PD Data input timely Disc. Rating 1-5 Formal Report 2. Level 2 Pri B. Outcomes: ALLI Student Incid 92 Aggression 27 ISI 23	y y y y y y y y y y y y y y y y y y y	3. Time is a restorat 4. Support place to in ative Prace SCOC: 1. Data in meetings 2. Hot sport 3. Discipli procedur 4. Mo. dis communi 5. Periodi systems, j	given to implement ive classroom t structures are in mplement Restora- w/fidelity Coaching PD/PLC's forms all discipline ts, trends, are ident ne systems, policies, es are in place cipline reports are cated to fac/staff c review of discipline policies, procedures H 38 10	y n n y y y y y y y NA 2	AS	2 1
A restorative classroom	й у у у у у у у у у	1 1	3 3	Referral Process RP Training RP Revisited PIC Room Mo Reports timely Use of Disc. Data Mo Report PD Data input timely Disc. Rating 1-5 Formal Report B. Outcomes: ALLI Student Incid 92 Aggression 27 ISI 23	y y y y y y y y y y y y y y y y y y y	a restoral 4. Suppor place to i ative Prac SCOC: 1. Data in meetings 2. Hot spc 3. Discipi procedur 4. Mo. dis communi 5. Periodi systems, hite AA 2. 28 8 12	He classroom t structures are in mplement Restora- w/ fidelity Coaching PD/PLC's Mentoring PD/PLC's forms all discipline forms all discipline forms all discipline systems, policies, seare in place cipline reports are cated to fac/staff c review of discipline policies, procedures H 38 10	n y y y y y y y y	AS	2 1
Support structures are in place to implement Restora- ative Prac. w/ fidelity Coaching Mentoring PD/PLC's SCOC: Lota informs all discipline meeting 2. Hot spots, trends, are ident 3. Discipline reports are communicated to fac/staff 5. Periodic review of discipline systems, policies, procedures AA Hisp 5 4 5 3 2	й у у у у у у у у у	1 1	3 3	RP Training RP Revisited PIC Room Mo Reports timely Use of Disc. Data Mo Report PD Data input timely Disc. Rating 1-5 Formal Report B. Outcomes: ALL Student Incid 92 Aggression 27 ISI 23	y y y y y y y y y y y y y y y y y y y	4. Suppor place to in ative Prac SCOC: 1. Data in meetings 2. Hot sup 3. Discipli procedur 4. Mo. dis communi 5. Periodi systems, l thite AA 2 8 8 12	t structures are in mplement Restora- w/ fidelity Coaching Mentoring PD/PLC's forms all discipline ts, trends, are ident ne systems, policies, es are in place .cipline reports are cated to fac/staff c review of discipline policies, procedures H 38 10 10	n y y y y y y y y	AS	2 1
AA Hisp 5 4 Hisp 5 4 Hisp 5 4 5 3 2	й у у у у у у у у у	1 1	3 3	RP Revisited PIC Room Mo Reports timely Use of Disc. Data MR Report PD Data input timely Disc. Rating 1-5 Formal Report B. Outcomes: Augression 27 ISI 23	y y y y y y y y y y y y y y y y y y y	place to ii ative Prac SCOC: 1. Data in meetings 2. Hot spot 3. Discipli procedur 4. Mo. dis communi 5. Periodi systems, j thite AA 2. 28 8 12	nplement Restora- . w/ fidelity Coaching PD/PLC's forms all discipline ts, trends, are ident ne systems, policies, es are in place cipline reports are cated to fac/staff c review of discipline policies, procedures H 38 10 10	n y y y y y y y y	AS	2 1
Ative Prac. w/ fidelity Coaching Mentoring PD/PLC's SCOC: L. Data informs all discipline meetings 2. Hot spots, trends, are ident 3. Discipline systems, policies, procedures are in place 1. Mo. discipline reports are communicated to fac/staff S. Periodic review of discipline systems, policies, procedures	й у у у у у у у у у	1 1	3 3	PIC Room Mo Reports timely Use of Disc. Data Mo Report PD Data input timely Disc. Rating 1-5 Formal Report B. Outcomes: Autore Student Incid 92 Aggression 27 ISI 23	iorities	ative Prac SCOC: 1. Data in meetings 2. Hot spc 3. Discipli procedur 4. Mo. dis communi 5. Periodi systems, hite AA 2. 28 8 12	. w/ fidelity Coaching Mentoring PD/PLC's forms all discipline ts, trends, are ident ne systems, policies, es are in place ccipline reports are cated to fac/staff c review of discipline policies, procedures H 38 10 10	n y y y y y y y y	AS	2 1
Coaching Mentoring PD/PLC's SCOC: L. Data informs all discipline meetings 2. Hot spots, trends, are ident 3. Discipline systems, policies, procedures are in place 1. Mo. discipline reports are communicated to fac/staff 5. Periodic review of discipline systems, policies, procedures AA Hisp 5 4 5 3 2	й у у у у у у у у у	1 1	3 3	Mo Reports timely Use of Disc. Data Mo Report PD Data input timely Disc. Rating 1-5 Formal Report B. Outcomes: Autores: Student Incid 92 Aggression 27 ISI 23	iorities	SCOC: 1. Data in meetings 2. Hot spc 3. Discipli procedur 4. Mo. dis communi 5. Periodi systems, 1 thite AA 2. 28 8 12	Coaching Mentoring PD/PLC's forms all discipline tst, trends, are ident ne systems, policies, es are in place cipline reports are cated to fac/staff c review of discipline policies, procedures H 38 10 10	n y y y y y y y y	AS	2 1
Mentoring PD/PLC's SCOC: L. Data informs all discipline meetings 2. Hot spots, trends, are ident 3. Discipline systems, policies, procedures are in place 4. Mo. discipline reports are communicated to fac/staff 5. Periodic review of discipline systems, policies, procedures AA Hisp 5 4 5 3 2	й у у у у у у у у у	1 1	3 3	Use of Disc. Data Mo Report PD Data input timely Disc. Rating 1-5 Formal Report B. Outcomes: Augression 27 ISI 23	iorities	1. Data in meetings 2. Hot spe 3. Discipli procedur 4. Mo. dis communi S. Periodi systems, I hite AA 2 8 12	Mentoring PD/PLC's forms all discipline ts, trends, are ident ne systems, policies, es are in place cipline reports are cated to fac/staff c review of discipline policies, procedures H 38 10 10	n y y y y y y y y	AS	2 1
PD/PLC's SCOC: Image: Construct of the second	У У У У У У У	1 1	3 3	Mo Report PD Data input timely Disc. Rating 1-5 Formal Report C. Level 2 Pri B. Outcomes: Autores: Autores: Autores: Aggression 27 ISI 23	iorities	1. Data in meetings 2. Hot spe 3. Discipli procedur 4. Mo. dis communi S. Periodi systems, I hite AA 2 8 12	PD/PLC's forms all discipline ts, trends, are ident ne systems, policies, es are in place ccipline reports are cated to fac/staff c review of discipline policies, procedures H 38 10 10	y y y y y y y y NA 2	AS	2 1
AA Hisp 5 4 Hisp 5 4 Hisp 5 4 Hisp 5 3 4 Hisp 5 3 4 5 3 4 5 3 4 4 5 3 4 4 5 3 3 4 4 5 3 3 4 4 5 3 4 5 4 5	у у у у у у у у	1 1	3 3	PD Data input timely Disc. Rating 1-5 Formal Report 2. Level 2 Pri B. Outcomes: Student Incid 92 Aggression 27 ISI 23	iorities	1. Data in meetings 2. Hot spe 3. Discipli procedur 4. Mo. dis communi S. Periodi systems, I hite AA 2 8 12	forms all discipline forms all discipline tst, trends, are ident ne systems, policies, es are in place cipline reports are cated to fac/staff c review of discipline policies, procedures H 38 10 10	y y y y y	AS	2 1
L. Data informs all discipline meeting 2. Hot spots, trends, are ident 3. Discipline systems, policies, procedures are in place 4. Mo. discipline reports are communicated to fac/staff 5. Periodic review of discipline systems, policies, procedures AA Hisp 5 4 5 3 2	у у у у у у	1 1	3 3	Data input timely Disc. Rating 1-5 Formal Report 2. Level 2 Pri B. Outcomes: Autore Student Incid 92 Aggression 27 ISI 23	iorities	1. Data in meetings 2. Hot spe 3. Discipli procedur 4. Mo. dis communi S. Periodi systems, I hite AA 2 8 12	ts, trends, are ident ne systems, policies, es are in place cipline reports are cated to fac/staff r review of discipline policies, procedures H 38 10 10	y y y y y	AS	2 1
neetings	у у у у у у у у у	1 1	3 3	Disc. Rating 1-5 Formal Report 2. Level 2 Pri B. Outcomes: Aggression 27 ISI 23	iorities	meetings 2. Hot spr 3. Dicting procedur 4. Mo. dia communi 5. Periodi systems, 1 hite AA 2. 28 8 12	ts, trends, are ident ne systems, policies, es are in place cipline reports are cated to fac/staff r review of discipline policies, procedures H 38 10 10	y y y y y	AS	2 1
AA Hisp AA Hisp 5 4	y y y y y y	1 1	3 3	Eormal Report C. Level 2 Pri B. Outcomes: ALL Student Incid 92 Aggression 27 ISI 23	- W 22 8 1	2. Hot spc 3. Discipli procedurn 4. Mo. dis communi 5. Periodi systems, j thite AA 2 28 8 12	ts, trends, are ident ne systems, policies, es are in place cipline reports are cated to fac/staff c review of discipline policies, procedures H 38 10 10	y y y y y	AS	2 1
A. Discipline systems, policies, procedures are in place I. Mo. discipline reports are communicated to fac/staff 5. Periodic review of discipline systems, policies, procedures AA Hisp 5 4 5 3 2	у у у у у у	1 1	3 3	2. Level 2 Pri B. Outcomes: ALLI Student Incid 92 Aggression 27 ISI 23	- W 22 8 1	3. Discipli procedur 4. Mo. dis communi 5. Periodi systems, hite AA 2. 28 8 12	ne systems, policies, es are in place cipline reports are cated to fac/staff c review of discipline policies, procedures H 38 10 10	y y y y y	AS	2 1
AA Hisp 5 4 Hisp 5 4 Hisp 5 4 Hisp 5 2 4 Hisp 5 3 4 5 3 5 2 4 5 3 2	<u>у</u> <u>у</u> у	1 1	3 3	B. Outcomes: ALL Student Incid 92 Aggression 27 ISI 23	- W 22 8 1	hite AA 2 28 2 12 2 12 2 28 12	es are in place cipline reports are cated to fac/staff c review of discipline policies, procedures H 38 10 10	y NA 2	AS	2 1
A. Mo. discipline reports are communicated to fac/staff 5. Periodic review of discipline ystems, policies, procedures AA Hisp 5 4 5 3 2	<u>у</u> уу NA	1 1	3 3	B. Outcomes: ALL Student Incid 92 Aggression 27 ISI 23	- W 22 8 1	4. Mo. dis communi 5. Periodi systems, j thite AA 2 28 8 12	cipline reports are cated to fac/staff c review of discipline policies, procedures H 38 10 10	y NA 2	AS	2 1
AA Hisp 5 4 5 5 6 5 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	y y	1 1	3 3	B. Outcomes: ALL Student Incid 92 Aggression 27 ISI 23	- W 22 8 1	communi 5. Periodi systems, j hite AA 2 28 8 12	cated to fac/staff c review of discipline policies, procedures H 38 10 10	y NA 2	AS	2 1
5. Periodic review of discipline systems, policies, procedures AA Hisp 5 4 5 3 2	y NA	1 1	3 3	B. Outcomes: ALL Student Incid 92 Aggression 27 ISI 23	- W 22 8 1	5. Periodi systems, j hite AA 2 28 8 12	c review of discipline policies, procedures H 38 10 10	y NA 2	AS	2 1
AA Hisp 5 4 5 3 2	NA	1 1	3 3	B. Outcomes: ALL Student Incid 92 Aggression 27 ISI 23	- W 22 8 1	systems, hite AA 2 28 8 12	H 38 10 10	y NA 2	AS	2 1
AA Hisp 5 4 5 3 2	NA	1 1	3 3	B. Outcomes: ALL Student Incid 92 Aggression 27 ISI 23	- W 22 8 1	hite AA 2 28 8 12	H 38 10 10	2	AS	2 1
5 4 5 3 2	NA	1 1	3 3	B. Outcomes: ALL Student Incid 92 Aggression 27 ISI 23	- W 22 8 1	2 28 8 12	38 10 10	2	AS	2 1
5 4 5 3 2	NA	1 1	3 3	ALL Student Incid 92 Aggression 27 ISI 23	22 8 1	2 28 8 12	38 10 10	2	AS	2 1
5 4 5 3 2	NA	1 1	3 3	Student Incid 92 Aggression 27 ISI 23	22 8 1	2 28 8 12	38 10 10	2	AS	2 1
5 4 5 3 2	NA	1 1	3 3	Student Incid 92 Aggression 27 ISI 23	22 8 1	2 28 8 12	38 10 10	2	AS	2 1
5 3 2		1	3	Aggression 27 ISI 23	8 1	8 12	10 10			1
2				ISI 23	1	12	10			-
		1	3							2
-			-			3 13	25	1		
					-					
				Shool is on Suppor	tive Action Plar	n (SAP2) for 19-20 S	Y/20-21SY			
eir peers. g from campus will utilize the PBIS ıflict as witnessed by teachers and	id model will revi ing the PBIS rubric ions in every area wheel and respon S solution wheel i d staff using the P	iew and mode ic. a of the schoo and to the Rest including the I PBIS rubric and	el PBIS ol to minimize torative restorative d solution	Catalina will work v suspensions. Catal PBIS strategies sch This goal is imperal emotional behavio Catalina High Schoo Average or below f Second Semester: Catalina would like reduce suspension. Catalina will work v suspensions. Catal PBIS strategies sch This goal is imperal emotional behavio Catalina High Schoo	with PBIS/Discip ina will have m ool wide to tea- tive to keep our r. ol will reduce sr or comprehens to focus on tw s for all student with PBIS/Discip ina will have m ool wide to tea- tive to keep our r. ol will reduce sr	line and MTSS tear onthly discipline me r students in class a uspensions for Africi ive high schools by o of our subgroups is in the second sen jline and MTSS tear onthly discipline mi ch, promote and re students in class a uspensions for all st	January 4, 2021 of students in the fir nester. Ins to develop strategetings with staff and cognize appropriate in nd learning to promo	gies for staff and i share best prac- behavior. tet growth in acl panic students t st semester and gies for staff and i share best prac- behavior. tet growth in acl	students to re- trices. Implement nievement as w o the Tucson U then expand o students to re- trices. Implement nievement as w	ent the use of vell as social Inified Distri- ur work to duce ent the use of vell as social
eir p g fro nflict	eers. om campus will utilize the PBI as witnessed by teachers and	eers. om campus will utilize the PBIS solution wheel as witnessed by teachers and staff using the I	eers. m campus will utilize the PBIS solution wheel including the as witnessed by teachers and staff using the PBIS rubric an	e strategies from the Solution wheel and respond to the Restorative eers. om campus will utilize the PBIS solution wheel including the restorative as witnessed by teachers and staff using the PBIS rubric and solution ill use the solution wheel to solve conflict to minimize escalating	e strategies from the Solution wheel and respond to the Restorative eers. Im campus will utilize the PBIS solution wheel including the restorative as witnessed by teachers and staff using the PBIS rubric and solution ill use the solution wheel to solve conflict to minimize escalating PBIS strategies sch This goal is impera emotional behavio Catalina High Scho Suspensions. Catal	e strategies from the Solution wheel and respond to the Restorative eers. we campus will utilize the PBIS solution wheel including the restorative as witnessed by teachers and staff using the PBIS rubric and solution ill use the solution wheel to solve conflict to minimize escalating PBIS strategies school wide to teach This goal is imperative to keep our emotional behavior. Catalina High School will reduce su	e strategies from the Solution wheel and respond to the Restorative eers. Im campus will utilize the PBIS solution wheel including the restorative as witnessed by teachers and staff using the PBIS rubric and solution ill use the solution wheel to solve conflict to minimize escalating PBIS strategies school will reduce suspensions for all students in the second sen Catalina would like to focus on two of our subgroups reduce suspensions for all students in the second sen Catalina will work with PBIS/Discipline and MTSS tear suspensions. Catalina will have monthly discipline me PBIS strategies school wide to teach, promote and re This goal is imperative to keep our students in class a emotional behavior.	 catalina High School will reduce suspensions for African American and His Average or below for comprehensive high schools by January 4, 2021 Second Semester: Catalina would like to focus on two of our subgroups of students in the firm reduce suspensions for all students in the second semester. Catalina would like to focus on two of our subgroups of students in the firm reduce suspensions. Catalina will work with PBIS/Discipline and MTSS teams to develop strategies school will to teach, promote and recognize appropriate I This goal is imperative to keep our students in class and learning to promote motional behavior. 	Catalina High School will reduce suspensions for African American and Hispanic students to Average or below for comprehensive high schools by January 4, 2021 Second Semester: Catalina would like to focus on two of our subgroups of students in the first semester and reduce suspensions for all students in the second semester. Catalina will work with PBIS/Discipline and MTSS teams to develop strategies for staff and suspensions. Catalina will have monthly discipline meetings with staff and share best prat PBIS strategies school wide to teach, promote and recognize appropriate behavior. This goal is imperative to keep our students in class and learning to promote growth in acl emotional behavior.	 catalina High School will reduce suspensions for African American and Hispanic students to the Tucson L Average or below for comprehensive high schools by January 4, 2021 Second Semester: Catalina will utilize the PBIS solution wheel including the restorative as witnessed by teachers and staff using the PBIS rubric and solution ill use the solution wheel to solve conflict to minimize escalating Catalina will work with PBIS/Discipline and MTSS teams to develop strategies for staff and students to re suspensions. Catalina will have monthly discipline meetings with staff and share best practices. Impleme PBIS strategies school wide to teach, promote and recognize appropriate behavior. This goal is imperative to keep our students in class and learning to promote growth in achievement as v emotional behavior. Catalina High School will reduce suspensions for all students to the Tucson Unified District Average or below

A neglecteration: A neglecteration: Summarias during the formation of the set of the	summarize where the school was re level 1 and level 2		ett Elementa	ary school	SAP					Cra	ngin Element	ary School	SAP		
Line is a large in the set of	ummarize where the school vas re level 1 and level 2			Priorities						7					
as to keep: 1 produces and keep: 2 bit control for the state and keep: 2 bit control fo	as re level 1 and level 2				ļ	1								1	
there's plane PC 					<u> </u>								1	4	
Sub-3-1 Sub-3-1 Sub-3-2 Sub					n								n	4	
i. cerd i Promise i. terd i Promise i. terd i Promise i. terd Promise i. terd Promise<					n) in SY2020-				n		
Low Low <thlow< th=""> <thlow< th=""> <thlow< th=""></thlow<></thlow<></thlow<>														-	
Learn Notestande Notestande </td <td>1. Level 1 Priorities</td> <td></td> <td></td> <td></td> <td>n</td> <td></td> <td></td> <td>1. Level 1 F</td> <td>riorities</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>	1. Level 1 Priorities				n			1. Level 1 F	riorities						
Line Cana Line Cana <thline cana<="" th=""> Line Cana <thline cana<="" th=""> Line Cana <thline cana<="" th=""> <thline cana<="" th=""> <thlin< td=""><td>c Toom</td><td>-</td><td></td><td></td><td></td><td></td><td></td><td>Disc Team</td><td></td><td>1</td><td></td><td></td><td>11</td><td>-</td><td></td></thlin<></thline></thline></thline></thline>	c Toom	-						Disc Team		1			11	-	
Stam Tem									y V						
Status Control Control <th< td=""><td></td><td></td><td></td><td></td><td>n</td><td></td><td></td><td></td><td>y V</td><td></td><td></td><td></td><td>n</td><td></td><td></td></th<>					n				y V				n		
C ranking in M ranking in Sector in Sec		-							y V						
i b closed space i closed space		_						-	,						
Institution Institution <thinstitution< th=""> <thinstitution< th=""></thinstitution<></thinstitution<>		-			n				v				v		
rate Process i <t< td=""><td></td><td>-</td><td></td><td>o implement</td><td></td><td></td><td></td><td></td><td>ý</td><td></td><td></td><td>to implement</td><td>1</td><td>1</td><td></td></t<>		-		o implement					ý			to implement	1	1	
Nexted Nexted<		-			у				ý				У	1	
Notem Notem Notem Notement Note	Training y	_	4. Support struct	ures are in				RP Training	y		4. Support struc	tures are in			
All White AA H NA AS Addition: 1 2 1 1 2 1 1 2 1 3 0	Revisited y		place to impleme	ent Restora-				RP Revisited	у		place to implem	ent Restora-			
of Disc. Data Image: Image	Room n		ative Prac. w/ fide	elity				PIC Room	n		ative Prac. w/ fi	delity			
Report V ainput timely V ainput timely V ainput timely V ainput timely V bits input timely V	Reports timely y		Coach	ning	n			Mo Reports timely	n		Coad	hing	n		
input timely v isolar identified in the standard		_			n					1			n		
Linguitante Lota informa all discipline Data input timely Data input timely <thdata input="" th="" timely<=""></thdata>	Report y	_		_C's	У			Mo Report	у	4		LC's	у	4	
Rating 15 a) neetings v and Report Disc Displot, rends, are ident v bis Displot, requires are inplace v conductas are inplace v dot Displot, rends, are ident v bis Displot, requires are inplace v conductas are inplace v dot Report Second resplot inplation dot Report Second resplot inplat	У	_			-			PD	у	4			+	4	
Image or intervention I bit stopping stream, policies, procedures are in place Y Image or intervention I bit sports, rends, are identify intervention policies, procedures are in place Y Image or intervention I bit sports, rends, are identify intervention policies, procedures are in place Y Image or intervention I bit sports, rends, are identify intervention I bit sports, rends, are identify intervention Image or intervention I bit sports, rends, rends, are identify intervention I bit sports, rends, are identify intervention Image or intervention I bit sports, rends, rends, are identify intervention I bit sports, rends, are identify intervention Image or intervention I bit sports, rends, rends, are identify intervention I bit sports, rends, are identify intervention Image or intervention I bit sports, rends, rends, are identify intervention I bit sports, rends, are identify intervention Image or intervention I bit sports, rends,		_		III discipline					у			all discipline		4	
1: Discipline systems, policies, prededures are in place y 1: Discipline systems, policies, y 1: Discipline systems, policies, y 1: Well Priorities 1: Mediappine reports are y 1: Discipline systems, policies, y 1: Discipline systems, policies, y 1: Level 2 Priorities 5: Periodic review of discipline y 1: Discipline systems, policies, y 1: Discipline systems, policies, y 1: Discipline systems, policies, y 1: Level 2 Priorities 5: Periodic review of discipline y 1: Discipline systems, policies, y 1: Discipline systems, policies, y 1: Discipline systems, policies, y 1: Level 2 Priorities 0: Discipline systems, policies, y 1: Discipline systems, policies, y 1: Discipline systems, policies, y 1: Discipline systems, policies, y 0: Discipline systems, policies, procedures in periodic 2: 1: 1: 1: 1: 1: 1: 1: 1: 1: 1: 1: 1: 1:	•	3			у					3			у	4	
 	mai Keport				у			Formal Report	1	1			у	4	
4. Mod discipline reports are incommunicated to factariff 5. Level 2 Priorities Outcomes: All White AA H NA AS Med nitrodi 2 1 1 1 6 grassion 2 1 1 6 6 grassion 2 1 1 6 6 spension 2 1 1 5 <td< td=""><td></td><td></td><td></td><td></td><td>1.</td><td>1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td><td></td></td<>					1.	1								1	
Actions: C Actions: Actions: Vert Hayson of deraging procedures with on the staff and students with mini lessons. Mini lessons on recognizing har greating particing, procedures with greating particing, procedures with greating particing. The staff and students with mini lessons. Mini lessons on recognizing har greating particing. The staff and students with mini lessons. Mini lessons on recognizing har greating particing. The staff and students with mini lessons. Mini lessons on recognizing har greating particing. The staff and students with mini lessons. Mini lessons on recognizing har greaters will decrease by 15%, by the end of the May 2020. This is being accomplished through a staff rest statistication of the staff and students with mini lessons. Mini lessons on recognizing har greaters will decrease by 15%, by the end of the May 2020. This is a being particing. Other lessons is tacking students body. Apper. While staff and students with mini lessons. Mini lessons on recognizing har greaters will decrease by 15% by the end of the May 2020. This is a being accompliable through be staff and students with mini lessons. Mini lessons on recognizing har greaters will decrease by 15%. This is being accompliable through be staff and students with mini lessons. Mini lessons on recognizing har greaters and the staff and students with mini lessons. Mini lessons on recognizing har greaters and through by the staff and students with mini lessons. Mini lessons on recognizing har greaters are staff. The sing approximation of the staff and students with mini lessons. Mini lessons on recognizing har greaters are staff. The sing approximation decrease by 15%. This is being accompliable through by the staff and students with mini lessons. Mini lessons on recognizing har greaters and the staff and students with mini lessons. Mini lessons on recognizing hard practice deal strestaff. Students the read is takenester of th					У	1							у	1	
S. Periodic review of discipline yetems, policies, procedures S. Periodic review of discipline yetems, policies, procedures S. 2. Level 2 Priorities Superiodic review of discipline yetems, policies, procedures V 0. Level 2 Priorities Superiodic review of discipline yetems, policies, procedures V 0. Uncomes: All White AA H NA AS All White AA H NA AS Mill Superiodic review of discipline 2 addent Hoid 2 1 1 Superiodic review of discipline 2 1 1 spension 2 1 1 Superiodic review of discipline 2 1 1 spension 2 1 1 1 6 Aggression 2 1 1 spension 6 1 5 Superiodic review of discipline 2 1 1 spension 1						1								1	
systems, policies, procedures y 2. Level 2 Priorities					1								У	1	
2. Level 2 Priorities Outcomes: All White AA H NA AS M All White AA H NA AS M Addent Incid 2 1 1 6 Aggression 2 1 1 6 Systems 2 1 1 6 Aggression 2 1 1 Actions: Systems 2 1 1 5 Student tincid 8 1 1 6 Aggression 2 1 1 Student tincid 8					v								v	1	
Outcomes: B. Outcomes: All White AA H NA AS M gression 2 1 1 6 3 1 6 spension 2 1 1 6 3 1 6 spension 2 1 1 6 3 1 6 spension 2 1 1 6 1 6 2 1 5	2 Invel 2 Det 11		- Jocenia, policies,	,	17	1					systems, poncle	.,	D	1	
All White AA H NA AS M and thin the final states of a part of a state state	2. Level 2 Priorities							2. Level 2 I	riorities						
All White AA H NA AS M All White AA H NA AS M gression 2 1 1 6 1 6 gression 2 1 1 6 1 6 spension 6 1 5 </td <td>Outcomes:</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>B. Outcomer</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>	Outcomes:							B. Outcomer							
All White AA H NA AS M gression 2 1 1 6 gression 2 1 1 6 gression 2 1 1 6 spension 2 1 1 1 spension 2 1 1 1	outcomes.							b. Outcomes.							
Ident India11Aggression211gression2111spension2111actions:Actions:wet Laysround referals will decrease by 15% by the end of December 2020hat do we want to accomplish? Students to resolve conflict on the playgroundbi involved? Nonitor, Principal, MTSS, Teachers and Counselorww and we accomplish? Students to resolve conflict on the playgroundbi involved? Nonitor, Principal, MTSS, Teachers and Counselorww and to accomplish? Students on the playgroundwet accomplish action of the playground is transpired, either in dass, or outsideHoy to resolve conflictHoy to to resolve conflictHoy to to coolve of stranspired, either in dass, or outside <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>А</td> <td>1</td> <td>White</td> <td>AA</td> <td>н</td> <td>NA</td> <td>AS</td> <td>М</td>								А	1	White	AA	н	NA	AS	М
gression 2 1 1 spension 2 1 1 Actions: - - 5 1 5 Actions: -	All	White	AA	н	NA	AS	м	Student Incid 8		1	1	6			
2 1 1 5 Actions:		-										2			
spension 2 1 1 Actions:	gression 2	1		1						-					
Actions: wet trst Semester: vet playground referrals will decrease by 15% by the end of December 2020. hat do we want to accomplish? Students to resolve conflict on the playground. ho is involved? Monitor, Principal, MTSS, Teachers and Counselor will we accomplish targeted goal? Training of the staff and students with mini lessons on recognizing storaspired, either in class, or outside. https: theig solution to be largered and in the students have the ability to socialize without an adult arring everything that is being said. Teaching adults how to intervene before it becomes and help student work how sill we accomplish? Students to resolve conflict. the 2 Dec 2020, Cragin students with there or more disciplinary referrals will decrease by 10%. This is being accomplished through est torough how to resolve conflict. the 2 Dec 2020, Cragin students with there or more disciplinary referrals will aderess by 5%. What do we want to accomplish? Students to resolve conflict. there? These lessons will be during pd//L2, and can be administered during small group, whole group and one on one repeated practice. These lessons will be during pd//L2, and can be administered during small group, whole group and one on one repeated practice. The si an ongoing training and practice. there? Monitor, Principal, MTSS, Teachers and Counselor wett playground is targeted goal? Toxining of the staff and students with mini lessons on recognizing model students daily on the school announcements. Why is this goal important? The playground is a time when the students having their feelings when soone recognize stranspired, either in class, or outside. Why is this goal adpart training of the staff and students with mini lessons. Mini lessons on recognize storas on pairies group have trained goal? Training of the staff and students with mini lessons on recognize that do we want to accomplish? Students to resolve conflict. Why is this goal adpart the staff of the students have the ability to socialize without an adult								Suspension 6		1		5			
 By Dec 2020, Cragin students with three or more disciplinary referrals during the first semester of the previou will we accomplish targeted goal? Training of the staff and students with mini lessons. Mini lessons on recognizing ody language, facial expressions or hearing screaming and yelling. Other lessons is teaching students Rock, Paper, issors to help solve a dispute during play and also how to use I statements when sharing their feelings when something as transpired, either in class, or outside. By Dec 2020, Cragin students with three or more disciplinary referrals during the first semester of the previou will we accomplish targeted goal? School wide point system wia Class Dojo, establishing a CICO system at recognizing model students for the masured at levent a during play. PLC, and can be administered during small group, whole group and one on one repeated practice. This is an ongoing training of the staff and students with mini lessons. Mini lessons on recognizing model students to resolve conflict. When is involved? Monitor, Principal, MTSS, Teachers and Counselor What do we want to accomplish? Students to resolve conflict on the playground. By May 2021, Cragin student with three or more disciplinary referrals will decrease by 15% by the end of the May 2020. What do we want to accomplish? Students to resolve conflict on the playground. By May 2021, Cragin students with three or more disciplinary referrals during the first semester of the previou will we accomplish targeted goal? Training of the staff and students with mini lessons. Mini lessons on recognizing of the staff and students with mini lessons. Mini lessons on recognizing for statements when sharing their feelings when something is transpired, either in class, or outside. When is involved? Monitor, Principal, MTSS, Teachers and Counselor Whit is spal aligner to the school announcements. Why is this goal important? The playground is a time when the student		will decrease !	by 15% by the end	of December 202	20.			clear virtual lear	ing norms, s	chool wide	point system via				
 reduce the number of cumulative referrals by 5%. what do we want to accomplish targeted goal? Training of the staff and students with mini lessons. Mini lessons on recognizing oody language, facial expressions or hearing screaming and yelling. Other lessons is teaching students Rock, Paper, cassified staff as well as parents. Why is this goal important? The playground is a time when the students have the ability to socialize without an adult have to resolve conflict. Who is involved? Monitor, Principal, MTSS, Teachers and Counselor Why is this goal important? The playground is a time when the students when the students of the staff and students of the playground referrals will decrease by 15% by the end of the May 2020. What do we want to accomplish? Students to resolve conflict on the playground. Who is involved? Monitor, Principal, MTSS, Teachers and Counselor Who will we accomplish targeted goal? Training of the staff and students with mini lessons. Mini lessons on recognizing ond lessons or hearing screaming and yelling. Other lessons is teaching students Rock, Paper, casulta stranspired, either in class, or outside. Who is involved? Monitor, Principal, MTSS, Teachers and Counselor Why is this goal important? The playground is a time when the students have the ability to socialize without an adult tearing everything that is being said. Teaching adults how to use I statements when sharing their feelings when something. What do we want to accomplish? Students to resolve conflict. Why is this goal important? The playground is a time when the students have the ability to socialize without an adult tearing everything that is being said. Teaching adults how to use I statements when sharing their feelings when something. What do we want to accomplish? Students to resolve conflict. Why is this goal important? The playground is a time when the students have the ability to socialize without an					und.							ny roforrals durin	a tha first sa	mostor of the prov	vious voor
 What do we want to accomplish? Lower behavioral distractions during instructional time and in common area campus. What do we want to accomplish? Lower behavioral distractions during instructional time and in common area campus. Who is involved? Teachers, counselor, MTSSF, classified staff as well as parents. How will we accomplish targeted goal? School wide point system via Class Dojo, establishing a CICO system and recognizing model students daily on the school announcements. When? These lessons will be during pd/PLC, and can be administered during small group, whole group and one on or repeated practice. Provent Parenter: What do we want to accomplish? Students to resolve conflict. What do we want to accomplish? Students to resolve conflict on the playground. What is is nolved? Monitor, Principal, MTSS, Teachers and Counselor What is goal important? The playground is a time when the students have the ability to socialize without an adult earing everything that is being said. What do we want to accomplish? Students to resolve conflict. What do we want to accomplish? Students to resolve conflict on the playground. What is involved? Monitor, Principal, MTSS, Teachers and Counselor Why is this goal important? The playground is a time when the students have the ability to socialize without an adult earing everything that is being said. What do we want to accomplish? Students of the met students have the ability to socialize without an adult earing norms, school wide point system via Class Dojo, establishing a CICO system and recognize the resolve conflict. What do we want to accomplish? Students of the met students have the ability to socialize without an adult earing everything that is being said. Teaching adults how to use I statements when sharing their feelings when something index wet at a stranspired, either in class, or outside. Why is this goal important?												iry referrais daring	s the mat se	inester of the pres	nous yeu
 cisors to help solve a dispute during play and also how to use I statements when sharing their feelings when something as transpired, either in class, or outside. Why is this goal important? The playground is a time when the students have the ability to socialize without an adult earing everything that is being said. Teaching adults how to intervene before it becomes and help student work then? These lessons will be during pd/PLC, and can be administered during small group, whole group and one on one or repeated practice. This is an ongoing training and practice. econd Semester: act transpired, either in class, or outside. When? These lessons will be complish targeted goal? This is being accomplished through ess clear witrual learning norms, school wide point system via Class Dojo, establishing a CICO system and recognizing model students daily on the school announcements. What do we want to accomplish? Students to resolve conflict on the playground. Who is involved? Monitor, Principal, MTSS, Teachers and Counselor ody language, facial expressions or hearing screaming and yelling. Other lessons is teaching students when sharing their feelings when something as transpired, either in class, or outside. Why is this goal important? The playground is a time when the students have the ability to socialize without an adult earing everything that is being said. Teaching adults how to use I statements when sharing their feelings when something as transpired, either in class, or outside. Why is this goal important? The playground is a time when the students have the ability to socialize without an adult earing everything that is being said. Teaching adults how to use I statements when sharing their feelings when something as transpired, either in class, or outside. Why is this goal important? The playground is a time when the students have the ability to socialize without an adult earing everything that is being said. Teach												tions during instr	uctional tim	e and in common	areas on
as transpired, either in class, or outside. Who is hirvolved? Teachers, counselor, MTSSF, classified staff as well as parents. How will we accomplish targeted goal? School wide point system via Class Dojo, establishing a CICO system are recognizing morely this goal important? The playground is a time when the students have the ability to socialize without an adult as transpired, either in class, or outside. Who is involved? Teachers, counselor, MTSSF, classified staff as well as parents. How will we accomplish targeted goal? School wide point system via Class Dojo, establishing a CICO system are recognizing model students daily on the school announcements. When? These lessons will be during pd/PLC, and can be administered during small group, whole group and one on one or repeated practice. This is an ongoing training and practice. econd Semester: avett playground referrals will decrease by 15% by the end of the May 2020. Who is involved? Monitor, Principal, MTSS, Teachers and Counselor ow will we accomplish? Students to resolve conflict on the playground. Who is involved? Monitor, Principal, MTSS, Teachers and Counselor ow will we accomplish targeted goal? Training of the staff and students with mini lessons. Mini lessons on recognizing ody language, facial expressions or hearing screaming and yelling. Other lessons is teaching students Rock, Paper, cissors to help solve a dispute during play and also how to use I statements when sharing their feelings when something as transpired, either in class, or outside. Why is this goal important? The playground is a time when the students have the ability to socialize without an adult earing everything that is being said. Teaching adults how to intervene before it becomes and help student work will see accomplish targeted goal? School wide point system via Class Dojo, establishing a CICO system and recognizing model students daily on the school announcements. Who is involved? Teachers, counselor, MTSSF, classified staff as well as parents. How wi															
 recognizing everything that is being said. Teaching adults how to intervene before it becomes and help student work why is this goal important? Focus on positive behavioral interventions while involving families. recognizing model students daily on the school announcements. When? These lessons will be during pd/PLC, and can be administered during small group, whole group and one on one or repeated practice. This is an ongoing training and practice. recognizing model students daily on the school announcements. When? These lessons will be during pd/PLC, and can be administered during small group, whole group and one on one or repeated practice. This is an ongoing training and practice. who is involved? Monitor, Principal, MTSS, Teachers and Counselor ww will we accomplish received goal? Training of the staff and students with mini lessons. Mini lessons on recognizing ody language, facial expressions or hearing screaming and yelling. Other lessons is teaching students Rock, Paper, cissors to help solve a dispute during play and also how to use I statements when sharing their feelings when something as transpired, either in class, or outside. why is this goal important? The playground is a time when the students have the ability to socialize without an adult earing everything that is being said. Teaching adults how to intervene before it becomes and help student work with with is involved? Teachers, counselor, MTSSF, classified staff as well as parents. How will we accomplish targeted goal? School wide point system via Class Dojo, establishing a CICO system and recognizing model students daily on the school announcements. Who is involved? Teachers, counselor, MTSSF, classified staff as well as parents. How will we accomplish targeted goal? School wide point system via Class Dojo, establishing a CICO system and recognize model students daily on the school announcements. Who will we accomplish targeted goal? Sc			,			,									
 Why is this goal important? Focus on positive behavioral interventions while involving families. Why is this goal important? Focus on positive behavioral interventions while involving families. Why is this goal important? Focus on positive behavioral interventions while involving families. Why is this goal important? Focus on positive behavioral interventions while involving families. Why is this goal important? Focus on positive behavioral interventions while involving families. Why is this goal important? Focus on positive behavioral interventions while involving families. Why is this goal important? Focus on positive behavioral interventions while involving families. Why is this goal important? Focus on positive behavioral interventions while involving families. Why is this goal important? Focus on positive behavioral interventions while involving families. 	Vhy is this goal important?	The playgrour	nd is a time when t	the students have	e the ability t	o socialize withou	t an adult						ojo, establi	shing a CICO syste	m and
 When? These lessons will be during pd/PLC, and can be administered during small group, whole group and one on one or repeated practice. This is an ongoing training and practice. When? These lessons will be during pd/PLC, and can be administered during small group, whole group and one on one or repeated practice. This is an ongoing training and practice. When? These lessons will be during pd/PLC, and can be administered during small group, whole group and one on one or repeated practice. This is an ongoing training and practice. When? These lessons will be during pd/PLC, and can be administered during small group, whole group and one on one accomplish? Students to resolve conflict on the playground. When? These lessons will be during pd/PLC, and can be administered during small group, whole group and one on one accomplish? Students to resolve conflict on the playground. Whan? The playground is a time when the students have the ability to socialize without an adult earing everything that is being said. Teaching adults how to intervene before it becomes and help student work nrough how to resolve conflict. Whan? The playground is a time when the students have the ability to socialize without an adult earing everything that is being said. Teaching adults how to intervene before it becomes and help student work in recognizing model students daily on the school announcements. Whan? Wan? Year long focus to be measured at the end of each semester. Second Semester: By May 2021, Cragin students balo students with mini lessons. Mini lessons on recognizing odly language, facial expressions or hearing screaming and yelling. Other lessons is teaching students when sharing their feelings when something a transpired, either in class, or outside. Why is this goal important? The playground is a time when the students have the ability to socialize without an adult earing everything that is			ching adults how to	o intervene befor	e it becomes	s and help student	work						, involving f	milios	
 Second Semester: By May 2021, Cragin students behavioral referrals will decrease by 15% by the end of the May 2020. What do we want to accomplish? Students to resolve conflict on the playground. Who want to accomplish? Students to resolve conflict on the playground. Who is involved? Monitor, Principal, MTSS, Teachers and Counselor Wow ill we accomplish targeted goal? Training of the staff and students with mini lessons. Mini lessons on recognizing ody language, facial expressions or hearing screaming and yelling. Other lessons is teaching students Rock, Paper, cissors to help solve a dispute during play and also how to use I statements when sharing their feelings when something as transpired, either in class, or outside. Why is this goal important? The playground is a time when the students have the ability to socialize without an adult earing everything that is being said. Teaching adults how to intervene before it becomes and help student work hrough how to resolve conflict. 			Canadaan 1 1 1										= mvoiving f	annines.	
By May 2021, Cragin student behavioral referrals will decrease by 15% by the end of the May 2020. What do we want to accomplish? Students to resolve conflict on the playground. Who is involved? Monitor, Principal, MTSS, Teachers and Counselor low will we accomplish targeted goal? Training of the staff and students with mini lessons. Mini lessons on recognizing ody language, facial expressions or hearing screaming and yelling. Other lessons is teaching students Rock, Paper, cissors to help solve a dispute during play and also how to use I statements when sharing their feelings when something as transpired, either in class, or outside. Why is this goal important? The playground is a time when the students have the ability to socialize without an adult earing everything that is being adults how to intervene before it becomes and help student work nrough how to resolve conflict. By May 2021, Cragin students behavioral referrals will decrease by 10%. This is being accomplished through es clear virtual learning norms, school wide point system via Class Dojo, establishing a CICO system and recognize students daily on the school announcements. By May 2021, Cragin students with three or more disciplinary referrals during the first semester of the previous will reduce the number of cumulative referrals by 5%. What do we want to accomplish? Lower behavioral distractions during instructional time and in common area campus. Who is involved? Teachers, counselor, MTSSF, classified staff as well as parents. How will we accomplish targeted goal? School wide point system via Class Dojo, establishing a CICO system and recognizing model students daily on the school announcements. Why is this goal important? Focus on positive behavioral interventions while involving families.					mail group, v	whole group and o	ne on one				it the end of edul	semester.			
 clear virtual learning norms, school wide point system via Class Dojo, establishing a CICO system and recogniz students doi: yo the school announcements. by May do we accomplish 2 Students to resolve conflict on the playground. clear virtual learning norms, school wide point system via Class Dojo, establishing a CICO system and recogniz students with drive or more disciplinary referrals during the first semester of the previous will we accomplish targeted goal? Training of the staff and students with mini lessons. Mini lessons on recognizing ody language, facial expressions or hearing screaming and yelling. Other lessons is teaching students Rock, Paper, cissors to help solve a dispute during play and also how to use I statements when sharing their feelings when something as transpired, either in class, or outside. Why is this goal important? The playground is a time when the students have the ability to socialize without an adult earing everything that is being said. Teaching adults how to intervene before it becomes and help student work nrough how to resolve conflict. Why is this goal important? The playground is a time when the students have the ability to socialize without an adult earing everything that is being said. Teaching adults how to intervene before it becomes and help student work in recognizing model students daily on the school announcements. Wo will we accomplish targeted goal? School wide point system via Class Dojo, establishing a CICO system and recognize models to the school announcements. 		, an ongoing t	raming and practic							ehavioral	referrals will decr	ease by 10%. This	is being acc	omplished throug	h establis
If a do we want to accomplish? Students to resolve conflict on the playground. If a do we want to accomplish? Students to resolve conflict on the playground. If a do we want to accomplish? Students with stores and Counselor We will we accomplish argreted goal? Training of the staff and students with mini lessons. Mini lessons on recognizing ody language, facial expressions or hearing screaming and yelling. Other lessons is teaching students Rock, Paper, Cissors to help solve a dispute during play and also how to use I statements when sharing their feelings when something as transpired, either in class, or outside. What do we want to accomplish argreted goal? Training of the students when the students have the ability to socialize without an adult earing everything that is being said. Teaching adults how to intervene before it becomes and help student work roesolve conflict. Why is this goal important? The playground is a time when the students have the ability to socialize without an adult earing everything that is being said. Teaching adults how to intervene before it becomes and help student work roesolve conflict. Why is this goal important? The playground is a time when the students have the ability to socialize without an adult earing were the school announcements. Why is this goal important? Bus adults how to intervene before it becomes and help student work roesolve conflict.		will decrease	by 15% by the en	d of the May 202	0.			clear virtual lear	ing norms, s	chool wide	point system via				
 Where is the provider of complish targeted goal? Training of the staff and students with mini lessons. Mini lessons on recognizing ody language, facial expressions or hearing screaming and yelling. Other lessons is teaching students Rock, Paper, issors to help solve a dispute during play and also how to use I statements when sharing their feelings when something is transpired, either in class, or outside. Why sthis goal important? The playground is a time when the students have the ability to socialize without an adult earing everything that is being said. Teaching adults how to intervene before it becomes and help student work rough how to resolve conflict. Whe staff addition is the student share the ability to socialize without an adult earing the students have the ability to socialize without an adult earing the students have the ability to socialize without an adult earing the students have the ability to socialize without an adult earing the students have the ability to socialize without an adult earing the students have the ability to socialize without an adult earing the students have the ability to socialize without an adult earing the students have the ability to socialize without an adult earing the student staff as the students have the ability to socialize without an adult earing the student staff as the students have the ability to socialize without and the students daily on the school announcements. Why is this goal important? Focus on positive behavioral interventions while involving families. 	/hat do we want to accom	plish? Student	ts to resolve confli	ct on the playgro											
by language, facial expressions or hearing screaming and yelling. Other lessons is teaching students Rock, Paper, issors to help solve a dispute during play and also how to use I statements when sharing their feelings when something is transpired, either in class, or outside. Why is this goal important? The playground is a time when the students have the ability to socialize without an adult earing everything that is being said. Teaching adults how to intervene before it becomes and help student work rough how to resolve conflict.	/ho is involved? Monitor,	Principal, MTS	S, Teachers and Co	ounselor								ary referrals durir	g the first s	emester of the pre	vious yea
 campus, instance in the solve a disputed on incluring sectoring interventions in ceeding interventions while involving families. 												tions during in-t-	uctional time	a and in commercia	aroas e
Stranspired, either in class, or outside. Hy is this goal important? The playground is a time when the students have the ability to socialize without an adult arring everything that is being said. Teaching adults how to intervene before it becomes and help student work rough how to resolve conflict. Why is this goal important? The playground is a time when the students have the ability to socialize without an adult arring everything that is being said. Teaching adults how to intervene before it becomes and help student work why is this goal important? The students daily on the school announcements. Why is this goal important? Focus on positive behavioral interventions while involving families.	ngy language facial expres								. to accompt	an: Lower	schavioral distra	aons our ing instr	actional tim		areas un
How will we accomplish targeted goal? School wide point system via Class Dojo, establishing a CICO system ar arring everything that is being said. Teaching adults how to intervene before it becomes and help student work rough how to resolve conflict. Why is this goal important? Focus on positive behavioral interventions while involving families.			y and also now to l	use i statements i	when sharing	s then reenings wh	ensometning		Teachers, co	unselor, M	ITSSF, classified st	aff as well as pare	nts.		
earing everything that is being said. Teaching adults how to intervene before it becomes and help student work arough how to resolve conflict. Why is this goal important? Focus on positive behavioral interventions while involving families.	cissors to help solve a dispu		nd is a time when t	the students have	e the ability †	o socialize withou	t an adult	How will we acco	mplish targe	ted goal? S	chool wide point	system via Class D		hing a CICO system	m and
	cissors to help solve a dispu as transpired, either in clas														
	cissors to help solve a dispu as transpired, either in clas Vhy is this goal important?		0										e involving f	amilies.	
Vhen? These lessons will be during pd/PLC, and can be administered during small group, whole group and one on one When? Year long focus to be measured at the end of each semester.	cissors to help solve a dispu as transpired, either in clas Vhy is this goal important? earing everything that is be nrough how to resolve conf		C and can be admi	inistered during s	mall group, v	whole group and o	ne on one	wnen? Year long	rocus to be i	neasured a	it the end of each	semester.			
r repeated practice. This is an ongoing training and practice.	cissors to help solve a dispu- as transpired, either in clas /hy is this goal important? earing everything that is be urough how to resolve conf /hen? These lessons will be	e during pd/PL		-											
	issors to help solve a dispu- as transpired, either in clas (hy is this goal important? earing everything that is be rough how to resolve conf (hen? These lessons will be	e during pd/PL		ce.											

	I	Davidson Ele	,	SAP					D	oolen Mide		SAP		
. Implementation:			2 Priorities	_			A. Implement	ation:			2 Priorities			
ummarize where the scho	l	PBIS:			1		summarize wh	ere the sch	ool	PBI			٦	
vas re level 1 and level 2		1. Mentoring/Sc Staff, Parents, S	ocial Skills Grps	n			was re level 1 a			1. Mentoring/s Staff, Parents,	ocial Skills Grps	n	_	
riorities (and by the RP, P Code components) in SY20		2.Community er		v			priorities (and Code compone			2.Community		n	_	
.ode components) in SY2C	-20-		are communic-	,			21	11(5) 111 5120	520-		s are communic-			
1. Level 1 Priorities		ated with month	hly	у				1 Priorities		ated with mon	thly	n		
		PBIS impleme	ented w/fidelity	у							ented w/fidelity	n		
isc. Team y		Restorative Prac					Disc. Team	у		Restorative Pra				
isc. Flow Chart y		1. Stakeholder h					Disc. Flow Char	t y			have a shared	-	_	
BIS Team y BIS Matrix y		vision for a rest 2. Staff understa		у			PBIS Team PBIS Matrix	У		2. Staff unders	torative school	n	-	
COC Training		paradigm shift f		-			SCOC Training	у			from punitive		_	
aff y		to restorative	- puncte	y			Staff	У		to restorative	nom punitive	n		
udents y		3. Time is given	to implement	1			Students	y		3. Time is given	n to implement			
eferral Process y		a restorative cla		у			Referral Proces	s y		a restorative c		у		
P Training y		4. Support struc					RP Training	у		4. Support stru			_	
P Revisited y C Room n	_	place to implem ative Prac. w/ fig		-			RP Revisited PIC Room	У		ative Prac. w/	nent Restora-			
o Reports timely y	_		ching	n			Mo Reports tim	elv n			iching	n		
se of Disc. Data			itoring	n			Use of Disc. Dat				ntoring	n		
o Report y		PD/P	PLC's	у			Mo Report	у			'PLC's	у		
D y		SCOC:					PD	у		SCOC:				
ata input timely y		1. Data informs	all discipline				Data input time			1. Data inform	s all discipline		_	
isc. Rating 1-5 ormal Report	4	meetings 2. Hot spots, tre	ands are ident	y v			Disc. Rating 1-5 Formal Report		2	meetings	ends, are ident	У	_	
		3. Discipline syst		y			. orman Report	L Y			stems, policies,	y	1	
		procedures are		у	1					procedures ar		n		
		4. Mo. discipline								4. Mo. disciplir			_	
		communicated		у						communicated		n	-	
		 Periodic revie systems, policies 	ew of discipline	v							ew of discipline es, procedures	n	-	
2. Level 2 Priorities		systems, poncie	s, procedures	7	1		2 Lovel	2 Priorities		systems, polici	co, procedures		_	
									•					
3. Outcomes:							B. Outcomes:							
All	White	AA	н	NA	AS	м		All	White	AA	н	NA	AS	М
itudent Incid 15	7	2	5			1	Student Incid		38	49	94	6	7	7
Aggression 10	5	1	3			1	Aggression	133	25	40	56	4	5	3
SI 2 Suspensions 13	1 6	1					ISI Suspensions	29	5 33	3 48	17 84	2	1 7	1 5
uspensions 15	0	1					Suspensions	102	55	40	04	0	/	5
cnown Social Emotional Le and implementation of PA MMART GOAL: Students wi The Good Behavior Game August, MOY Spleem cour Jocument. Who: The PAX Sustainability Tea professional development Action Steps: Dne PAX Kernel/week is th Classroom Teachers). The PAX Sustainability Tea the PAX Sustainability Tea Why: PAX is a research-based St mproves pro-social behav	X School-wide. ill increase their is played, and a in January, an am includes the for colleagues, he focus on dail am plans classro am plans month EL program that	r application of PA3 decrease in the ni dEOY Spleem cou principal, counsele, classroom visits, a y announcements pom visits to suppo ly Professional Dev t reduces problema	X behaviors, as m umber of Spleems int in May. Spleen or, MTSSF, and six and ascertain prog (Principal) and du ort the implement velopment for col atic behaviors, inc	easured durin s, as evidence n counts will b teachers. The ress towards ring daily clas ation of kerne leagues on PA	g a 15-minute le d by BOY Spleer e graphed on an e team meets mo goals. s meeting discus els and Good Beh X.	isson in which in count in in Excel ponthly to plan sions iavior Game.	Who is involve Teachers, prot How will we a Send letter ho passwords omi Why is this go To create less When? Partial implern Second Semes Reduce the nu Who is involve Teachers, prot How will we a Letter to pare conflict resolu inform admin up, adult pres Parent/guardi SWPB/S, resto	opriate zoc ed? tctrs, ISI, M (ccomplish i me to pare ce per gradi al importai disturbance entation in ster: imber of bla imber of sla ed? tcrs, ISI, M (ccomplish i tic/guardia tion, implei when they ence during an communicative pract al importai	om etiquette and TSS, monitors, a targeted goal? nts/guardians, s ing period, tead neediately; Full ack students bei spensions of our TSS, monitors, a targeted goal? TSS, monitors, a targeted goal? transitions on o ication and utili cices and train st t?	dministration, st tudents keeping ners and proctor: ty in the online of implementation ng suspended by t black students. dministration, st dministration, st dministration, st scipline policy fo , restorative pra poing on before it ampus ze district suppo aff on cultural se	25% from 120 sus udents, parents/g udents, parents/g aggressive behav tices – training te escalates and to d rts of African Ame	uardians ining Zoom, s ds for approp dents stay fo pensions to s uardians, cou uardians, cou uardians, cou iors, counsel achers and st iscuss the iss rican and Ref	students encour riate Zoom use cused, teaching 90 black student inselors inselors ors working with tudents, encour ues with studen fuge Student Ser	digital citizer suspensions students on age teachers ts as they cor vices. Utilize
							When?		n district and co		udent equity guide	elines		

Ho	well Elementary School	SAP					Linew	eaver Elem	enatry Scho	ol SAP		
Implementation:	Level 2 Priorities				A. Implementat	on:			2 Priorities			
mplementation: mmarize where the school	PBIS:				summarize where			PBIS	:			
s re level 1 and level 2	1. Mentoring/Social Skills Grps				was re level 1 and			1. Mentoring/S	ocial Skills Grps			
orities (and by the RP, PBIS,	Staff, Parents, Students,	n			priorities (and by		5,	Staff, Parents,		n		
de components) in SY2020-	2.Community embrace PBIS	n			Code component			2.Community e		n		
	3. Stakeholders are communic-				21	-		3. Stakeholders	are communic-			
1. Level 1 Priorities	ated with monthly	n			1. Level 1 I	riorities		ated with mon	hly	n		
	4. PBIS implemented w/fidelity	n						4. PBIS implem	ented w/fidelity	n		
c. Team y	Restorative Practices:				Disc. Team	у		Restorative Pra	ctices:			
c. Flow Chart y	1. Stakeholder have a shared				Disc. Flow Chart	у			nave a shared			
S Team y	vision for a restorative school	у			PBIS Team	у		vision for a rest		n		
S Matrix y	2. Staff understands the				PBIS Matrix	у		2. Staff underst				
OC Training	paradigm shift from punitive				SCOC Training			paradigm shift	from punitive			
ff y	to restorative	у			Staff	У		to restorative		n		
dents y	3. Time is given to implement				Students	у		3. Time is given				
erral Process y	a restorative classroom	у			Referral Process	у		a restorative cl		у		
Training y	4. Support structures are in				RP Training	у		4. Support stru				
Revisited y	place to implement Restora-	-			RP Revisited	У	_	place to impler				
Room n	ative Prac. w/ fidelity	+			PIC Room	n	_	ative Prac. w/ f				
Reports timely n	Coaching	n			Mo Reports timel	/ У	_		ching	n		
of Disc. Data	Mentoring	n			Use of Disc. Data	-	_		itoring	n		
Report y	PD/PLC's	У			Mo Report	У	_		PLC's	У		
e innut timely	SCOC:	+			PD Data input timely	У	_	SCOC:	all dissisting			
a input timely y	1. Data informs all discipline				Data input timely	У	2	1. Data informs	an discipline			
c. Rating 1-5 3	meetings	У			Disc. Rating 1-5		3	meetings	ando aro ident	у		
mal Report	2. Hot spots, trends, are ident	У			Formal Report	_1			ends, are ident	У		
	3. Discipline systems, policies,								tems, policies,	v		
	procedures are in place 4. Mo. discipline reports are	У						procedures are 4. Mo. disciplin		У		
	4. Mo. discipline reports are communicated to fac/staff	+						4. IVIO. disciplin communicated				
	5. Periodic review of discipline	+							to fac/staff w of discipline			
	systems, policies, procedures	v						systems, policie		v		
2. Level 2 Priorities Outcomes:					2. Level 2							
All White	AA H	NA	AS	м	A		White	AA	н	NA	AS	М
udent Incid 9 2	4 2			1	Student Incid 1		4		8			
gression 9 2	4 2			1	Aggression 1 ISI 8		2		6 1			
spensions 9 2	4 2				Suspensions 5		1		8			
Actions: rst Semester: eter Howell's student conflict referrals hat do we want to accomplish? 'e want students to use self-regulating		d solve probl	lems.		C. Actions: First Semester: Lineweaver K-5 s to this year 2020 incentives.	-2021 with 9	9,805 as meas	sured by collecte	d ROAR tickets of	students subm	itting their cou	unt earned fo
ho is involved? I staff is involved, but primarily Teache wo will we accomplish targeted goal? e will accomplish this goal through cor hy is this goal important? is goal is important because it will help hen? ainings will occur during Wednesday P cond Semester:	ntinued Mindfulness, Restorative Pra	roblem solvir	ng skills.	rmed trainings.	All teachers and a Be Responsible, f will monitor this of positive recog Second Semeste Lineweaver K-5 s to this year 2020 We will monitor teachers and stal	e Caring and on a monthl nition which r: tudent refer -2021 of 179 chis on a mo	d distribute R ly basis as par will have a p rrals of Level 2 9 as measured onthly basis as	OAR tickets to st t of a PBIS team ositive effect of s 2 and Level 3 inci d by collected an a part of a PBIS te	udents. Students agenda item. This chool and classro dents will decrea d processed refer	will exchange to goal is importation climate and se by 10% from rals.	hose tickets fo ant as it measu I culture. last year 2019	r incentives. res the numb -2020 with 1
ter Howell's student conflict referrals hat do we want to accomplish? e want students to use self-regulating ho is involved? I staff is involved, but primarily Teache ow will we accomplish targeted goal? e will accomplish this goal through cor	strategies to deescalate situations an ers, Counselor, MTSSF, and Principal.			rmed trainings.								
hy is this goal important? is goal is important because it will help hen? ainings will occur during Wednesday P			-									

	Manefa	d Magnat N	Aiddla Sabaa								Milos	9 School	CAD			
	wansre		Aiddle Schoo	I SAP					1			-8 School	SAP			
A. Implementation:			Priorities	1			A. Implement					evel 2 Priorities				
summarize where the school		PBIS: 1 Mentoring/Soc	nial Skills C		1		summarize wh					PBIS:	ires			
was re level 1 and level 2		1. Mentoring/Soc			1		was re level 1 a					ng/Social Skills G	n þs			
priorities (and by the RP, PBIS,		Staff, Parents, St 2.Community em		n n	1		priorities (and					nts, Students, iity embrace PBI	ا ۲			
Code components) in SY2020- 21		 Community em Stakeholders a 			1		PBIS, Code com SY2020-21	ponent	.sj IN			lity embrace PBI Iders are commu		·		
21 1. Level 1 Priorities		 Stakeholders a ated with month 		n	1		SY2020-21 1. Level	1 Priori	ties		ated with r		inic-	-		
2. 2010.1110/1003		4. PBIS implement		n	1		2. 2000					lemented w/fid				
Disc. Team y	1	Restorative Pract			1		Disc. Team	у				Practices:	.,			
Disc. Flow Chart y]	1. Stakeholder ha]		Disc. Flow Char	/				der have a shar	ed			
PBIS Team y]	vision for a resto		n]		PBIS Team	ý				restorative sch		1		
PBIS Matrix y]	2. Staff understa]		PBIS Matrix	ý				derstands the				
SCOC Training	1	paradigm shift fr	om punitive		1		SCOC Training					hift from punitiv	/e			
Staff y		to restorative		n			Staff	у			to restorat		I	۱		
Students y	4	3. Time is given t			4		Students	у				iven to impleme	ent			
Referral Process y		a restorative clas		у	_		Referral Proces	s y				ve classroom	Ŋ	/		
RP Training y	4	 Support struct place to implement 			-		RP Training	у				structures are in				
RP Revisited y					-		RP Revisited	y n				plement Restor	a-			
PIC Room y Mo Reports timely y	1	ative Prac. w/ fid Coach		n	1		PIC Room Mo Reports tim				ative Prac.	W/ fidelity Coaching	<u> </u>	_		
Use of Disc. Data	1	Ment	v .	n	1		Use of Disc. Dat					Mentoring		·		
Mo Report y	1	PD/PL		y	1		Mo Report	v				PD/PLC's		/		
PD y	1	SCOC:	-	Í	1		PD	v			SCOC:	,				
Data input timely y	1	1. Data informs a	II discipline	1	1		Data input time	ely v				orms all disciplin	e			
Disc. Rating 1-5 3]	meetings		у]		Disc. Rating 1-5		3		meetings			/		
Formal Report]	2. Hot spots, tren		у]		Formal Report					s, trends, are id		/		
		3. Discipline syste			1							e systems, polici	es,			
		procedures are in		у	4							s are in place	Ŋ	/		
		4. Mo. discipline			4							ipline reports ar				
		communicated to			4							ated to fac/staff				
		 Periodic review systems, policies 			-							review of discip		,		
2. 1		systems, policies	, procedures	у]		• • ·	20.1	•!		systems, p	olicies, procedur	es j	1		
2. Level 2 Priorities							2. Level	2 Priori	ues							
B. Outcomes:							B. Outcomes:									
					-											
	White	AA	Н	NA	AS	M	Churd and a state	All		White	AA	Н		NA	AS	M
	8 6	9 7	65 36	6 3		2	Student Incid Aggression	5 2			1	3 1				1 1
	2	1	36 6	J		1	ISI	1				1				Ŧ
	6	9	60	6		2	Suspensions				1	-				
Shool is on Supportive Action P	Plan (SAP2) f	tor 19-20 SY/20-21	LSY													
C. Actions: First Semester: By December 2020 80% of our 1 measured by the Live School Da Mansfeld will begin the electron they are learning remote or are performance, increase attendar around. The PBIS program will allow all s and area of our school campus. School App we will be utilizing w members will be able to reward purchase school rewards. Completed Goal Results: Decen Second Semester: By May 2021 100% of our staff improve meaning less students Mansfeld Leadership team will u Mansfeld scommitment is for a Completed Goal Results: May 2	ata. nic version : o n campus nce with bo staff to pari . Masfeld's c will allow al d students in mber 2020 will be part will be recc evaluate th ze students all students	of our PBIS progra- s. The PBIS progra- th students and te ticipate and recog commitment is for il staff to create a mmediately point icipating in the ele evied discipline. ue effectiveness of who are upholdin	Im which will allow im is important be eachers, reduce pr nize students who r all students to Be positive learning e s the student can s ectronic PBIS progr the Live School PE g our values in eve	r us to reach cause it will oblem beha are upholdi Safe, Be Sn nvironment ee. These p am and as a	h all our students I help to increase aviors and reduces ing our values in mart and Belong, t virtually or in pe points will allow s a result our discip by looking at Liv.	not matter if academic staff turn every capacity The Live urson. Staff tudent to pline data will e School data.	the community Second Semes	: vise PBI: y. i ter:	S Matrix a			rt. School will se				s, parents, and

	Project MORE High School	SAP				Pue	blo Garde	ns K-8 School	SAP		
A. Implementation:	Level 2 Priorities	-		A. Implement	tion [.]			el 2 Priorities			
summarize where the school	PBIS:			summarize whe			· · · · · · · · · · · · · · · · · · ·	BIS:		-	
was re level 1 and level 2	1. Mentoring/Social Skills Grps			was re level 1 a				/Social Skills Grps			
priorities (and by the RP, PBIS,	Staff, Parents, Students,	n		priorities (and b			Staff, Parent		n	-	
Code components) in SY2020-	2.Community embrace PBIS	n		Code compone	nts) in SY2020)-		y embrace PBIS	n	_	
1	 Stakeholders are communic- ated with monthly 			21	Priorities		ated with mo	ers are communic-		_	
1. Level 1 Priorities	4. PBIS implemented w/fidelity	n		1. Level	Priorities			mented w/fidelity	n	-	
isc. Team y	Restorative Practices:			Disc. Team	v		Restorative F				
isc. Flow Chart y	1. Stakeholder have a shared			Disc. Flow Chart	y V	_		er have a shared		-	
BIS Team y	vision for a restorative school	n		PBIS Team	v			estorative school	n		
BIS Matrix y	2. Staff understands the			PBIS Matrix	v	_	2. Staff unde				
COC Training	paradigm shift from punitive			SCOC Training	ľ			ft from punitive			
aff y	to restorative	у		Staff	y		to restorative		у		
udents y	3. Time is given to implement			Students	у		3. Time is giv	en to implement			
eferral Process y	a restorative classroom	у		Referral Process	y		a restorative	classroom	у		
P Training y	Support structures are in			RP Training	у			ructures are in			
P Revisited y	place to implement Restora-			RP Revisited	у			ement Restora-			
C Room n	ative Prac. w/ fidelity			PIC Room	n		ative Prac. w			_	
o Reports timely y	Coaching	n		Mo Reports tim				oaching	n	_	
se of Disc. Data	Mentoring	n		Use of Disc. Dat		_		lentoring	n		
o Report y	PD/PLC's	у		Mo Report	У			D/PLC's	У	-	
) y	SCOC: 1. Data informs all discipline			PD Data input time	y v v		SCOC:	ms all discipline		-	
ata input timely y sc. Rating 1-5 3	1. Data informs all discipline meetings	V		Data input time Disc. Rating 1-5	y y	3	1. Data infor meetings	ins an uiscipline	v	-	
ormal Report	2. Hot spots, trends, are ident	7 V		Formal Report		5		trends, are ident	y V	1	
	3. Discipline systems, policies,	1		i ormai Report				systems, policies,	у	1	
	procedures are in place	v					procedures a		v	1	
	4. Mo. discipline reports are	·						line reports are	7	1	
	communicated to fac/staff	y						ed to fac/staff		1	
	5. Periodic review of discipline	·						view of discipline		1	
	systems, policies, procedures	у					systems, poli	cies, procedures	у]	
2. Level 2 Priorities				2. Level	Priorities					_	
. Outcomes:				B. Outcomes:							
	14/L:4-		· ··								
	White AA H	NA A			All	White	AA	H	NA	AS	М
Student Incid 20 Aggression 2	1 6 11 2	1	1	Student Incid Aggression	37 23	1	3 2	32 19	1 1		
SI 1	1			Aggression	23 18	1	2	19	1		
	1 5 11	1	1		22	-	2	19	1		
				Shool is on Sup	portive Actio	n Plan (SAP2)	for 19-20 SY/2	0-21SY			
semester of 2019-2020 SY: n=1. Reduce the percent of students victims of bullying or harassme What do we want to accomplis Reduction in suspensions, and s Who is involved? All Project MORE staff How will we accomplish target Counselor will deliver anti-bully PM will hold a school-wide asse Teachers and staff will be trains result. Adhere to school's PBIS matrix. Adheri to school's PBIS matrix. Adheri to school's PBIS matrix. Adheri be done at the start of Second Semester: We will reduce the number of C semester of 2019-2020 SY: n=4 Maintain the percent of studen learning environment exist at P What do we want to accomplis Reduction in suspensions Maintaining a healthy number of No is involved?	s reporting "Very Strongly" (10.61%) in School nt to 5%. sh? students reporting they have been a victim of wed goal? //ing lessons in classrooms. embly regarding bullying behaviors and recog arents via a newsletter/email regarding anti- the positive learning/social emotional environ tendance. 'i the second quarter. Dut of School suspensions by 25% compared t ts (90%) in our School Quality Survey reportir 'MORE where students behave during class. sh? of students who strongly agree/agree with a p	Quality Survey that t bulling and/or harass es that follow. nize students who ar pullying campaign. ment for all students o number of suspens g, "Agree" or "Strong	they have been sment. . In return, this wi sions during 2 nd gly Agree″ a positi	accomplish? -Reduction of s Who is involve -Teachers, stud How will we ac -Hire a student -Implement ne -Provide behav Why is this goz -Student and si When? a -Immediately w Second Semess Pueblo Garden Monthly and Q What do we w What do we w What do we w What Jo we w What Jo we w What Jo we w What a student -Implement ne -Provide PD on	uspensions 12 ants, admin, complish targ support spec v PBIS program or interventii limportant? aff safety ith results by er: will increase; anterdy rewaint to accom cipation in PI 12 complish targ support spec v PBIS program PBIS and RP PBIS and RP	Intervention st seted goal? alists to assist m in grades 6 ons document 12/20/20 participation rds. participation rds. pish? alist program Intervention st geted goal? alists to assist m in grades 6	taff : with PBIS and -8. ed through MT of grade 6-8 t taff : with PBIS and -8.	eachers and student	s. s by 20% in o		
Maintaining strong parent com Teachers and staff will be train misbehaving as a result of bein Cultural diversity training with : Why is this goal important? This goal will help us to maintai	ted goal? GSRR with counselor and principal. munication regarding student behaviors. ed on being trauma responsive and recognize g traumatized. staff and utilizing culturally responsive strateg in desired positive behaviors in class. If the consequences of potential negative beha	ies.	thdrawing and/or								

Implementation: mmarize where the school	son Elementary School	SAP					Jaill H	ughes Eleme	matary Sche	ol SAF		
mmarize where the school as re level 1 and level 2 iorities (and by the RP, PBIS,	Level 2 Priorities				A. Implementa	ation:			2 Priorities			
as re level 1 and level 2 iorities (and by the RP, PBIS,	PBIS:		_		A. Implementa summarize whe		.	PBIS				
	1. Mentoring/Social Skills Grps				was re level 1 a		'	1. Mentoring/Se	ocial Skills Grps			
do components) in £V2020	Staff, Parents, Students,	n]		priorities (and b		S,	Staff, Parents, S		n		
	2.Community embrace PBIS	n			Code compone			2.Community e	mbrace PBIS	у		
	Stakeholders are communic-				21			3. Stakeholders	are communic-			
1. Level 1 Priorities	ated with monthly	n			1. Level 1	Priorities		ated with mont	hly	у		
	PBIS implemented w/fidelity	n						4. PBIS impleme	nted w/fidelity	n		
c. Team y	Restorative Practices:				Disc. Team	у		Restorative Pra				
c. Flow Chart y	1. Stakeholder have a shared				Disc. Flow Chart	у		1. Stakeholder H	nave a shared			
S Team y	vision for a restorative school	n			PBIS Team	у		vision for a rest	orative school	у		
S Matrix y	Staff understands the				PBIS Matrix	у		2. Staff underst	ands the			
DC Training	paradigm shift from punitive				SCOC Training			paradigm shift i	rom punitive			
ff y	to restorative	n	-		Staff	у		to restorative		У		
dents y	Time is given to implement		-		Students	у		3. Time is given				
erral Process y	a restorative classroom	у			Referral Process	у		a restorative cla		У		
Training y	4. Support structures are in	-			RP Training	у		4. Support strue				
Revisited y	place to implement Restora-				RP Revisited	у		place to implem		_		
Room n	ative Prac. w/ fidelity	-	-		PIC Room	n		ative Prac. w/ fi		_		
Reports timely n	Coaching	n	-		Mo Reports tim				ching	n		
of Disc. Data	Mentoring	n	-		Use of Disc. Data	3			toring	n		
Report y	PD/PLC's	у	-		Mo Report	У		PD/F	LC'S	У		
y y	SCOC:		4		PD	У		SCOC:	all alla ata li	+		
ta input timely y	1. Data informs all discipline	1.	4		Data input time	y y	4	1. Data informs	an discipline			
c. Rating 1-5 3	meetings 2. Hot spots, trends, are ident	У	4		Disc. Rating 1-5		4	meetings	ends, are ident	у		
mal Report		У	1		Formal Report			· _ · _ ·		у		
4	3. Discipline systems, policies,		1					 Discipline sys procedures are 		v		
ł	procedures are in place 4. Mo. discipline reports are	у	1					4. Mo. discipline		у		
ł	4. Mo. discipline reports are communicated to fac/staff	1	1					4. Mo. discipline		v		
ł	5. Periodic review of discipline	1	1						w of discipline	y		
ł	systems, policies, procedures	v	1					systems, policie		v		
2. Level 2 Priorities	-,, procedures	,,	1		• • •			systems, ponde	.,	17	1	
L. LEVEL Z FILOILLES					2. Level 2	2 Priorities						
Outcomes:					B. Outcomes:							
					cattomes.							
All White	AA H	NA	AS	м		All	White	AA	н	NA	AS	М
udent Incid 10 2	8				Student Incid	14	2		10		2	
gression 8 2	6					8	1		6		1	
2 1	1				ISI	6			5		1	
spensions 10 2	8				Suspensions	1			1			
storative circles, instruction, and parent c crease referrals. hat do we want to accomplish? Decrease ho is involved? Principal, Teachers, Staff, sw will we accomplish targeted goal? By	e the number of teacher referral or Students, Parents	n defiance a			What do we was Students to res Who is involve Teachers, mon How will we ac	olve conflict d? itors, Counse	on the playg	round or in class.				
/hy is this goal important? PD training, stu /hen? Continuously in classroom lessons a ompleted Goal Results: Les referrals in di econds Gamester: reachers and staff will continue implement ojo, modeling, restorative circles, instructi rder to decrease referrals. /hat do ue want to accomplish? Decreass /ho is involved? Principal, Teachers, Staff, ow will we accomplish targeted gol? PD /hy is this goal important? This goal is imp /hy is this goal important? This goal is imp.	Jdent training in classroom on posi nd PD trainings. ispipine and defiance. Itation of respectful communication ion, and present communication to the number of teacher referral on Students, Parents training, student training in classro toritant to the climate and culture (itive behavio skills and ca create a pos n defiance a poom on posi	onflict resolution th itive school climate nd disrespect. tive behavior and c	e and culture in	Training of the Additionally, th has transpired, Why is this goa There are time adult hearing e themselves wh help students v When? These lessons v repeated pract	staff and stu nere will less either in cla l important? s in both the verything th en a conflict vork through will be during ice. This is a	idents with m ons and mod ss, or outside classroom ar at is being sa arises. Addit how to reso g PD/PLC, and	nd on the playgrou id. We want stude ionally, teaching a	se I statements w und when the stu ents to have prod idults how to inte ered during small	hen sharing t dents have th uctive tools to rvene before	heir feelings wh e ability to soci o help them adv it becomes a m	alize withou vocate for ajor issue a
/hen? Continuously in classroom lessons a ompleted Goal Results: Less referrals in a					What do we w	udent conflic ant to accom olve conflict d? itors, Counse	plish? on the playg lor, Principal	ll decrease by 109 round or in class.	6.			
					Training of the Additionally, th has transpired, Why is this goa There are time adult hearing e	staff and stu here will less either in cla l important? s in both the verything th en a conflict	idents with m ons and mod ss, or outside classroom an at is being sa arises. Addit	nd on the playgrou id. We want stude ionally, teaching a	se I statements w and when the stu ents to have prod	hen sharing t dents have th uctive tools to	heir feelings wh he ability to soci o help them adv	nen somethi alize withou vocate for

Case 4:74-cv-00090-DCB Document 2616-5 Filed 11/01/21 Page 151 of 188

	TAP High School SAP						Utterb	ack Middle	School Scho	ol SAP		
Implementation:	Level 2 Priorities			-	A. Implement	ation		Level	2 Priorities			
Implementation: ummarize where the school	PBIS:]			A. Implement summarize whe			PBIS				
ummarize where the school vas re level 1 and level 2	1. Mentoring/Social Skills Grps				was re level 1 a			1. Mentoring/So		1		
riorities (and by the RP, PBIS,	Staff, Parents, Students,	n			priorities (and b		s.	Staff, Parents, S		n		
ode components) in SY2020-	2.Community embrace PBIS	n			Code compone			2.Community er		n		
1	3. Stakeholders are communic-				21	,		3. Stakeholders				
1. Level 1 Priorities	ated with monthly	n				1 Priorities		ated with mont	hly	n		
		n						4. PBIS impleme		n		
sc. Team	Restorative Practices:				Disc. Team	V	-	Restorative Prac				
sc. Flow Chart	1. Stakeholder have a shared	<u>├</u>			Disc. Flow Chart		-	1. Stakeholder h		1		
IS Team		n			PBIS Team	t y		vision for a rest		n		
IS Matrix		n			PBIS Team PBIS Matrix	,		2. Staff underst		n		
	2. Staff understands the					У						
OC Training	paradigm shift from punitive				SCOC Training			paradigm shift f	from punitive	-		
iff	to restorative	n			Staff	У		to restorative		n		
udents	3. Time is given to implement				Students	у		3. Time is given				
ferral Process	a restorative classroom	у			Referral Process	s y		a restorative cla		У		
Training y	Support structures are in				RP Training	у		Support struct				
Revisited n	place to implement Restora-				RP Revisited	У	_	place to implem				
Room n	ative Prac. w/ fidelity				PIC Room	у		ative Prac. w/ fi	delity			
Reports timely n	Coaching	n			Mo Reports tim				ching	n		
e of Disc. Data	Mentoring	n			Use of Disc. Dat	a		Men	toring	у		
Report	PD/PLC's	у			Mo Report	n		PD/F	PLC's	У		
	SCOC:				PD	у		SCOC:				
ta input timely y	1. Data informs all discipline				Data input time	e ly y		1. Data informs	all discipline			
c. Rating 1-5 3	meetings	v			Disc. Rating 1-5		3	meetings		v		
rmal Report	2. Hot spots, trends, are ident	v			Formal Report		-	2. Hot spots, tre	nds, are ident	v		
	3. Discipline systems, policies,	<u> </u>						3. Discipline sys		ľ		
	procedures are in place	v						procedures are		v		
	4. Mo. discipline reports are	<u>r</u>						4. Mo. discipline		7		
		├ ──┤								+		
	communicated to fac/staff	<u> </u>						communicated		+		
	5. Periodic review of discipline							5. Periodic revie				
	systems, policies, procedures	у						systems, policie	s, procedures	У		
2. Level 2 Priorities					2. Level	2 Priorities						
Outcomes:					B. Outcomes:							
All White	AA H	NA	AS	м		All	White	AA	н	NA	AS	м
udent Incid 5	4	1	~ <u>~</u>		Student Incid	104	6	17	73	4		4
ggression 4	4	-			Aggression	46	3	6	33	3		1
	Ŧ				ISI	68	4	9	50	3		2
uspensions 4	3	1				53	2	10	37	3		1
• • •	-											
					Shool is on Sup	oportive Action	n Plan (SAP2)	for 19-20 SY/20-2	21SY			
					Referrals from measured by t [cyber] bully b What do we w Referrals; Signi Who is involve How will we a communicatio artifacts; deplo practices. Why is this goo hence impactii When? The be Completed Go illustrate ODR Second Semes By the end of 1 Referrals from Synergy Dashb MTSS Workflo ¹	the first semes 6th, 7 th, and he Synergy Da heavior will de arant to accomplish tifcant impact to accomplish targ ng data assimily oyment of effic al important? ng student ach aginning of acaging ing the second ser 6th, 7 th, and oyard; war; ports of [rant to accomplish targ ng data assimily ing data assimily with a second ser 6th, 7 th, and oyard; war; ports of [rant to accomplish targ ng data assimily the second ser the second seco	18 th grade st sshboard; MT: scline. plish? Decreae on bully behail staff geted goal? C lation; produc cient student To impact cu inevement. ch quarter; on rrent data mc w 10%. mester, the cl. 18 th grade st (cyber] bully b plish? Decreae on bully behail station; produc geted goal? C dation; produc	ollaboration; ttion of usable management Iture and climate, -going udels for 1st quart assroom Office Di udents will decli se Office Disciplin vior. ollaboration; ttion of usable	rase by 10% as orts of re ter scipline rease by 5% of the fi ne.	irst semester	data point as	measured by

		Wright Ele	ementary S	AP				INNOV	ATION TECH	HS (1ST YEA	R) SAP		
A. Implementation: summarize where the school was re level 1 and level 2 priorities (and by the RP, PBIS Code components) in SY2020 21 1. Level 1 Priorities Disc. Team y Disc. Flow Chart y Disc. Flow Chart y Disc. Flow Chart y Disc. Flow Chart y Disc. Flow Chart y Disc. Team y Disc. Rating 1-5 Disc. Team Disc. Team D	5,	Lev P 1. Mentoring Staff, Parent 2.Communit: 3. Stakeholdi ated with mc 4. PBIS imple Restorative P 1. Stakeholdi vision for a r 2. Staff unde paradigm shi vision for a r 2. Staff unde paradigm shi to restorative 4. Support st place to impl ative Prac. w C N SCOC: 1. Data infor meetings	el 2 Priorities JS: /Social Skills Grps , Students, y embrace PBIS ers are communic- mented w/fidelity mented w/fidelity mented w/fidelity ractices: er have a shared estorative school rstands the ft from punitive en to implement classroom ructures are in mement Restora-	AP			A. Implementation: summarize where the school was re level 1 and level 2 priorities (and by the RP, PBIS, Code components) in SY2020-21 1. Level 1 Priorities Disc. Team Disc. Flow Chart PBIS Team PBIS Matrix SCOC Training Staff Students Referral Process RP Training RP Revisited PIC Room Mo Reports timely Use of Disc. Data Mo Report PD Data input timely Disc. Rating 1-5 Formal Report	INNOV	Level PBIS I. Mentoring/S Staff, Parents, 5 Z.Community e 3. Staff, Parents, 5 Z.Community e 3. Stakeholders its mplem Restorative Para 1. Stakeholder its or astorative C 3. Staff underst paradigm shift to restorative 3. Time is given a restorative c 4. Support stru place to implem ative Prac. w/ f Coa Mer PD/ SCOC: 1. Data informs	2 Priorities 	R) SAP	•	
2. Level 2 Priorities B. Outcomes:	_	procedures a 4. Mo. discip communicat 5. Periodic re	systems, policies, re in place line reports are ed to fac/staff view of discipline cies, procedures	у У У У			2. Level 2 Priorities B. Outcomes:		3. Discipline sys procedures are 4. Mo. disciplin communicated	stems, policies, in place e reports are to fac/staff ew of discipline	-		
All Student Incid 20 Aggression 14 ISI 8 Suspensions 5	White 8 7 3 3	AA 3 1 3	H 5 4 2 1	NA	AS	M 4 2 1	All Student Incid NA Aggression ISI Suspensions	White	AA	н	NA	AS	Μ
C. Actions: First Semester: We want to lower the major making this happen. WE hav continue to be proactive by g Second Semester: WE want to lower the minor incidents by 10 percent by M have many incidents, but if w percent, we will have an even important to recognize stude what is expected.	e such low in giving our tru lay. We do n ve lower it by n safer camp	icidents, we wa ist cards to stur ot / 10 us. It is	int to make sure we l	keep the cam	pus safe and we a	re going to	C. Actions: First/Second Semester Establish all Level 1 priorities,	policies, sy	istems, procedu	es.			

A vertex ve			Blenman Elei	mentary School	SAP						Catalina Hig	h School	SAP		
A migrature and the shore of th	A Implomentation			-				1 A 1		`	-				
ware is and well Listentice (add wells wells) Listentice (add wells) <thlistentice (add="" th="" wells)<=""></thlistentice>		chool			1	_									
protocing upper high years Profiles a load 2 Proving b laft Proving, Maddem, n n b conservation 1 load 1 Proving n n b conservation 1 load 1 Proving n n n b conservation 1 load 1 Proving n n n n b conservation 1 load 1 Proving n n n n n b conservation 1 load 1 Proving n <td></td> <td></td> <td>1. Mentori</td> <td>ng/Social Skills Grps</td> <td></td> <td>]</td> <td></td> <td></td> <td></td> <td></td> <td>1. Mentoring/S</td> <td>ocial Skills Grps</td> <td></td> <td></td> <td></td>			1. Mentori	ng/Social Skills Grps]					1. Mentoring/S	ocial Skills Grps			
Code compounds in SY2000- 1 1 2 Community entrance PBI, head additional and community. 2 Community entrance PBI, head additional and community. 1 Solution 1 F. Solution 2 1 Level 1 1			Staff, Parer	nts, Students,	n						Staff, Parents, S	Students,	n		
2 1. Leel 1 Profiles 3. Statebolies recommunic. 1. 3. Leel 1 Profiles 3. Statebolies recommunic. 1. 3. Recomment recommunic. 1. </td <td></td> <td></td> <td>2.Commun</td> <td>ity embrace PBIS</td> <td>n</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>2.Community e</td> <td>mbrace PBIS</td> <td>n</td> <td></td> <td></td>			2.Commun	ity embrace PBIS	n						2.Community e	mbrace PBIS	n		
All bit manual discipling All bit discipling </td <td></td> <td></td> <td>Stakehol</td> <td>ders are communic-</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>3. Stakeholders</td> <td>are communic-</td> <td></td> <td></td> <td></td>			Stakehol	ders are communic-							3. Stakeholders	are communic-			
Name Name <th< td=""><td>1. Level 1 Prioriti</td><td>ies</td><td>ated with r</td><td>nonthly</td><td>n</td><td></td><td></td><td>1. Level</td><td>1 Priorities</td><td></td><td>ated with mont</td><td>hly</td><td>n</td><td></td><td></td></th<>	1. Level 1 Prioriti	ies	ated with r	nonthly	n			1. Level	1 Priorities		ated with mont	hly	n		
Disc. Flore			PBIS imp	lemented w/fidelity	n						4. PBIS impleme	ented w/fidelity	n		
Nume Num Num <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>у</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>									у						
Name State									t y						
Containing number number <td></td> <td></td> <td></td> <td></td> <td>n</td> <td></td> <td></td> <td></td> <td>у</td> <td></td> <td></td> <td></td> <td>n</td> <td></td> <td></td>					n				у				n		
Safe Note: Safe Note: <td></td> <td></td> <td></td> <td></td> <td></td> <td>-</td> <td></td> <td></td> <td>у</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>						-			у						
Nutlent Image proto tomploment Image protocomploment												from punitive			
Level 2 Profiles 2 2 3 3 3 3 3 4 1 0.4 0.5 <td></td> <td></td> <td></td> <td></td> <td>n</td> <td></td> <td></td> <td></td> <td>у</td> <td></td> <td></td> <td></td> <td>n</td> <td>-</td> <td></td>					n				у				n	-	
IP Training V IP Training V IP Revisted V Revisted						-			У					-	
Preventing production preventing prevent					у	-			is y				У		
List optimized to factors Interpretation						-			y V	_				-	
Ad Reports timely in a discipline in the formal dis discipline and dis dis discipline in the formal discipline in t						1			y v						
ise of Obs. Data 0 degort V ise of Obs. Data 0 degort V ise input timely 0 do Report V ise. Rating tise. Rating timely 0 do Report			ative Flac.		n	-			y Nelv v				n		
Io Point V V 0 Experience V					n	1				-			n	1	
D V 0 vipuit indy if indy if indy if indicating in the indicating in the indicating in the indicating indindindicating indindindicatinge					v	1			v	-			v	1	
attainput timety y y Losa informs all discipline Data informs all discipline </td <td></td> <td></td> <td>SCOC:</td> <td></td> <td>ľ</td> <td>1</td> <td></td> <td>PD</td> <td>ý</td> <td>1</td> <td></td> <td></td> <td>ľ</td> <td>1</td> <td></td>			SCOC:		ľ	1		PD	ý	1			ľ	1	
Normal Report Immediation V 2. Level 2 Priorities 2. Level 2 Pri				orms all discipline	1	1		Data input time	e ly y	1		all discipline		1	
Jornal Report 2. Hot spots, trends, are leftert y 2. Disciple systems, policies, procedures are in place y 4. Mo. discipline reports are j. Breciple reports are 5. Periodic review of discipline reports are j. Breciple reports are 5. Periodic review of discipline reports are j. Breciple reports are 5. Periodic review of discipline reports are j. Breciple review of discipline reports are j. Breciple review of discipline reports are j. Breciple review of discipline reports are j. Breciple review of discipline reports are j. Breciple review of discipline reports are j. Breciple review of discipline reports are j. Breciple review of discipline reports are j. Breciple review of discipline reports are j. Breciple review of discipline reports are j. Breciple review of discipline reports are j. Breciple review of discipline reports are j. Breciple review of discipline reports are j. Breciple review of discipline reports are j. Breciple review of disciple reports are j. Breciple review of disciple reports are j. Breciple review of disciple reports are j. Breciple review of disciple reports are j. Breciple review of disciple reports are j. Breciple review of disciple reports are Studen find 15 2 5 1 <		3			у	1				3			у	1	
3. Discipline systems, policies, in place in procedure set in place in the procedure set in pla				s, trends, are ident	у	1			у	1		ends, are ident	У	1	
Image: Note of the standard of			3. Disciplin	e systems, policies,]]	
communicates to fac/staff v 5. Periodic review of discipline sprems, policies, procedures v 7. Level 2 Priorities 5. Periodic review of discipline sprems, policies, procedures v 8. Outcomes: 5. Periodic review of discipline sprems, policies, procedures v sprems, policies, procedures v Student Incid 15 2 5 4 1 3 3 3 2 2 2 3 3 2 2 2 2 3 3 1 3 3 3 2 5 2 1 3 3 3 2 1 1 1 1 1 1 <td></td> <td></td> <td>procedure</td> <td>s are in place</td> <td>у</td> <td>]</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>у</td> <td>]</td> <td></td>			procedure	s are in place	у]							у]	
Speriodic review of discipline systems, policies, procedures Specimic review of discipline systems, policies, procedures 2. Level 2 Priorities B. Outcomes: Sugersion 14 2 5 4 1 3 Aggression 13 2 5 2 1 3 Suspensions 13 2 5 2 1 3 Bibman students returning to campus will review, practice, and demonstrate PBIS expectations in every area of the school as witnessed by teachers and staff using the PBIS rubric. Completed Goal Results: All Bleman students learning rom campus will use strategies from the Solution wheel and respond to the Restorativ wytestow wheel Goal Results: All Bleman students learning rom campus will use the solution wheel and respond to the Restorativ wytestow wheel Goal Results: All Bleman students learning rom campus will use the solution wheel and respond to the Restorativ wytestow wheel Goal Results: All Bleman students learning rom campus will use the solution wheel and respond to the Restorativ wytestow wheel Goal Results: All Bleman students learning rom campus will use the replication wheel restorative applications in every area of the school as withresed by teachers and staff using the PBIS rubric. Complete Goal Results: All Bleman students learning rom campus will use strategies from the Solution wheel and respond to the Restorativ applications in every area of the school as withresed by teachers and staff using the PBIS rubric. Complete Goal Results: All Bleman students learning to campus will use the solution wheel inducing the restorative By Fortury 1 ⁿ , all Bleman students learning rom campus will use strategies from t						1								1	
systems, policies, procedures y 2. Level 2 Priorities systems, policies, procedures y 3. Level 2 Priorities student incid 1 Student incid 2 2 2 3 1 3 Student incid 1 2 5 3 1 3 Aggression 7 8 8 10 1 <td< td=""><td></td><td></td><td></td><td></td><td></td><td>4</td><td></td><td></td><td></td><td></td><td></td><td></td><td>у</td><td>1</td><td></td></td<>						4							у	1	
2. Level 2 Priorities B. Outcomes: Student lincid 15 2 5 4 1 3 Student lincid 15 2 5 4 1 3 Isingerssion 13 2 5 4 1 3 Isingerssion 13 2 5 2 1 3 Sugerssion 13 2 5 2 1 3 Sugerssion 13 2 5 2 1 3 Sugerssion 13 2 5 2 1 3 Bender: 2 2 1 3 3 3 2 1 2 1 2 2 2 3 1 12 10					 	4								4	
B. Outcomes: Student incid 15 2 5 4 14 2 5 3 13 2 5 3 13 2 5 2 14 2 5 3 13 2 5 3 13 2 5 3 14 2 5 3 13 2 5 3 13 2 5 3 13 2 5 3 14 3 13 2 13 2 14 2 13 2 13 2 14 2 13 2 14 2 15 2 13 2 14 2 15 2 14 2 15 2 14 2 15 2 15 2 15 2 16 16 17 15 18 15 18 15 19 23 11 35 15 23 15 23 16 23 17 25 18 2 18 2 18 2 18 2 18 2 18 2 18 2 <td< td=""><td></td><td></td><td>systems, p</td><td>plicles, procedures</td><td>У</td><td>1</td><td></td><td></td><td></td><td></td><td>systems, policie</td><td>es, procedures</td><td>У</td><td></td><td></td></td<>			systems, p	plicles, procedures	У	1					systems, policie	es, procedures	У		
All White AA Hisp NA AS M Student Incid 15 2 5 4 1 1 3 Aggression 14 2 5 3 1 1 3 Suspensions 13 2 5 3 2 1 1 2 10 Suspensions 13 2 5 1 2 1 2 3 1 1 2 10 Suspensions 59 18 1 2 10 Suspensions 59 18 1 2 2 1 2 3 1 2 2 Shool is on Suspensive Action Plan (SAP2) for 19-20 SY/20-21SY C. Actions: First Senseter: All Blemman students returning to campus will review, practice, and demonstrate PBIS expectations in every area of the school to minimize seperations when dealing with conflict with their peers. By Poerware Students is larming from campus will utilize the PBIS solution wheel including the restorative outer and students learning from campus will utilize the PBIS solution wheel including the restorative solutions when dealing with conflict with their peers. By Pebruary 1*, all Blemman students learning from campus will utilize the PBIS solution wheel including the restorative solutions when dealing with conflict with their peers. By Pebruary 1*, all Blemman students learning from campus will utilize the PBIS solution wheel including the restorative solution wheel deal Results: All Blemman students will use the solution wheel to solve conflict to minimize escalating behavior. Statemeter: Catalian awill aver with PBIS/Succipline and MTSS teams to develop strategies for staff and students to reduce suspensions for all students in the first semester and then expand our work to conflected Geal Results: All Blemman students learning from campus will utilize the PBIS solution wheel including the restorative solution wheel deal Results: All Blemman students learning from campus will utilize the PBIS solution wheel including the restorative solution wheel and response to develop strategies for staff and students to reduce suspensions for all students in the first semester and then expand our work to conflected Geal Results: All Blemman students learning from campus will utilize the PBIS solution wheel including the restorative solution wheel MBIS for all students in the first semester and then expand our work to conflected G	2. Level 2 Prioriti	ties						2. Level	2 Priorities						
All White AA Hisp NA AS M AS M Student Incid 15 2 5 4 1 1 3 Aggression 14 2 5 3 1 1 3 Aggression 13 2 5 1 1 1 1 5 Aggression 13 2 5 1 2 1 1 1 2 1 0 4 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	0.4														
Student Incidiii 15 2 5 4 1 1 3 Aggression 14 2 5 3 3 1 3 Aggression 27 8 8 8 10 1 1 States 14 12 10 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	B. Outcomes:							B. Outcomes							
Aggression Isin 214 22313Aggression 12788101Suspensions13252133112101Suspensions1325213325122Suspensions132512311210110110 <td>All</td> <td>Wh</td> <td>ite AA</td> <td>Hisp</td> <td>NA</td> <td>AS</td> <td>м</td> <td></td> <td>ALL</td> <td>White</td> <td>AA</td> <td>н</td> <td>NA</td> <td>AS</td> <td>м</td>	All	Wh	ite AA	Hisp	NA	AS	м		ALL	White	AA	н	NA	AS	м
Aggression Isin 214 22313Aggression 12788101Suspensions13252133112101Suspensions1325213325122Suspensions132512311210110110 <td></td> <td></td> <td>5</td> <td></td> <td></td> <td></td> <td></td> <td>Student Incid</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>			5					Student Incid							
Suspensions 13 2 5 2 1 3 Suspensions <td></td> <td>2</td> <td></td> <td></td> <td></td> <td></td> <td>3</td> <td></td> <td>27</td> <td>8</td> <td>8</td> <td>10</td> <td></td> <td></td> <td></td>		2					3		27	8	8	10			
 Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY C Actions: ifrist Semester: All Blenman students returning to campus will review, and the hybrid model will review and model PBIS expectations in every area of the school as witnessed by teachers and staff using the PBIS rubric. Completed Goal Results: All Blenman students will demonstrate PBIS solution wheel and respond to the Restorative puestions when dealing with conflict with their peers. Sy February 1⁴, all Blenman students will use the solution wheel to solve conflict to minimize escalating phaviors/ aggression. Catalina will work with PBIS/Discipline and MTSS teams to develop strategies for staff and students to reduce suspensions. Catalina will ware monthy discipline meetings with staff and share best practices. Implement the use PBIS strategies school wile to teach, promote and recognize appropriate behavior. Catalina will work with PBIS/Discipline meetings with staff and share best practices. Implement the use PBIS strategies school wile to teach, promote and recognize appropriate behavior. Catalina will work with PBIS/Discipline meetings with staff and share best practices. Implement the use PBIS strategies school wile to teach, promote and recognize appropriate behavior. Catalina wull work with PBIS/Discipline and MTSS teams to develop strategies for staff and students to reduce suspensions. Catalina will waters in the scool semster: Catalina would like to focus on two of our subgroups of students in the first semester and then expand our work to reduce suspensions for all students in the second semester. Catalina will work with PBIS/Discipline and MTSS teams to develop strategies for staff and students to reduce suspensions. Cata															
 C. Actions: First Semester: All Bleman students returning to campus will review, practice, and demonstrate PBIS expectations in every area of the school as witnessed by teachers and staff using the PBIS rubric. Completed Goal Results: All Bleman students will demonstrate PBIS expectations in every area of the school as witnessed by teachers and staff using the PBIS rubric. Second Semester: All Bleman students learning on campus will use strategies from the Solution wheel and respond to the Restorative questions when eagling with conflict with their peers. By February 1⁴, all Blemman students learning from campus will utilize the PBIS solution wheel including the restorative conference questions when experiencing conflict as witnessed by teachers and staff using the PBIS rubric as olution wheel to solve conflict to minimize escalating behavior. Catalina will work with PBIS/Discipline and MTSS teams to develop strategies for staff and students learning to mome growth in achievement as well as social maximum will use strategies from the Solution wheel including the restorative conference questions when experiencing conflict as witnessed by teachers and staff using the PBIS rubric and solution wheel including the restorative conference questions. All Blemman students learning from campus will use the solution wheel to solve conflict to minimize escalating behavior. Catalina will work with PBIS/Discipline and MTSS teams to develop strategies for staff and students to reduce suspensions. Catallina would like to focus on two of our subgroups of students in the first semester and then expand our work to reduce suspensions. Catallina will have monthy discipline meetings with staff and share best practices. Implement the use PBIS strategies school wide to teach, promote and recognize appropriate behavior. Catalina Will Work with PBIS/Discipline and MTSS teams to develop strategies for staff	Suspensions 13	2	5	2		1	3	Suspensions	59	18	13	25	1		2
 C. Actions: First Semester: All Bleman students returning to campus will review, practice, and demonstrate PBIS expectations in every area of the school as witnessed by teachers and staff using the PBIS rubric. Completed Goal Results: All Bleman students will demonstrate PBIS superctations in every area of the school to minimize tealing with conflict with their peers. By February 1⁴, all Bleman students learning from campus will utilize the PBIS solution wheel including the restorative questions when experiencing conflict as witnessed by teachers and staff using the PBIS rubric and solution wheel including the restorative gaserons. Bernan students learning from campus will utilize the PBIS solution wheel including the restorative to keep our students in the second semester. Catalina will have monthy discipline and Hispanic students to the Tucson Unified Dist rubric. Conference questions when experiencing conflict as witnessed by teachers and staff using the PBIS rubric and solution wheel including the PBIS rubric and solution wheel and respond to the Restorative gage robelow for all students in the second semester. Catalina will work with PBIS/Discipline and MTSS teams to develop strategies for staff and students to reduce suspensions. Catalina would like to focus on two of our subgroups of students in the first semester and then expand our work to reduce suspensions. Catalina will work with PBIS/Discipline and MTSS teams to develop strategies for staff and students to reduce suspensions. Catalina will have monthly discipline meetings with staff and share best practices. Implement the use pensions when experiencing conflict as witnessed by teachers and staff using the PBIS rubric and solution wheel including the restorative conference questions when experiencing conflict as witnessed by teachers and staff using the PBIS rubric and solution wheel including the restorative duscend an								Shool is on Su	nnortive Action	Plan (SADO)	for 19-20 sv/20-2	215Y			
First Semester: Catalina will work with PBIS/Discipline and MTSS teams to develop strategies for staff and students to reduce suspensions. Catalina will work with PBIS/Discipline and MTSS teams to develop strategies for staff and students to reduce suspensions. Catalina will work with PBIS/Discipline and MTSS teams to develop strategies for staff and students to reduce suspensions. Catalina will work with PBIS/Discipline and MTSS teams to develop strategies for staff and students to reduce suspensions. Catalina will work with PBIS/Discipline and model pBIS strategies school wide to teach, promote and recognize appropriate behavior. Second Semester: MI Blenman students learning on campus will use strategies from the Solution wheel and respond to the Restorative questions when dealing with conflict with their peers. This goal is imperative to keep our students in class and learning to promote growth in achievement as well as social and wold like to focus on two of our subgroups of students in the first semester and then expand our work to reduce suspensions for all students in the second semester: All Blennan students learning nor campus will use strategies from the Solution wheel including the restrative questions when experiencing conflict as witnessed by teachers and staff using the PBIS rubric: and solution wheel including the restrative conference questions when experiencing conflict as witnessed by teachers and staff using the PBIS rubric: and solution wheel with PBIS/Discipline and MTSS teams to develop strategies for staff and students to reduce suspensions for all students in the second semester. Catalina will work with PBIS/Discipline and MTSS teams to develop strategies for staff and students to reduce suspensions for all students in the second semester. Catalina will work with PBIS/Discipline								511001 15 011 30	PPOI LIVE ACLIDI	. iuii (3Ar 2)					
First Semester: Catalina will work with PBIS/Discipline and MTSS teams to develop strategies for staff and students to reduce suspensions. Catalina will work with PBIS/Discipline and MTSS teams to develop strategies for staff and students to reduce suspensions. Catalina will work with PBIS/Discipline and MTSS teams to develop strategies for staff and students to reduce suspensions. Catalina will work with PBIS/Discipline and MTSS teams to develop strategies for staff and students to reduce suspensions. Catalina will work with PBIS/Discipline and model pBIS strategies school wide to teach, promote and recognize appropriate behavior. Second Semester: MI Blenman students learning on campus will use strategies from the Solution wheel and respond to the Restorative questions when dealing with conflict with their peers. This goal is imperative to keep our students in class and learning to promote growth in achievement as well as social and wold like to focus on two of our subgroups of students in the first semester and then expand our work to reduce suspensions for all students in the second semester: All Blennan students learning nor campus will use strategies from the Solution wheel including the restrative questions when experiencing conflict as witnessed by teachers and staff using the PBIS rubric: and solution wheel including the restrative conference questions when experiencing conflict as witnessed by teachers and staff using the PBIS rubric: and solution wheel with PBIS/Discipline and MTSS teams to develop strategies for staff and students to reduce suspensions for all students in the second semester. Catalina will work with PBIS/Discipline and MTSS teams to develop strategies for staff and students to reduce suspensions for all students in the second semester. Catalina will work with PBIS/Discipline	:														
All Blenman students returning to campus will review, practice, and demonstrate PBIS expectations in every area of the school. By November 9 th , 2020, all Blenman students returning to campus in the hybrid model will review and model PBIS expectations in every area of the school as witnessed by teachers and staff using the PBIS rubric. Completed Goal Results: All Blenman students will use strategies from the Solution wheel and respond to the Restorative questions when dealing with conflict with their peers. By February 1 st , all Blenman students will use the solution wheel including the rebIS rubric and solution wheel including the restorative conference questions when experiencing conflict as witnessed by teachers and staff using the PBIS rubric and solution wheel including the restorative behavior. Completed Goal Results: All Blenman students learning from campus will utilize the PBIS solution wheel including the restorative conference questions when experiencing conflict as witnessed by teachers and staff using the PBIS rubric and solution wheel including the restorative behavior. Completed Goal Results: All Blenman students learning from campus will utilize the PBIS solution wheel including the restorative conference questions when experiencing conflict as witnessed by teachers and staff using the PBIS rubric and solution wheel including the restorative formed experiencing conflict as witnessed by teachers and staff using the PBIS rubric and solution wheel including the restorative formed experiencing conflict as witnessed by teachers and staff using the PBIS rubric and solution wheel including the restorative formed experiencing conflict as witnessed by teachers and staff using the PBIS rubric and solution wheel including the restorative formed experiencing conflict as witnessed by teachers and staff using the PBIS rubric and solution wheel including the restorative formed experiencing conflict as witnessed by teachers and staff using the PBIS rubric and solution wheel with PBIS/Discipline and MTSS															
school. Catalian will work with PBIS/Discipline and MTSS teams to develop strategies for staff and students to reduce By November 9 th , 2020, all Blenman students returning to campus in the hybrid model will review and model PBIS Catalian will work with PBIS/Discipline and MTSS teams to develop strategies for staff and students to reduce Completed Goal Results: All Blenman students will demonstrate PBIS expectations in every area of the school as witnessed by teachers and staff using the PBIS rubric. This goal is imperative to keep our students in class and learning to promote growth in achievement as well as social is more and recognize appropriate behavior. Second Semester: Catalian will work with PBIS/Discipline and MTSS teams to develop strategies from the Solution wheel and respond to the Restorative questions when dealing with conflict with their peers. Catalian will work with PBIS/Discipline and MTSS teams to develop strategies for and students to the Tucson Unified District Average or below for comprehensive high schools by January 4, 2021 Second Semester: Catalian will work with PBIS/Discipline and MTSS teams to develop strategies for staff and students to reduce suspensions for all students in the first semester and then expand our work to reduce suspensions for all students in the second semester. Catalian will work with PBIS/Discipline and MTSS teams to develop strategies for staff and students to reduce suspensions for all students in the second semester. Catalian will work with PBIS/Discipline and MTSS teams to develop strategies for staff and students to reduce suspensions for all students in the second semester. Cataliana will work with PBIS/		turning to	ampus will review	aractice and demonstra	to DDIC over	actations in over-	area of the			the number	of suspensions	f African Amaria	an and Licear'	studente	
By November 9 th , 2020, all Blenman students returning to campus in the hybrid model will review and model PBIS expectations in every area of the school as witnessed by teachers and staff using the PBIS rubric. Completed Goal Results: All Blenman students will demonstrate PBIS expectations in every area of the school to minimize appropriate behavior. Second Semester: All Blenman students learning on campus will use strategies from the Solution wheel and respond to the Restorative questions when dealing with conflict with their peers. By February 1 st , all Blenman students learning for campus will utilize the PBIS solution wheel including the restorative conference questions when experiencing conflict as witnessed by teachers and staff using the PBIS rubric and solution wheel. Completed Goal Results: All Blenman students will use the solution wheel to solve conflict to minimize escalating behaviors/ aggression.		curning to ca	ampus will review, j	practice, and demonstra	пе ныр ехре	eccacions in every	area or the								duce
expectations in every area of the school as witnessed by teachers and staff using the PBIS rubric. Completed Goal Results: All Blenman students will demonstrate PBIS expectations in every area of the school to minimize second Semester: All Blenman students learning on campus will use strategies from the Solution wheel and respond to the Restorative guestions when dealing with conflict with their peers. By February 1 [*] , all Blenman students learning from campus will utilize the PBIS solution wheel including the restorative conference questions when experiencing conflict as witnessed by teachers and staff using the PBIS rubric and solution wheel. Completed Goal Results: All Blenman students learning to promote growth in achievement as well as soci- reduce suspensions for all students in the second semester. Catalina would like to focus on two of our subgroups of students in the first semester and then expand our work to reduce suspensions for all students in the second semester. Catalina would like to focus on two of our subgroups of students in the first semester and then expand our work to reduce suspensions. Catalina will have monthly discipline meetings with staff and share best practices. Implement the use PBIS strategies school wide to teach, promote and recognize appropriate behavior. This goal is imperative to keep our students in class and learning to promote growth in achievement as well as soci emotional behavior. Catalina will have monthly discipline meetings with staff and share best practices. Implement the use PBIS strategies school wide to teach, promote and recognize appropriate behavior. This goal is imperative to keep our students in class and learning to promote growth in achievement as well as soci emotional behavior. Catalina High School will reduce suspensions for all students to the Tucson Unified District Average or below for		, all Blenman	students returning	to campus in the hybrid	d model will	review and mode	el PBIS								
Completed Goal Results: All Blenman students will demonstrate PBIS expectations in every area of the school to minimize inappropriate behavior. Second Semester: All Blenman students learning on campus will use strategies from the Solution wheel and respond to the Restorative questions when dealing with conflict with their peers. By February 1 ⁴ , all Blenman students learning from campus will utilize the PBIS solution wheel including the restorative conference questions when experiencing conflict as witnessed by teachers and staff using the PBIS rubric and solution wheel. Completed Goal Results: All Blenman students will use the solution wheel to solve conflict to minimize escalating behaviors/ aggression.															
Second Semester: Catalina High School will reduce suspensions for African American and Hispanic students to the Tucson Unified Dist All Blemman students learning on campus will use strategies from the Solution wheel and respond to the Restorative guestions when dealing with conflict with their peers. Catalina High School will reduce suspensions for African American and Hispanic students to the Tucson Unified Dist By February 1 st , all Blenman students learning from campus will utilize the PBIS solution wheel including the restorative onference questions when experiencing conflict as witnessed by teachers and staff using the PBIS rubric and solution wheel. Catalina will like to focus on two of our subgroups of students in the first semester and then expand our work to reduce suspensions. Catalina will have monthly discipline meetings with staff and students to reduce suspensions. Catalina will have monthly discipline meetings with staff and starbe est practices. Implement the use PBIS strategies school wide to teach, promote and recognize appropriate behavior. This goal is imperative to keep our students in class and learning to promote growth in achievement as well as social and High School will reduce suspensions for all students to the Tucson Unified District Average or below for							ol to minimize							nievement as w	ell as social
All Blenman students learning on campus will use strategies from the Solution wheel and respond to the Restorative questions when dealing with conflict with their peers. By February 11, all Blenman students learning from campus will utilize the PBIS solution wheel including the restorative conference questions when experiencing conflict as witnessed by teachers and staff using the PBIS rubric and solution wheel. Completed Goal Results: All Blenman students will use the solution wheel to solve conflict to minimize escalating behaviors/ aggression. Catalina will work with PBIS/Discipline and MTSS teams to develop strategies for staff and students to reduce suspensions. Catalina will have monthly discipline meetings with staff and share best practices. Implement the use PBIS strategies school wide to teach, promote and recognize appropriate behavior. This goal is imperative to keep our students in class and learning to promote growth in achievement as well as social and High School will reduce suspensions for all students to the Tucson Unified District Average or below for comprehensive high schools by January 4, 2021 Second Semester. Catalina will work with PBIS/Discipline and MTSS teams to develop strategies for staff and students to reduce suspensions. Catalina will mork with PBIS/Discipline and the recognize appropriate behavior. This goal is imperative to keep our students in class and learning to promote growth in achievement as well as social and High School will reduce suspensions for all students to the Tucson Unified District Average or below for the subavior.	inappropriate behavior.							emotional beh	navior.				-		
guestions when dealing with conflict with their peers. Second Semester: By February 1 st , all Blenman students learning from campus will utilize the PBIS solution wheel including the restorative conference questions when experiencing conflict as witnessed by teachers and staff using the PBIS rubric and solution wheel. Catalina would like to focus on two of our subgroups of students in the first semester and then expand our work to reduce suspensions for all students in the second semester. Completed Goal Results: All Blenman students will use the solution wheel to solve conflict to minimize escalating behaviors/ aggression. Second Semester: Catalina would like to focus on two of our subgroups of students in the second semester. Catalina will work with PBIS/Discipline and MTSS teams to develop strategies for staff and students to reduce suspensions. Catalina would like to focus on two of our subgroups of students in the second semester. Catalina will work with PBIS/Discipline and MTSS teams to develop strategies for staff and students to reduce suspensions. Catalina would like to focus on two of our subgroups of students in class and learning to promote growth in achievement as well as social subgroups of students in class and learning to promote growth in achievement as well as social more attractive to keep our students in class and learning to promote growth in achievement as well as social more attractive to the Tucson Unified District Average or below for						-							anic students t	o the Tucson U	nified District
By February 1 st , all Blenman students learning from campus will utilize the PBIS solution wheel including the restorative conference questions when experiencing conflict as witnessed by teachers and staff using the PBIS rubric and solution wheel. Completed Goal Results: All Blenman students will use the solution wheel to solve conflict to minimize escalating behaviors/ aggression.				egies from the Solution	wheel and re	espond to the Res	storative			hensive high	schools by Janua	ry 4, 2021			
conference questions when experiencing conflict as witnessed by teachers and staff using the PBIS rubric and solution wheel. Completed Goal Results: All Blenman students will use the solution wheel to solve conflict to minimize escalating behaviors/ aggression. PBIS strategies school wide to teach, promote and recognize appropriate behavior. This goal is imperative to keep our students in class and learning to promote growth in achievement as well as social emotional behavior. Catalina High School will reduce suspensions for all students to the Tucson Unified District Average or below for				anus will utilize the Dave	colution	ool includia - +	rostorativa			n two of	subgroups of -	dants in the f	t comestor '	than owner d	ur work to
wheel. Completed Goal Results: All Blenman students will use the solution wheel to solve conflict to minimize escalating behaviors/ aggression. Catalina will work with PBIS/Discipline and MTSS teams to develop strategies for staff and students to reduce suspensions. Catalina will have monthly discipline meetings with staff and share best practices. Implement the use PBIS strategies school wide to teach, promote and recognize appropriate behavior. This goal is imperative to keep our students in class and learning to promote growth in achievement as well as social emotional behavior. Catalina High School will reduce suspensions for all students to the Tucson Unified District Average or below for													i semester and	men expand o	ui work to
Completed Goal Results: All Blenman students will use the solution wheel to solve conflict to minimize escalating behaviors/ aggression. Suspensions. Catalina will have monthly discipline meetings with staff and share best practices. Implement the use PBIS strategies school wide to teach, promote and recognize appropriate behavior. This goal is imperative to keep our students in class and learning to promote growth in achievement as well as social emotional behavior. Catalina High School will reduce suspensions for all students to the Tucson Unified District Average or below for		en experier			a sur a sing t								es for staff and	students to re	duce
behaviors/ aggression. PBIS strategies school wide to teach, promote and recognize appropriate behavior. This goal is imperative to keep our students in class and learning to promote growth in achievement as well as social emotional behavior. Catalina High School will reduce suspensions for all students to the Tucson Unified District Average or below for		s: All Blenma	n students will use	the solution wheel to so	lve conflict	to minimize escal	ating								
emotional behavior. Catalina High School will reduce suspensions for all students to the Tucson Unified District Average or below for															
Catalina High School will reduce suspensions for all students to the Tucson Unified District Average or below for										o our studen	ts in class and lea	rning to promo	te growth in ach	nievement as w	ell as social
											no for all	rs to the T	Unified Distaint	Augrage and	owfor
												s to the Tucson	uninea District	Average or be	UW TOP
								comprehensiv	c man schools i	, wuy 20, 2	v				
								_							

	ett Elementary School	SAP				Cra	gin Elemen	tary School	SAP		
Implementation	Level 2 Priorities						Level	2 Priorities			
Implementation: mmarize where the school	PBIS:		-	A. Implementat			PBIS			-	
as re level 1 and level 2	 Mentoring/Social Skills Grps 	<u> </u>	4	summarize where was re level 1 and				ocial Skills Grps		1	
iorities (and by the RP,	Staff, Parents, Students,	n	4	priorities (and by			Staff, Parents, S		n	4	
IS, Code components) in	2.Community embrace PBIS	n	4	Code component			2.Community e		n	4	
2020-21	3. Stakeholders are communic-		-	21				are communic-			
1. Level 1 Priorities	ated with monthly	n	4	1. Level 1	riorities		ated with mont		n	4	
a Taam	4. PBIS implemented w/fidelity	n	4	Dise Toom		-		ented w/fidelity	n	1	
c. Team y	Restorative Practices:	+	4	Disc. Team	у	-	Restorative Pra		-	1	
c. Flow Chart y	1. Stakeholder have a shared		-	Disc. Flow Chart	у	_	1. Stakeholder		_	-	
S Team y	vision for a restorative school	n	-	PBIS Team	у	_	vision for a rest		n	-	
S Matrix y	2. Staff understands the		-	PBIS Matrix	у	_	2. Staff underst		_	-	
DC Training	paradigm shift from punitive to restorative	n	_	SCOC Training Staff	v	-	paradigm shift	rom punitive		-	
ff y		n	_		У	-	to restorative	to implement	У	-	
dents y reral Process y	3. Time is given to implement		_	Students Referral Process	У	-	 Time is given a restorative classification 			-	
	a restorative classroom	y	_		у	-	4. Support stru		У	-	
Training y Revisited y	 Support structures are in place to implement Restora- 		-	RP Training RP Revisited	у	-	place to implen			-	
Room n	ative Prac. w/ fidelity			PIC Room	y n	-	ative Prac. w/ f		-		
Reports timely y	Coaching	~				-		ching			
e of Disc. Data	Mentoring			Mo Reports time Use of Disc. Data	/ 11	-		toring			
						-					
Report y	PD/PLC's SCOC:	У	1	Mo Report PD	y v	-	SCOC:	PLC's	У	1	
a input timely y	1. Data informs all discipline	+	1	Data input timely	y v	-	1. Data informs	all discipling		1	
c. Rating 1-5 3	neetings	v	1	Disc. Rating 1-5	Y	2	neetings	an unscipilite	v	1	
mal Report	2. Hot spots, trends, are ident	y V	1	Formal Report	+	4	2. Hot spots, tr	ands are ident	y V	1	
	3. Discipline systems, policies,	1	1	i ormai neport		-	 Biscipline system 		У	1	
	procedures are in place	v	1				procedures are		v	1	
	4. Mo. discipline reports are	1	1				4. Mo. disciplin		y	1	
	communicated to fac/staff	1	1				communicated		v	1	
	5. Periodic review of discipline	1	1				5. Periodic revie		,	1	
	systems, policies, procedures	v	1				systems, policie		v	1	
2. Level 2 Priorities	, , , penner, procedures		J	3 1 10)		, , , , , , , , , , , , , , , , , , ,	.,	17	J	
2. Level 2 Priorities				2. Level 2	riorities						
Outcomes:				B. Outcomes:							
				S. Suttomes.							
				A	.11	White	AA	н	NA	AS	М
All White	AA H	NA	AS M	Student Incid 8		1	1	6			
udent Incid 2 1	1			Aggression 2				2			
gression 2 1	1			ISI 2		1		1			
spension 2 1	1			Suspension 6		1		5			
that do we want to accomplish 2 student (ho is involved? Monitor, Principal, MTS ow will we accomplish targeted gol? Tre doly language, facial expressions or hearin cissors to help solve a dispute during play as transpired, either in class, or outside. (hy is this goal important? The playgrour aering everything that is being said. Teac trough how to resolve conflict. (hen? These lessons will be during pd/PLU repeated practice. This is an ongoing t accond Semester: avett playground referrals will decrease that do we want to accomplish? Student (ho is involved? Monitor, Principal, MTS: ow will we accomplish targeted gol? Tr doy language, facial expressions or hearin cissors to help solve a dispute during play as transpired, either in class, or outside. (hy is this goal important? The playgrour	S, Teachers and Counselor sining of the staff and students with ng screaming and yelling. Other less and also how to use I statements v and is a time when the students have thing adults how to intervene before C, and can be administered during si raining and practice. by 15% by the end of the May 202 is to resolve conflict on the playgrou S, Teachers and Counselor aining of the staff and students with ng screaming and yelling. Other less r and also how to use I statements v	mini lesson sons is teack when sharin the ability f e it become mall group, mall group, n n mini lesson sons is teack when sharin	hing students Rock, Paper, g their feelings when some to socialize without an adu s and help student work whole group and one on or ns. Mini lessons on recogni hing students Rock, Paper, g their feelings when some	ng reduce the numt What do we war campus. Who is involvedi How will we acc. recognizing mod Why is this goal Why is this goal When? Year long Second Semeste By May 2021, Cr. clear virtual lear students daily on By May 2021, Cr. diar virtual lear will reduce the n What do we war ampus. Who is involvedi	gin students ere of cumulaut t to accompl Pachers, ccomplish targe el students d mportant? Fr focus to be in c: c: gin student t hing norms, s t the school a gin students umber of cur t to accompl Pachers, cc	with three tive referra- ish? Lower bunselor, M ted goal? S aily on the : bocus on pos measured a behavioral : chool wide nouncem with three nulative ref ish? Lower bunselor, M	or more disciplin Is by 5%. behavioral distra TSSF, classified s tchool wide point tchool announce itive behavioral i tt the end of each referrals will decc point system via ents. or more disciplin errals by 5%. behavioral distra TSSF, classified s	nterventions whi	ructional tim ents. Dojo, establi: le involving f s is being acc lishing a CICC ng the first s ructional tim ents.	e and in commo shing a CICO syst amilies. O system and rec emester of the p e and in commo	n areas or tem and ugh establi cognizing r revious ye n areas or
rrough how to resolve conflict. /hen? These lessons will be during pd/PLC r repeated practice. This is an ongoing t		nall group, '	whole group and one on o					nterventions whi semester.	e involving t	amilies.	

Implementatio	Davidso	on Elementary	SAP					D	oolen Middl	e School	SAP		
		Level 2 Priorities				A. Implement	ation:			Priorities			
Implementation: mmarize where the school		PBIS:		_		summarize whe			PBIS:			-	
as re level 1 and level 2		toring/Social Skills Grp	-S	_		was re level 1 a		·	1. Mentoring/So			1	
iorities (and by the RP, PBIS,	Staff, P	arents, Students,	n	_		priorities (and I		IS,	Staff, Parents, St		n]	
de components) in SY2020-		munity embrace PBIS	у	_		Code compone			2.Community em		n	1	
	3. Stake	eholders are communi	C-	_		21			3. Stakeholders a	ire communic-]	
1. Level 1 Priorities		ith monthly	у	_		1. Level	L Priorities		ated with month	,	n]	
	4. PBIS	implemented w/fidelit	iy y						4. PBIS implement	nted w/fidelity	n		
c. Team y	Restora	ative Practices:	<u> </u>	-		Disc. Team	y		Restorative Pract	tices:			
c. Flow Chart y	1. Stake	eholder have a shared		-		Disc. Flow Charl	v		1. Stakeholder ha	ave a shared			
S Team y	vision f	or a restorative schoo	l v	-		PBIS Team	v		vision for a resto	rative school	n		
S Matrix y		understands the	,	-		PBIS Matrix	v		2. Staff understa				
)C Training		gm shift from punitive		-		SCOC Training	- Y		paradigm shift fr				
ff v		orative	v	-		Staff	v		to restorative		n		
dents y	3. Time	is given to implement		-		Students	ý		3. Time is given t	o implement			
erral Process y		rative classroom	v	-		Referral Process	v		a restorative clas		v		
Training y		ort structures are in	,	-		RP Training	ý		4. Support struct		<i>'</i>	1	
Revisited y		o implement Restora-		-		RP Revisited	, v		place to impleme				
Room n		rac. w/ fidelity		-		PIC Room	v		ative Prac. w/ fid				
Reports timely y	duveri	Coaching	n	-		Mo Reports tim	elv n		Coact		n		
of Disc. Data		Mentoring		-		Use of Disc. Dat		-	Ment		n	1	
Report y		PD/PLC's		-		Mo Report	- L		PD/PI		v	1	
Nepolit y	SCOC:	PD/PLCS	у у	-			y .	-	SCOC:		У	1	
a input timely y		informs all discipline	<u> </u>	-		PD Data input time	y Iv n	-	1. Data informs a	ll discipling	+	1	
				-		Data input time Disc. Rating 1-5	y 11	2		in uscipilite	V	1	
c. Rating 1-5 4 mal Report	meeting 2 Hot s	gs spots, trends, are iden	+ V	-		Formal Report		-	meetings 2. Hot spots, trer	de projident	y V	1	
markeport				-		ronnar keport	У				У	1	
		pline systems, policies	·	-					3. Discipline system		-	1	
		ures are in place	У	-					procedures are in		n	4	
		discipline reports are	<u> </u>	-					4. Mo. discipline		-	1	
		unicated to fac/staff	у	-					communicated to		n	4	
		odic review of disciplin		-					5. Periodic review		-	4	
	system	s, policies, procedures	У						systems, policies	, procedures	n]	
2. Level 2 Priorities						2. Level	2 Priorities						
Outcomes:						B Outer							
Cattonica.						B. Outcomes:							
All W	nite AA	, н	NA	AS	м		All	White	AA	н	NA	AS	м
udent Incid 15 7	2	5			1	Student Incid	201	38	49	94	6	7	7
gression 10 5	1	3			1	Aggression	133	25	49	56	4	5	3
2 1	1	-				ISI	29	5	3	17	2	1	1
spensions 13 6	1						183	33	48	84	6	7	5
-										-	-	-	-
d implementation of PAX Schoo IART GOAL: Students will increa e Good Behavior Game is played gust, MOY Spleem count in Janu	e their application and a decrease	in the number of Sple	ems, as evidenc	ed by BOY Spleen	n count in	Who is involve Teachers, proc How will we a	d? tors, ISI, MTS ccomplish tar	S, monitors, ac	remove Zoom had	lents, parents/gu	ardians		aged to chang
cument. ho: te PAX Sustainability Team incluc ofessional development for colle tition Steps: te PAX Kernel/week is the focus lassroom Teachers). te PAX Sustainability Team plans hy: XI is a research-based SEL progra- proves pro-social behaviors. PA	agues, classroon on daily annound classroom visits monthly Profess m that reduces (n visits, and ascertain cements (Principal) an to support the implem ional Development for problematic behaviors	progress toward d during daily cla nentation of kerr r colleagues on P s, increases self-r	ls goals. ass meeting discus nels and Good Bel PAX.	ssions havior Game.	passwords onc Why is this go. To create less When? Partial implem Second Semess Reduce the nu Who is involve Teachers, proc How will we a Letter to parer conflict resolu	e per grading al important? disturbance a entation imm ter: mber of black mber of susp d? tors, ISI, MTS tors, ISI, mTS	g period, teach and more safet nediately; Full i k students beir ensions of our (S, monitors, au rgeted goal ? explaining dis enting SWPBIS,	udents keeping via ers and proctors s y in the online clas mplementation by ig suspended by 2: black students. dministration, stuc dministration, stuc cipline policy for a restorative practi ing on before it es	et clear standard ssroom, help stuc (Nov. 9 th 5% from 120 sus lents, parents/gu lents, parents/gu ggressive behavi ces – training tee	s for appropr lents stay foc pensions to 9 ardians, cour ardians, cour ors, counselo chers and stu	iate Zoom use used, teaching 0 black student nselors nselors rs working with udents, encoura	digital citizens suspensions. students on uge teachers to

Case 4:74-cv-00090-DCB Document 2616-5 Filed 11/01/21 Page 156 of 188

		Hov	vell Elen	nentar	y School	SAP							Linew	eaver El	emena	atry Schoo	I SAP		
				level 2 Pri									1	L	evel 2 Pri	orities			
A. Implementation:				PBIS:						A. Implementa					PBIS:				
summarize where the was re level 1 and leve			1. Mentor	ing/Social	Skills Grps					summarize whe was re level 1 ar				1. Mentor	ing/Social	Skills Grps			
priorities (and by the F			Staff, Pare			n				priorities (and b				Staff, Pare			n	1	
Code components) in S			2.Commu			n				Code componer				2.Commu			n		
21	512020				communic-					21		.020				communic-			
1. Level 1 Priori	ities		ated with			n				1. Level 1	Prioritie	s		ated with	monthly		n		
					d w/fidelity	n										d w/fidelity	n		
Disc. Team y	/		Restorativ			- C				Disc. Team	v		ĺ .	Restorativ					
Disc. Flow Chart y	,		1. Stakeho			-	_			Disc. Flow Chart	y V			1. Stakeho					
PBIS Team y	,				tive school		_			PBIS Team	y V			vision for a			n		
PBIS Matrix y	,		2. Staff un			y	_			PBIS Matrix	y V			2. Staff un					
SCOC Training	/		paradigm							SCOC Training	У			paradigm			-		
Staff y	,		to restora		rpunitive	v				Staff				to restora		i punitive	n		
Students y					mplement	У	_			Students	y V			3. Time is		malamant			
Referral Process y	/		a restorati	0						Referral Process	У			a restorati				-	
	/					у					У						у		
RP Training y	/		4. Support				_			RP Training	У			4. Support				-	
RP Revisited y	/		place to in				_			RP Revisited	У			place to in				-	
PIC Room n			ative Prac.			_	_			PIC Room	n			ative Prac.				4	
Mo Reports timely	۱			Coaching		n	_			Mo Reports time					Coachin		n	-	
Use of Disc. Data				Mentori		n	_			Use of Disc. Data	L			L	Mentori		n	-	
Mo Report y	/			PD/PLC's	s	у				Mo Report	У				PD/PLC's	5	у	1	
PD y	/		SCOC:							PD	У			SCOC:		1		1	
Data input timely y	/		1. Data inf	orms all c	discipline					Data input timel	у у			1. Data inf	orms all o	liscipline		1	
Disc. Rating 1-5	3		meetings			у				Disc. Rating 1-5		3		meetings			у		
Formal Report			2. Hot spo	ts, trends	, are ident	У				Formal Report				2. Hot spo	ts, trends	, are ident	у		
					s, policies,								•			s, policies,]	
			procedure			у								procedure			у]	
			4. Mo. dise	cipline rep	ports are									4. Mo. dise	cipline rep	oorts are			
			communic	cated to fa	ac/staff									communio	ated to fa	ac/staff			
					f discipline											f discipline			
					rocedures	v								systems, p	olicies, pr	rocedures	v		
 Level 2 Prior B. Outcomes: 	ities									2. Level 2 B. Outcomes:	Prioritie	S							
All Student Incid 9 Aggression 9 ISI Suspensions 9		White 2 2 2	AA 4 4		H 2 2	NA		AS	M 1 1	Student Incid Aggression ISI	All 13 10 8 5		White 4 2 4 1	AA		H 8 6 1 8	NA	AS	М
C. Actions: First Semester: Peter Howell's studer What do we want to Whe want students to Who is involved? All staff is involved, bi How will we accomplish the will accomplish the Why is this goal impo This goal is important When? Trainings will occur di Second Semester: Peter Howell's studer What do we want to We want students to Who is involved? All staff is involved, bi How will we accompliant	accomplis use self-re- ut primarii lish target nis goal thr ortant? t because i uring Wed nt conflict accomplis use self-re- ut primarii lish target	h? gulating s gulating s de goal? rough cont t will help nesday Pr referrals v h? gulating s ly Teacher ed goal?	trategies to rs, Counselo tinued Mind students de ofessional D vill decrease trategies to rs, Counselo	deescalat r, MTSSF, dfulness, R evelop soc Developmi e by 10%. deescalat r, MTSSF,	and Principa Restorative P cial skills and ent and Colla te situations and Principa	I. ractices, PE problem s borative T and solve p I.	IS, and ⁻ olving sk eam Mee roblems	Trauma-infori kills. etings.	-	to this year 202 incentives. All teachers and Be Responsible, will monitor thi of positive reco Second Semest	student p 0-2021 w d staff wil , Be Carin s on a mo gnition w er: student r 0-2021 o r this on a	ith 9,8 I positiv g and conthly b hich wi referral f 179 a: a montl	05 as mea vely recog listribute basis as pa ill have a p s of Level s measure hly basis a	sured by col nize student ROAR tickets rt of a PBIS t bositive effec 2 and Level : d by collecte s part of a PB	lected RO s for follo to studer eam agen t of schoo 3 incident ed and pro BIS team a	AR tickets of si wing school-w hts. Students w ida item. This g ol and classrood is will decrease pocessed referra	udents subr ise expectati ill exchange oal is import n climate an by 10% fror Ils.	mitting their c ions of: Be Sal those tickets tant as it mea: id culture. n last year 20:	e, Be Respectful, for incentives. W sures the number 19-2020 with 199
We will accomplish th Why is this goal impor This goal is important When? Trainings will occur do	ortant? t because i	t will help	students de	evelop soo	cial skills and	problem s	olving sk	kills.	meu trainings.										

Case 4:74-cv-00090-DCB Document 2616-5 Filed 11/01/21 Page 157 of 188

7
-
AS M
1
1
culty, staff, students, parents, discipline report.

Case 4:74-cv-00090-DCB Document 2616-5 Filed 11/01/21 Page 158 of 188

		Proie	ct MORE H	igh School	SAP						Pue	blo Garden	s K-8 School	SAP		
A. Implementatio				Priorities				A. Implement	ation				2 Priorities			
summarize where t			PBIS					summarize who				PBIS			-	
was re level 1 and I	evel 2			ocial Skills Grps				was re level 1 a					ocial Skills Grps		-	
priorities (and by the			Staff, Parents, S 2.Community e		n			priorities (and I				Staff, Parents, S 2.Community e		n	1	
Code components) 21	IN SY2020-			are communic-				Code compone 21	nus) in	512020-			are communic-		1	
1. Level 1 Pr	iorities		ated with mont		n			1. Level	1 Prior	rities		ated with mont		n		
			4. PBIS impleme	ented w/fidelity	n							4. PBIS implem	ented w/fidelity	n		
Disc. Team	у		Restorative Pra					Disc. Team	1	у		Restorative Pra				
Disc. Flow Chart	У			nave a shared				Disc. Flow Chart	:)	у			have a shared		-	
PBIS Team	У		vision for a rest		n			PBIS Team PBIS Matrix		y		vision for a rest 2. Staff underst		n	-	
PBIS Matrix SCOC Training	y		 Staff underst paradigm shift 					SCOC Training		y		2. Starr underst			1	
Staff	у		to restorative	nom paniere	y			Staff	,	y		to restorative		y	1	
Students	y		3. Time is given	to implement				Students	1	y		3. Time is given	to implement			
Referral Process	У		a restorative cla		у			Referral Process	5	y		a restorative cla		у		
RP Training	у		4. Support strue					RP Training	2	y		4. Support stru			_	
RP Revisited	y n		place to implem ative Prac. w/ fi					RP Revisited		<u>y</u>		place to implen ative Prac. w/ f			-	
PIC Room Mo Reports timely	v			ching	n			PIC Room Mo Reports tim	elv v	v			ching	n	-	
Use of Disc. Data	/			itoring	n			Use of Disc. Dat		1			itoring	n	1	
Mo Report	у	1		PLC's	у	1		Mo Report		У			PLC's	у]	
PD	у		SCOC:					PD		у		SCOC:			1	
Data input timely	у		1. Data informs	all discipline				Data input time	ly y	у		1. Data informs	all discipline		1	
Disc. Rating 1-5	3		meetings	ando aro id+	у			Disc. Rating 1-5		3		meetings	ands are ident	У	4	
Formal Report		J		ends, are ident tems, policies,	у	1		Formal Report			I		ends, are ident tems, policies,	У	1	
			procedures are		v	1						procedures are		v	1	
			4. Mo. discipline			1						4. Mo. disciplin		Ľ]	
			communicated	to fac/staff	у							communicated]	
				w of discipline									ew of discipline		_	
			systems, policie	s, procedures	у							systems, policie	s, procedures	У		
2. Level 2 Pr	iorities							2. Level	2 Prio	rities						
B. Outcomes:								B. Outcomes:								
								b. Outcomes.								
All		White	AA	н	NA	AS	M		All		White	AA	н	NA	AS	м
Student Incid 20		1	6 2	11	1		1	Student Incid			1	3	32	1		
Aggression 2 ISI 1			1					Aggression ISI	23 18		1 1	2	19 15	1		
Suspensions 19		1	5	11	1		1		22		1	2	19	1		
								Shool is on Sup	portiv	e Action P	lan (SAP2)	for 19-20 SY/20-	21SY			
C. Actions: First Semester: We will reduce the semester of 2019- Reduce the percer victims of bullying What do we want Reduction in suspe Who is involved? All Project MORE 3 How will we accor Counselor will deli PM will hold a sch- treachers and staff result. Adhere to school's Admin will comm. Why is this goal will help increase student g When? This will be done a Second Semester: We will reduce the semester of 2019- Maintain the perci- learning environm What do we want	2020 SY: n=1 t of students or harassme to accomplist ensions, and s taff mplish target wer anti-bully ool-wide asse will be traine : PBIS matrix. inicate with p mortant? us promote t rades and at t t the start of e number of C 2020 SY: n=4 ent of studen ent exist at P	1. reporting 'n to 5%. in ? in to 5%. in ? in glessons mbly regard on ident he positive rendance. the second Dut of Scho ts (90%) in MORE whe	"Very Strongly" (porting they hav in classrooms. ding bullying and fying bullying be a newsletter/em learning/social e l quarter. ol suspensions b our School Quali	10.61%) in School e been a victim of d the consequenc shaviors and recog ail regarding anti- emotional environ y 25% compared to ty Survey reportir	Quality Su bulling and es that follo nize stude: bullying car ment for al o number o	rvey that they hav d/or harassment. ww. nts who are witho mpaign. I students. In retu	drawing as a urn, this will	accomplish? -Reduction of s -Who is involve -Teachers, stuc How will we as -Hire a student -Implement ne -Provide behaw Why is this goo -Student and st When? -Immediately v Second Semes Pueblo Garden Monthly and Q Wha to we -Increased parl Who is involve -Teachers, stuc How will we as -Hire a student -Implement ne -Provide PD on -Provide PD on Why is this goo	uspen: d? iccompl suppo w PBIS ior intri limpo caff saf vith ree: s will ii uarter ant to icipati d? lents, a suppo w PBIS suppo w PBIS a limpo	sions admin, inte lish targeto rt specialis program i erventions ortant? fety sults by 12, norease pa ly rewards accomplis ion in PBIS admin, inte lish targeto rt specialis program i and RP ortant?	rvention s ed goal? is to assis n grades 6 document /20/20 rticipation h? program sed goal? is to assis n grades 6	taff : with PBIS and re -8. ed through MTSS of grade 6-8 tea taff : with PBIS and re	chers and students storative practices	by 20% in or		
Reduction in suspe- Maintaining a heal Who is involved? Admin, counselor, How will we accor Individual classroo Maintaining strony Teachers and staff misbehaving as a Cultural diversity t Why is this goal in This goal will behn	thy number of and teachers mplish target im lessons on g parent com will be traine result of being raining with mportant ?	ed goal? GSRR with munication ed on being g traumatiz staff and ut	counselor and p regarding stude trauma respons ed.	rincipal. nt behaviors. ive and recognize responsive strateę	students w	-										

When? Beginning of second semester.

Implementation: Immarize where the school ras re level 1 and level 2 riorities (and by the RP, PBIS, ode components) in SY2020- 1	on Elementary School Level 2 Priorities							ughes Eleme			2	
ummarize where the school ras re level 1 and level 2 riorities (and by the RP, PBIS, ode components) in SY2020-					A. Implement	ation:			Priorities			
riorities (and by the RP, PBIS, ode components) in SY2020-	PBIS:		_		summarize wh			PBIS:			_	
ode components) in SY2020-	 Mentoring/Social Skills Grps 	1	4		was re level 1 a			1. Mentoring/So			4	
	Staff, Parents, Students,	n	4		priorities (and	by the RP, PBIS		Staff, Parents, St		n	4	
	2.Community embrace PBIS	n	4		Code compone	nts) in SY2020	-	2.Community en		У	4	
1. Level 1 Priorities	3. Stakeholders are communic-				21			3. Stakeholders a				
	ated with monthly	n	-		1. Level	1 Priorities		ated with month		y	-	
sc. Team y F	4. PBIS implemented w/fidelity Restorative Practices:	n	-		Disc. Team	v	-	4. PBIS implement Restorative Pract		n	-	
		-	-			y				_	-	
sc. Flow Chart y 1 BIS Team y	1. Stakeholder have a shared vision for a restorative school	n	1		Disc. Flow Char PBIS Team	u y	-	 Stakeholder has vision for a restored 		v	1	
BIS Matrix y	2. Staff understands the		-		PBIS Matrix	y V		2. Staff understa		У	1	
COC Training	paradigm shift from punitive		-		SCOC Training	y		paradigm shift fr		-	1	
aff v t	to restorative	n	_		Staff	v		to restorative	ompunitive	v	-	
udents y	3. Time is given to implement				Students	v		3. Time is given t	o implement	<i>'</i>		
eferral Process y	a restorative classroom	v			Referral Proces	s v		a restorative clas		v		
P Training y	 Support structures are in 				RP Training	У		4. Support struct	ures are in		1	
P Revisited y	place to implement Restora-				RP Revisited	у		place to impleme	ent Restora-			
C Room n a	ative Prac. w/ fidelity				PIC Room	n		ative Prac. w/ fid	elity			
o Reports timely n	Coaching	n			Mo Reports tim			Coac		n		
e of Disc. Data	Mentoring	n			Use of Disc. Dat	а		Ment		n		
o Report y	PD/PLC's	у	_		Mo Report	у		PD/PI	_C's	у		
) y 5	SCOC:		4		PD	у		SCOC:	<u> </u>	_	4	
ata input timely y	1. Data informs all discipline	1.	4		Data input time		4	1. Data informs a	iii aiscipline		4	
sc. Rating 1-5 3 r	meetings 2. Hot spots, trends, are ident	У	-		Disc. Rating 1-5		4	meetings 2. Hot spots, tree	de aroidont	У	-	
ormal Report	 Hot spots, trends, are ident Discipline systems, policies, 	у	1		Formal Report			 Hot spots, tree Discipline syst 		У	1	
li l	procedures are in place	v	1					procedures are i		v	1	
	4. Mo. discipline reports are	ľ	1					4. Mo. discipline		,	1	
	communicated to fac/staff	1	1					communicated t		у	1	
	5. Periodic review of discipline]					5. Periodic review]	
5	systems, policies, procedures	у						systems, policies	, procedures	у	J	
2. Level 2 Priorities					2. Level	2 Priorities						
. Outcomes:					B. Outcomes:							
All White	АА Н	NA	AS	м			144 1					
tudent Incid 10 2	8	1975	~~		Student Incid	All 14	White 2	AA	н 10	NA	AS 2	м
ggression 8 2	6				Aggression	8	1		6		1	
51 2 1	1				ISI	6			5		1	
uspensions 10 2	8				Suspensions	1			1			
Who is involved? Principal, Teachers, Staff, iow will we accomplish targeted goal? By (Why is this goal important? D Training, stu Mhen? Continuous/ in classroom lessons an Completed Goal Results: Less referrals in di second Semester: Teachers and staff will continue implement. Dojo, modeling, restorative circles, instructive rader to decrease referrals. What do we want to accomplish? Decreases Who is involved? Principal, Teachers, Staff, How will we accomplish targeted goal? PD Why is this goal important? This goal is imp When? Continuously in classroom lessons an	end of first semester December 20 dent training in classroom on posi of PD trainings. scipline and defiance. ation of respectful communication on, and parent communication to the number of teacher referral o Students, Parents training, student training in classro ortant to the climate and culture i	itive behavio skills and co create a pos n defiance a poom on posi	onflict resolution th sitive school climate nd disrespect. itive behavior and c	e and culture ir	Additionally, t has transpired Why is this go: There are time adult hearing d themselves wi help students When? These lessons	ccomplish targ staff and stuc here will lesso , either in clas al important? es in both the of everything that here a conflict a work through will be during tice. This is an	geted goal? dents with mi ons and mode s, or outside. classroom an it is being sai arises. Additi how to resol PD/PLC, and	d on the playgrou d. We want stude onally, teaching ad	e I statements w nd when the stu nts to have prod dults how to inte red during small	then sharing t dents have th uctive tools t ervene before	their feelings who he ability to socia o help them advo e it becomes a ma	en somethin Ilize without ocate for ajor issue an
Completed Goal Results: Less referrals in d					Sam Hughes st What do we w	tudent conflict ant to accomp solve conflict o ed? ittors, Counsel	olish? on the playgr or, Principal	ll decrease by 10% round or in class.				
					Additionally, t has transpired Why is this go: There are time adult hearing d themselves wi help students When? These lessons	here will lesso , either in clas al important? es in both the o everything tha nen a conflict a work through	ns and mode s, or outside. classroom an it is being sai arises. Additi how to resol	d on the playgrou d. We want stude onally, teaching ad	e I statements w nd when the stu nts to have prod dults how to inte	then sharing t dents have th uctive tools t ervene before	their feelings who ne ability to socia to help them advo e it becomes a ma	en somethin Ilize without ocate for ajor issue an

Case 4:74-cv-00090-DCB Document 2616-5 Filed 11/01/21 Page 160 of 188

A neglection Important in the intervent in the intervent in the intervent in the intervent intervent in the intervent in		TAP High School SAP						Utte		e School Scho	ol SAP)	
A seed to be the field of the field	. Implementation:					A. Implement	tation:						
Province of the first o	ummarize where the school		<u> </u>			summarize wh	ere the schoo	d I				1	
a. beed Provide											-	1	
1 1. ord 1 Proteins 1 <			n								n	1	
1. tool 1 Proofies 								·				1	
1. Sector 1			n				1 Priorities				n	1	
Example in the second		, , ,	n								n	1	
Line Count Dist. Amount Dist. Amount <td>sc. Team</td> <td></td> <td></td> <td></td> <td></td> <td>Disc. Team</td> <td>v</td> <td></td> <td></td> <td></td> <td></td> <td>1</td> <td></td>	sc. Team					Disc. Team	v					1	
is starting							t ý						
Cf Taning	BIS Team	vision for a restorative school	n			PBIS Team	y		vision for a re	storative school	n		
att b		2. Staff understands the				PBIS Matrix	у		2. Staff under	stands the			
added a field fie													
Immediate Immediate <t< td=""><td></td><td></td><td>n</td><td></td><td></td><td></td><td>у</td><td></td><td></td><td></td><td>n</td><td>_</td><td></td></t<>			n				у				n	_	
Training Addition							у						
Number Jate in implement storic Objective de la particular de la pari particular de la particular de la pari particular de la particul			у				is y	_			у	-	
Boom D <thd< th=""> <thd< th=""></thd<></thd<>							y V						
Image: Segrets tands not in the sector of the Otion							y V						
of Disc. Data in Mutations in Mutations <t< td=""><td></td><td></td><td>n</td><td></td><td></td><td></td><td>nelv n</td><td></td><td></td><td></td><td>n</td><td></td><td></td></t<>			n				nelv n				n		
Integration Image: Transmission			n								v		
Lingt timely in the control of discriminant of the control of the			у								y]	
c. Ruting: 15 3 image fragering image fragering i. Discipling systems, policies, procedures by the policies of the policies o		SCOC:				PD	у		SCOC:]	
Image in the logont 2. bit stripts, transfs, are ident y and coupling systems, policities are in place. y										is all discipline		1	
Image: set of the set of			у				5	3			у	1	
procedures are in place v 4. M. diciplie regrots a M. diciplie regrots a M. diciplie regrots a 1. Level 2 Priorities Predice review of diciplie Predice review of diciplie Predice review of diciplie 3. Level 2 Priorities Soutemes: Soutemes: <td>rmal Report</td> <td></td> <td>у</td> <td></td> <td></td> <td>Formal Report</td> <td></td> <td></td> <td></td> <td></td> <td>у</td> <td>1</td> <td></td>	rmal Report		у			Formal Report					у	1	
A. Mo. discipline reports are communicated to fact fait 3. Freidic review of discipline by the model in a state of the fact fait 3. Freidic review of discipline by the model in a state of the fact fait 3. Freidic review of discipline by the model in a state of the fact fait 3. Freidic review of discipline by the model in a state of the fact fait 3. Freidic review of discipline by the model in a state of the fact fait 3. Freidic review of discipline by the model in a state of the fait 3. Freidic review of discipline by the model in a state of the fait 3. Freidic review of discipline by the fait 3. Freview of discipline by the fait 3. Freview of												4	
Immunicated to far/staff Immunicated to far/staff 2. Level 2 Priorities 5. Decide review of discipline type 1 3. Level 2 Priorities 8. Outcomes: 1 1. Under type <			у								у	-	
Image: special converse of discipline by system, policie, procedures by special converse of discipline by system, policie, procedures by special converse of discipline by special converse discipline discipline discipline discipline discipline discipline discipline discipline by special converse discindiscipline by special converse discipline by specia			┝──┤								+	1	
image image image 2. Level 2 Priorities -			<u> </u>								+	1	
2. Level 2 Priorities 2. Level 2 Priorities 3. Outcomes: All White AA H NA AS M 3. Sudent Incid 5 10 X Y NA AS M 3. Sudent Incid 6 17 73 NA AS M 3. Supersion 4 4 Sudent Incid Supersion 53 2 10 37 3 1 3. Shoil is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY Shoil is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY 1 1 Shoil is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY 1 <td></td> <td></td> <td>y</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>y</td> <td>1</td> <td></td>			y								y	1	
Automese All Vihite AA H NA AS M AS M AS M AS M AS M AS M AS B AS	2. Level 2 Priorities		·			2. Level	2 Priorities				• •	-	
udeet hold 5 4 1 Student hold 66 17 73 4 4 N Agression 6 37 33 3 1 Student hold 68 4 9 50 3 2 2 Student hold 68 4 9 50 3 2 2 Student hold 68 4 9 50 3 2 2 Stool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21S/ -													
udeet hold 5 4 1 Student find 104 6 17 73 4 4 1 Name Agression 4 9 50 3 2 2 Supprision 4 9 50 3 2	All White	AA H	NA	AS	м		All	White	AA	н	NA	AS	м
geresion 4 4 Agreesion 3 6 3 6 33 3 1 suspensions 4 3 1 1 1 6 3 6 33 3 1 1 suspensions 4 3 1 1 1 3 1 1 suspensions 53 2 10 37 3 1 1 c. Actions:							104	6	17	73	4		4
4 3 1 Suppensions 53 2 10 37 3 1 Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY Shool is on Supportive Action Plan (SAP2) for Action (SAP2) Shool is on Supportive		4											
Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY C. Actions: JA C. Actions: Utterback First Semester: By the end of the first semester, the classroom Office Discipline Referrands from 6th, 7 th, and 8 th grade students will decrease by 10% as measured by the Synergy Databoard, MISS Workhow; reports of ICyclep July behavior will vealue. What do we wunt to accomplish? Decrease Office Discipline Referrands Significant impact on bulky behavior. What do we wunt to accomplish? Decrease Office Discipline Referrands Significant impact on bulky behavior. What do we wunt to accomplish? Decrease Office Discipline Referrands Significant impact on bulky behavior. Why is this goal important? To impact culture and limitst, hence impacting student achievement. Where? The beginning of each quarter; on-going Completed Goal Results: Current data models for 1st quarter illustrate DOR activity is bloch on Usable princips. Syntergy Oashboard; Miss Workhoard; Miss Workhoard; State activity is bloch on Usable princips. Completed Goal Results: Current data models for 1st quarter illustrate DOR activity is bloch on Usable princips. Stynergy Dashboard; Miss Worknow; reports of [cyber] bulk behavior.		2	1										
VA Utterback First Semester: By the end of the first semester, the dasroom Office Discipline By the semester, the semester, the dasroom Office Discipline Referration (first, in, and 8 th grade students will decrease by 10% as a measured by the Synergy Dashboard; MTSS Workflow; reports of [object]ine Referration (first, instance) What do we want to accomplish? Decrease Office Discipline Referration; Significant impact on bulk pehavior; What do we want to accomplish? Decrease Office Discipline Referration; Significant impact on bulk pehavior; communication; data assimilation; production of usable artifacts; deployment of efficient student management practices. Why is this goal important? To impact culture and climate, hence: hence: impacting student achievement. When? The beginning of each quarter; on-going Complete Goal Results: Current data models for 1st quarter Nord States Off the second semester; the classroom Office Discipline Referration fifth; 1, in, and 8 th grade students will decrease by 5% of the first semester data point as measured by Synergy Dashboard; What do we want to accomplish? Decrease Office Discipline Referration fifth; 1, in, and 8 th grade students will decrease by 5% of the first semester data point as measured by Synergy Dashboard; What do we want to accomplish? Decrease Office Discipline Referration fifth; 1, in, and 8 th grade students will decrease by 5% of the		c	1								5		Ŧ
Completed Goal Results: Current data models for 2 nd quarter illustrate ODR activity is below 10%.						Referrals from measured by I (cyber) bully b What do we v Referrals; Sign Who is involv- How will we a communicatic artifacts; depl practices. Why is this go hence impacti When? The bo Completed GC illustrate ODR Second Semes By the end of Referrals from Synergy Dasht MTSS Workflo What do we v Referrals; Sign Who is involv- How will we a communicatic artifacts; depl practices. Why is this go hence impacti When? The bo Completed GC	6 6th, 7 th, an 6 6th, 7 th, an ehavior will ehavior will ehavior will ehavior will ehavior will ehavior ed? SLT; scho ccomplish ta mo; data assim mo; data assim g student ac eginning of ea a lesults: C a activity is bel ster: the second se 6 6th, 7 th, an board; ww; reports of vant to accon ificant impact ed? SLT; scho accomplish ta mo; data assim oyment of eff bal important ing student ac eginning of ea al Results: C	d 8 th gradi ashboard; N ecline. splish ? Decret on bully be ol staff rgeted goal liation; proor icient stude ? To impact hievement. ch quarter; urrent data ow 10%. mester, the d 8 th gradi [cyber] bull splish ? Decret on spully be ol staff rgeted goal liation; proor icient stude? ? To impact hievement. ch quarter; urrent data	e students will dec ATSS Workflow; re rease Office Discip ehavior. ? Collaboration; duction of usable nt management culture and climat on-going models for 1st qua elassroom Office students will dec e students will dec es students will dec students will dec students will dec students will dec students will dec classroom office Discip ehavior. ? Collaboration; duction of usable nt management culture and climat on-going	rease by 10% as ports of ine e, , rter Discipline rease by 5% of the t dine. ine e,	îrst semester	r data point as m	easured by

Case 4:74-cv-00090-DCB Document 2616-5 Filed 11/01/21 Page 161 of 188

<u> </u>	Wright Elementary SA	Р	INNOV	ATION TECH HS (1ST YEAR)	SAP
A. Implementation:	Level 2 Priorities			Level 2 Priorities	-
summarize where the school	PBIS:		A. Implementation: summarize where the school	PBIS:	
was re level 1 and level 2	1. Mentoring/Social Skills Grps		was re level 1 and level 2	1. Mentoring/Social Skills Grps	
priorities (and by the RP, PBIS,	Staff, Parents, Students,	n	priorities (and by the RP,	Staff, Parents, Students,	
Code components) in SY2020-		n	PBIS, Code components) in	2.Community embrace PBIS	
21	3. Stakeholders are communic-	<u></u>	SY2020-21	3. Stakeholders are communic-	
1. Level 1 Priorities	ated with monthly	0	1. Level 1 Priorities	ated with monthly	
	4. PBIS implemented w/fidelity	n	1. Level 1 Phondes	4. PBIS implemented w/fidelity	
Disc. Team v	Restorative Practices:	11	Disc. Team	Restorative Practices:	
Disc. Flow Chart y	1. Stakeholder have a shared		Disc. Flow Chart	1. Stakeholder have a shared	
PBIS Team y	vision for a restorative school	n	PBIS Team	vision for a restorative school	
PBIS Matrix y	2. Staff understands the		PBIS Matrix	2. Staff understands the	
SCOC Training	paradigm shift from punitive		SCOC Training	paradigm shift from punitive	
Staff y	to restorative	n	Staff	to restorative	
Students y	3. Time is given to implement		Students	3. Time is given to implement	
Referral Process y	a restorative classroom	у	Referral Process	a restorative classroom	
RP Training y	Support structures are in		RP Training	4. Support structures are in	
RP Revisited y	place to implement Restora-		RP Revisited	place to implement Restora-	
PIC Room n	ative Prac. w/ fidelity		PIC Room	ative Prac. w/ fidelity	
Mo Reports timely y	Coaching	n	Mo Reports timely	Coaching	
Use of Disc. Data	Mentoring	n	Use of Disc. Data	Mentoring	
Mo Report y	PD/PLC's	у	Mo Report	PD/PLC's	
PD y	SCOC:		PD	SCOC:	
Data input timely y	1. Data informs all discipline		Data input timely	1. Data informs all discipline	
Disc. Rating 1-5 3	meetings	У	Disc. Rating 1-5	meetings	
Formal Report	2. Hot spots, trends, are ident	У	Formal Report	2. Hot spots, trends, are ident	
· · · · · · · · · · · · · · · · · · ·	3. Discipline systems, policies,			3. Discipline systems, policies,	
	procedures are in place	У		procedures are in place	
	Mo. discipline reports are			Mo. discipline reports are	
	communicated to fac/staff			communicated to fac/staff	
	5. Periodic review of discipline			5. Periodic review of discipline	
	systems, policies, procedures	У		systems, policies, procedures	
2. Level 2 Priorities			2. Level 2 Priorities		
B. Outcomes:			B. Outcomes:		
			All White	AA H NA	AS M
All Wh Student Incid 20 8	ite AA H 3 5	NA AS M 4	Student Incid NA	AA H NA	AS M
Student Incid 20 8 Aggression 14 7	3 5 1 4	4 2	Aggression		
ISI 8 3	3 2	ž	ISI		
Suspensions 5 3	1	1	Suspensions		
C. Actions:			C. Actions:		
First Semester:			First/Second Semester		
	nts to 2 per semester. The principal, monito	ors office and entire school is part of	Establish all Level 1 priorities, policies, sy	stems procedures	
	low incidents, we want to make sure we kee		Establish an Eever 1 priorities, policies, s	stems, procedures.	
	our trust cards to students who are respectful				
Second Semester:					
WE want to lower the minor					
incidents by 10 percent by May. W	/e do not				
have many incidents, but if we low					
percent, we will have an even safe					
important to recognize students w	ho are doing				
what is expected.					

Case 4:74-cv-00090-DCB Document 2616-5 Filed 11/01/21 Page 162 of 188

	Bloom Elementary School	SAP	Collier Elementary School SAP
A. Implementation:	Level 2 Priorities		Level 2 Priorities
summarize where the school	PBIS:		A. Implementation: PBIS: PBIS:
was re level 1 and level 2	1. Mentoring/Social Skills Grps		was re level 1 and level 2 1. Mentoring/Social Skills Grps
priorities (and by the RP, PBIS,	Staff, Parents, Students,	n	priorities (and by the RP, Staff, Parents, Students, n
Code components) in SY2020-	2.Community embrace PBIS	у	PBIS, Code components) in 2.Community embrace PBIS y
21	3. Stakeholders are communic-		SY2020-21 3. Stakeholders are communic-
1. Level 1 Priorities	ated with monthly	n	1. Level 1 Priorities ated with monthly n
	4. PBIS implemented w/fidelity	n	4. PBIS implemented w/fidelity y
isc. Team y	Restorative Practices:		Disc. Team y Restorative Practices:
isc. Flow Chart y	1. Stakeholder have a shared		Disc. Flow Chart y 1. Stakeholder have a shared
BIS Team y	vision for a restorative school	v	PBIS Team y vision for a restorative school y
BIS Matrix y	2. Staff understands the	ý	PBIS Matrix y 2. Staff understands the
COC Training	paradigm shift from punitive		SCOC Training paradigm shift from punitive
aff y	to restorative		Staff y to restorative y
		ÿ	
udents y	3. Time is given to implement		Students y 3. Time is given to implement
eferral Process	a restorative classroom	ÿ	Referral Process a restorative classroom y
P Training y	4. Support structures are in		RP Training y 4. Support structures are in
P Revisited y	place to implement Restora-		RP Revisited y place to implement Restora-
IC Room n	ative Prac. w/ fidelity		PIC Room n ative Prac. w/ fidelity
lo Reports timely n	Coaching	n	Mo Reports timely n Coaching n
se of Disc. Data	Mentoring	n	Use of Disc. Data Mentoring n
o Report y	PD/PLC's	У	Mo Report y PD/PLC's y
у у	SCOC:	4	PD y SCOC:
ata input timely y	1. Data informs all discipline		Data input timely n 1. Data informs all discipline
sc. Rating 1-5 4	meetings	у	Disc. Rating 1-5 4 meetings y
ormal Report	2. Hot spots, trends, are ident	у	Formal Report 2. Hot spots, trends, are ident y
	3. Discipline systems, policies,		3. Discipline systems, policies,
	procedures are in place	у	procedures are in place y
	4. Mo. discipline reports are	1 1	4. Mo. discipline reports are
	communicated to fac/staff	1 1	communicated to fac/staff
	5. Periodic review of discipline	1 1	5. Periodic review of discipline
	systems, policies, procedures	v	systems, policies, procedures
	cyclema, ponece, procedures		
2. Level 2 Priorities			2. Level 2 Priorities
. Outcomes:			B. Outcomes:
- outcomest			
All Wh	hite AA H	NA AS M	All White AA H NA AS M
itudent Incid 29 10		1 3	Student Incid 0
Aggression 19 6	5 6	1 1	Aggression 0
SI 4	2	1	ISI O
1Suspensions 6	2 2	2	Suspensions 0
participate in learning with no morr during semester 1 in order to be see What do we want to accomplish? Self motivated, self-regulating, res Who is involved? Al stakeholders including students, How will we accomplish targeted Why is this goal important? & a community, it is important to r nto responsible, caring and self-mo When? Ongoing throughout the schoolyear Completed Goal Results: Students responsible students. Second Semester: Beginning January 4, 2021, , studen to the learning environments prepa with their materials and participate and in-person learning, with no mo reminders from the adult present t the classroom environment in order motivating and self-regulating mer What do we want to accomplish? Self motivated, self-regulating, res Who is involved?	, families, faculty, staff and administration goal? Illustrating and modeling the stated of nurture opportunities in a culturally sensitive otivated individuals. r. Ongoing in Semester 1 come to class prepared, take part in the class ared to learn e in both online wre than 5 o be on task in er to beself- mbers of the learning community sponsible and caring students s, families, faculty, staff and administration goal? Illustrating and modeling the stated v	to be on task in the classroom environment munity. vision. re environment, inspiring students to grow assroom learning, self-directed, and	 C. Actions: First Semester: We will have 2 PBIS assembly in October to recognized and honor all students during the semester in the areas of attendance and behavior. It will take place on Zoom. It will include teachers, students and parents. What do we want to accomplish? Create and maintain a positive learning environment. Who is involved? Teachers, students, parents How will we accomplish targeted goal? Recognizing students who are in attendance and who are exemplify the PBIS principles Why is this goal important? Learning is the key to success and optimum learning occurs in a positive environment. When? Ongoing- recognition of students by staff. Assemblies in Oct and Dec. Completed Goal Results: December 2020 Second Semester: Our goal is to improve attendance in class/Zoom through student recognition. We will have 2 assemblies/Zoom meetings to recognize students. One in March and another in May. What do we want to accomplish? Create and maintain a positive learning environment. Who is involved? Teachers, students, parents How will we accomplish targeted goal? Recognizing students who are in attendance and who are exemplify the PBIS principles Why is this goal important? Learning is the key to success and optimum learning occurs in a positive environment. When? Ongoing-recognition of students by staff. Assemblies in Mar. and May Completed Goal Results: May 2021

Case 4:74-cv-00090-DCB Document 2616-5 Filed 11/01/21 Page 163 of 188

			Dietz K-	8 School S	٩P					Dun	ham Elemen	tary Schoo	I SAP		
. Implementation	1:		Le	vel 2 Priorities				A			Level 2	Priorities			
mmarize where th				PBIS:		-		A. Implement summarize wh			PBIS:			-	
as re level 1 and le	evel 2			g/Social Skills Grps				was re level 1 a			1. Mentoring/So				
iorities (and by th				ts, Students,	n	-		priorities (and		sis,	Staff, Parents, St		n	_	
ode components) i	in SY2020-			ty embrace PBIS	n			Code compone			2.Community er		у		
				lers are communic-		_		21			-	are communic-			
1. Level 1 Prie	orities		ated with m		n	-		1. Level	1 Priorities		ated with month		n	_	
	<u> </u>			emented w/fidelity	n	-		a . T				nted w/fidelity	n	-	
c. Team	у	-	Restorative			-		Disc. Team	у		Restorative Prac			-	
c. Flow Chart	у			ler have a shared		-		Disc. Flow Char	y y		1. Stakeholder h			-	
IS Team	у	-		restorative school	у	-		PBIS Team	у		vision for a resto		у	-	
IS Matrix DC Training	y	-		erstands the		-		PBIS Matrix	У		2. Staff understa			-	
ff			to restorativ	hift from punitive		-		SCOC Training Staff			paradigm shift fi to restorative	rom punitive		-	
dents	y V	-		ven to implement	у	-		Students	y V		3. Time is given	to implement	У	-	
erral Process	y V			e classroom	V	-		Referral Proces	y		a restorative cla		v	-	
Training	y v			tructures are in	,	-		RP Training	v		4. Support struct		,		
Revisited	v			lement Restora-				RP Revisited	v		place to implem				
Room	v		ative Prac. v					PIC Room	'n		ative Prac. w/ fig				
Reports timely	ý			Coaching	n	1		Mo Reports tim	ely n		Coac	hing	n		
of Disc. Data	· ·		P	Ventoring	n	1		Use of Disc. Dat			Men	toring	n		
Report	у]		PD/PLC's	y]		Mo Report	у		PD/P		у]	
	y y	1	SCOC:			7		PD	ý		SCOC:	1	T T	7	
a input timely	у			rms all discipline				Data input time	l y y		1. Data informs	all discipline]	
c. Rating 1-5	3		meetings		у	1		Disc. Rating 1-5		4	meetings		у	1	
rmal Report	у	1		, trends, are ident	у	4		Formal Report			2. Hot spots, tre		у	4	
				systems, policies,		4					3. Discipline syst			4	
				are in place	у	4					procedures are i		у	4	
				pline reports are	+	4					4. Mo. discipline		+	4	
				ted to fac/staff	-	-					communicated t		-	4	
				eview of discipline licies, procedures	v	-					systems, policies	w of discipline	v	-	
			systems, po	isies, procedures	U	_1					systems, policles	, procedures	U	_ _ _	
2. Level 2 Pr	iorities							2. Level	2 Priorities						
. Outcomes:								B. Outcomes:							
All tudent Incid 74		White 14	AA 24	H 31	NA	AS	M 4	Student Incid	All 10	White 3	AA 1	Н 5	NA	AS	M 1
ggression 56		7	20	26			2	Aggression	7	1	1	4			1
5I 46		8	20	15			2	ISI	2	2					
uspensions 35		5	10	18			2	Suspensions	8	2	1	4			1
Shool is on Suppor															
nplementation of rudent behavior a /hat do we want tove each of the f reen on the USP d /ho is involved? dmin Team; PBIS; ow will we accon dherence to disci piports will provid dherence to disci dherence to disci dhe	robust, effii nd achieven to accompli following raradiscipline da discipline da (MTSS Team nplish targe piline docum de foundatid s and adjust s and s	cient PBIS a nent. ish? cial categor ita report. ted goal? nentation Ti onal elemei per culture ioal is to en chool's clin feel that th vo data resu vith parents target rang cient PBIS a	and MTSS stuc ies: Hispanic, ips Items 6 th nts to manage and climate 1 sure there is i nate and cult ney are stakef ults highlight s s. ye of the KPI In and MTSS stuc	ndex featuring seme dent supports will pr African American, a u 8; Implementatio e both student beha leadership. not any racial bias to ure. The Goal highlig nolders too at the sc success factors assoo ndex featuring seme fent supports will pr om African America	ovide foundat n of robust, ef vior and achie wards any on hts extra reass hool. ciated with ad ster one comp; ovide foundat	ional elements to il students from t ficient PBIS and l vement. Monitor e racial category surance for each herence to Discip barison to semesi ional elements t	o manage both the Red to the MTSS student discipline data on campus, the student, in bline ter two. o manage both	regarding PBIS What do we w 80% or more s Who is involve Teachers and d How will we a We will reinsti Why is this go We want to m When? By the end of f compared to t What do we w Decrease the r What do we w Decrease the r What is involve Teachers and Students How will we a Teachers will e Why is this go	behaviors. ant to accon tudents will I d? ther staff complish tar tude Panther a limportant ake sure we a he first seme ter: he second se ter: he second se ter: he second se complish ta necourage low a limportant	nplish? pe positively re rgeted goal? Pasy. Pasy. are catching str ester. emester, we wi 0 data. nplish? fice referrals for rgeted goal? wer points ?	responsibility for ti	I PBIS choises aking positive ch mber of level 3, I.	noices.		
Vhat do we want fove each of the f reen on the USP of Vho is involved? BIS/MTSS support ow will we accon dherence to discij nd students. The of roups, peer mento Vhy is this goal im	to accompli ollowing rac discipline da t Team. Afric nplish targe pline docum deployment orship, and portant?	ish? cial categor ta report. can Americ ted goal? nentation Ti of African 1:1 interver	ies: Hispanic, an Student Se ips Items 6 th American Stu ntions.	Ir African American : African American, a ervices ru 8; Deployment of dent Services to ass ity for the targeted r	nd Multi-Racia a robust, effic st our A/A poj	l students from t cient PBIS/MTSS : pulation by facilit	support for staff	By the end of t	he second qu	Jarter					

Fo	ord Elementary School SAP		Fruc	hthendler Elementary Scho	ool SAP
	Level 2 Priorities		A	Level 2 Priorities	
 Implementation: ummarize where the school 	PBIS:	_	A. Implementation: summarize where the school	PBIS:	<u> </u>
vas re level 1 and level 2	1. Mentoring/Social Skills Grps		was re level 1 and level 2	1. Mentoring/Social Skills Grps	
riorities (and by the RP, PBIS,	Staff, Parents, Students, n		priorities (and by the RP, PBIS,	Staff, Parents, Students,	n
ode components) in SY2020-	2.Community embrace PBIS y		Code components) in SY2020-	2.Community embrace PBIS	у
1	3. Stakeholders are communic-		21	3. Stakeholders are communic-	
1. Level 1 Priorities	ated with monthly n		1. Level 1 Priorities	ated with monthly	у
	4. PBIS implemented w/fidelity n			PBIS implemented w/fidelity	У
sc. Team y	Restorative Practices:		Disc. Team y	Restorative Practices:	
sc. Flow Chart y	1. Stakeholder have a shared		Disc. Flow Chart y	 Stakeholder have a shared 	
IS Team y	vision for a restorative school y		PBIS Team y	vision for a restorative school	У
IS Matrix y	2. Staff understands the		PBIS Matrix y	2. Staff understands the	
OC Training	paradigm shift from punitive		SCOC Training	paradigm shift from punitive	
aff y	to restorative y		Staff y	to restorative	У
udents y	3. Time is given to implement		Students y	3. Time is given to implement	
ferral Process y	a restorative classroom y	ł	Referral Process	a restorative classroom	У
P Training y	4. Support structures are in		RP Training y	4. Support structures are in	+
P Revisited y	place to implement Restora-		RP Revisited y	place to implement Restora-	+
C Room n	ative Prac. w/ fidelity	4	PIC Room n	ative Prac. w/ fidelity	-
o Reports timely y	Coaching n	4	Mo Reports timely y	Coaching	n
e of Disc. Data	Mentoring n		Use of Disc. Data	Mentoring	n
o Report y	PD/PLC's y	4	Mo Report y	PD/PLC's	<u>y</u>
y y	SCOC:	4	PD y	SCOC:	+
ata input timely y	1. Data informs all discipline	4	Data input timely y	1. Data informs all discipline	- <u>L</u>
sc. Rating 1-5 4	meetings y	4	Disc. Rating 1-5 5	meetings	<u> </u>
rmal Report	2. Hot spots, trends, are ident y	4	Formal Report	2. Hot spots, trends, are ident	<u> </u>
	3. Discipline systems, policies,	4		3. Discipline systems, policies,	
	procedures are in place y	4		procedures are in place 4. Mo. discipline reports are	<u> </u>
	4. Mo. discipline reports are	4			
	communicated to fac/staff 5. Periodic review of discipline	1		communicated to fac/staff	<u> </u>
	systems, policies, procedures	1		5. Periodic review of discipline systems, policies, procedures	
All White student Incid 4 3 (ggression 4 3 SI 1 1	AA H NA 1 1	AS M	All White Student Incid 0 Aggression 0 ISI 0	e AA H	NA AS M
uspensions 3 2	1		Suspensions 0		
ehavior Interventions & Supports (PBIS) ractices and community events among a rst semester as documented in the mon econd Semester:	er a positive, caring, culturally responsive enviror for all students, staff, and families through open Il stakeholders to minimize or eliminate disciplina thly discipline report. er a positive, caring, culturally responsive enviror	communication, restorative ary actions by the end of the	families) recognizing students (& staff) What do we want to accomplish? Cre Who is involved? Students, Staff and	pal will make daily (86) morning announ) academically and behaviorally for bein ate a culture of excellence (academica Parents 1? Pre-recorded announcements to be	ng kind, respectful, safe, and responsible Ily and behaviorally).
ehavior Interventions & Supports (PBIS)	for all students, staff, and families through open o Il stakeholders to minimize or eliminate disciplina	communication, restorative	excellence. Students, families, and st When? 8:00am each day, 86 school di Second Semester: Beginning January 3, 2021, the Princip families) and daily (94) over the loudsy respectful, safe and responsible. What do we want to accomplish? Cor Staff our culture of excellence (acade Who is involved? Remote Learners, P How will we accomplish targeted goa Learners and Parents and the same ai Staff. Email will go to everyone at 8:0	al will make daily (94) morning annound peaker recognizing students(& staff) ac mmunicate with both the Remote Lear mically and behaviorally). arents, In-Person Leaners and Staff al? Pre-recorded announcements to be a nnouncements will be delivered over th	te and know the expectations. cements (via phone and email to all cademically and behaviorally for being J ners, Parents and In-Person Learners au delivered at 8:00am every day for Rem he loudspeaker for In-Person Learners

Case 4:74-cv-00090-DCB Document 2616-5 Filed 11/01/21 Page 165 of 188

Code Elementary School SAP implementary structure protection implementary structure protection implementary structure protection implementary structure protection implementary structure protection implementary structure protection implementary structure protection implementary structure protection implementary structure protection structure protection implementary structure	summarize where the school	Level 2 Priorities										1		
Nummer Impute Impute<	summarize where the school					A. Implementa	ation:			Level	2 Priorities			
priories land by heir Petty (a) where Petty (b) where	was relevel 1 and level 2			,				loi					-	
Constraints = 373000 Constraints = 473000 Constraints = 474000 Constraints = 4740000 Constraints = 47400000 Constraints = 474000000 Constraints = 474000000 Constraints = 474000000 Constraints = 474000000 Constraints = 4740000000 Constraints = 4740000000 Constraints = 474000000 Constraints = 47400000000000 Constraints = 4740000000000000000000 Constraints = 4740000000000000000000000000000000000													_	
21 Load Phone 22 Load Phone 23 Load Phone 24 Load Phone 25 Load Phone 26 Chance 27 Load Phone 28 Chance 29 Chance 20 Chance 20 Chance 20 Chance 20 Chance 21 Chance 20 Chance			n									n	_	
1. leed 1 Proteine Image: the matching in the produced project in the p			У				11(3) 111 31 20	20-				n	_	
A. Hit inguine indication (inclusion in a distant) A. Hit inguine indication (inclusio			n				1 Priorities					n		
Disc. Reve Disc. R			у									n		
Note of a return state should in the should in the should intervent the should inte		Restorative Practices:					у			Restorative Pra	actices:			
NB. Marking Y 			_		-		у						_	
CCC Level 2 Provides Note ofference: 1 No			у				у					n	_	
Lat V					-		y						_	
Lines N Lines Lin			v				v				nompunitive	n	_	
a darcal Process y y preductive constructions y definitions y preductive constructions y preductive constructions y definitions y preductive constructions y preductive constructions y definitions y preductive constructions preductive constructive constru			/		-		y y				n to implement			
# Revisited y # Revisited y (Stopp) y As Repetition (W) y (Stopp) y (Stopp) y (Stopp) y (Stopp) y (Stopp) y (Stopp) y (Stopp) y (Stopp) y (Stopp) y (Stopp) y (Stopp) y (Stopp) y (Stopp) y (Stopp) y (Stopp) y (Stopp) y (Stopp) y (Stopp) y	teferral Process y	a restorative classroom	у			Referral Process	y					у		
C Boom in C Boom in Stapert Grad, V in in							у							
is to specify the set of this. Data is to specify the set of this. Data is to specify the set of this. Data is the specific the set of this specific the set of the specific the specific the specific the set of the specific the specific the set of the specific th					-		у						_	
set of Biologic View Import V				{			y ahu -					-	-	
Adv Monta M			n	1								n	-	
u v			v	1	-		v					v	-	
Late lingth in the lingth inthe lingth interest in the lingth interest in the lingt			1	1			v					ľ		
Juice Rating 1.5 Image of the stage o				1	H		, ју у				s all discipline			
3. Discipline system, policies, procedures at a light procedure at light procedure at a light procedure			у]		Disc. Rating 1-5		3		1		у		
Excert are in place	ormal Report		у			Formal Report	у					у	_	
4. Mo. discipline reports are incommunicated to fact/staff 5. Level 2 Priorities 8. Outcomes: Mil White AA H NA AS MI All White AA H NA AS MI Agression 1 Supersion 1 Supersion 1 Supersion 1 NA AS MI Supersion 1 1 NA AS MI MI NA AS MI Supersion 1 1 NA AS MI Supersion 1 Supersion 1 NA AS MI Supersion 1 1 NA AS MI Supersion 1 Supersion </td <td></td> <td></td> <td>-</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>_</td> <td>_</td> <td></td>			-									_	_	
iommunicated to fac/staff io 2. Level 2 Priorities b. Priorities 8. Outcomes: . Mi White AA H NA AS M Stadent Incid 1 1 Stadent Incide B. Outcomes: . B. Outcomes:			У	1								У	-	
S. Periodic review of discipline indices, proceedings in the systems, policies, proceedings in the system in the			+	1								v	-	
yetems, policies, procedures y 1. Level 2 Priorities B. Outcomes: 8. Outcomes: B. Outcomes: 3udentinal 1 1 1 1 1 1 1 1 1 1 1 3udentinal 1 1 1 2 1 1 3 1 1			+	1								у	-	
2. Level 2 Priorities B. Outcomes: All White AA H NA AS M Aggression 1 1 Student incide A H NA AS M Supersions 1 1 Student incide A H NA AS M Supersions 1 1 Student incide 4 3 3 9 1 3 Supersions 1 1 Student incide 4 3 2 3 9 1 6 C. Actions: First Semester Supersions 42 12 7 16 1 6 1. By the end of semester J. Gale will train all faculty and staff involved in direct student instruction in restorative in direct student ins			у	1								у	1	
B. Outcomes: Sudent Inda Aggression Sugension C. Action: C. Action: C. Action: C. Action: C. Action: Find senset: 1. Supersion: B. Supersion: C. Action: Find senset: S. Supersion: B. Supersion: C. Action: Find senset: Find senset: S. Supersion: B. Supersion: <p< td=""><td>2. Level 2 Priorities</td><td></td><td></td><td>•</td><td></td><td>2. Level 2</td><td>2 Priorities</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></p<>	2. Level 2 Priorities			•		2. Level 2	2 Priorities							
First Semester: 1. By the end of semester 1, Gale will real and staff involved in direct student instruction in restorative drices and conferences. No level 3 or 4 violations, No exclusionary discipline 2. By the end of semester 1, Gale will review and revise the PBIS matrix and Discipline Flow Chart. Gale will seek indicates, staff, students, parents and the community. No level 3 or 4 violations, No exclusionary discipline Second Semester: 1. By the end of Semester 2, Gale will reduce level 1 and 2 infractions by 10%. Who is involved? Leadership team-10 members (Teachers, staff, students, parents and the community. Second Semester: Who is involved? Who is involved? Leadership team-10 members (Teachers, Staff, students, Zoom monitoring for beh issue, MTSS referal process, PBIS by 2000, Home wits Who is this goal important? No interruptions to the learning environment, Focused Learning, No absenteism due to behavior, focul 1 and 2 violations/referrals to less than 20 for the semester. Why is this goal important? No level 3 and 2 violations, /referrals to less than 20 for the semester. What do we want to accomplish? Buter and to first encenters, which we accomplish? Buter and the community is the semester of the 2019-2020 school year. Why is this goal important? No interruptions to the learning environment, Focused Learning, No absenteelsm due to behavior the accomplish? Buter 2000, Home wits Who is thread and a violations/referrals to less than 20 for the semester. Why is this goal important? What do we want to accomplish? Reducue the number of referrals for level 1 and 2	All V Student Incid 1 Aggression 1 ISI	1	NA	AS	М	Student Incid Aggression ISI	46 26 9	15 10 4	ite	7 3 3	17 9 2	1 1	AS	6 3
When? Completed Goal Results:	First Semester: 1. By the end of semester 1, Gal circles and conferences. 2. By the end of semester 1, Gal input from teachers, staff, stude Second Semester:	e will review and revise the PBIS matrix and ints, parents and the community.	d Discipline F		seek	First Semester: No level 3 of 4 J What do we wi in disciplinary rr Who is involved Leadership tear How will we ao Counseling sess issues, MTSS re Why is this goa behavior, Equit When? From Br Second Semest When the semester, N Who is involved Support Staff How will we ao Counseling sess issues, MTSS Re Home visits Why is this goa No interruption Focused Learni No absenteeism Equity of referr	violations. ant to accou eferrals as a n-10 memk ferral process i important y of referra gginning of er: pated trans level 1 and At Leadersh complish ta isons by the ferral proce l important s to the level ng n due to be als	No exclus mplish? B compared wers (Teacl argeted ge counselo scs, PBIS b ? No inte school un sition of s 2 violatic mplish? R 4 violatic ip team-1 argeted ge counselo ess, PBIS b ? arning em	ionary y the eie y the eie hers, O pal? Im r, Pull d y ZOOI rruptio itil Pano tudente tudente f educe t ons, No O men o pal? Pa a r, Pull d o y ZOO	discipline nd of 1st semess semester of th semester of that define Manager, mediate Parent out/Individual b M, Home visits ns to the learnin demic school er s to on-campus errais to less th the number of r exclusionary di shers (Teachers rent contact, Pa out/Individual b M	ter of the 2020-21 e 2019-2020 scho CSP, Principal, Ass contact, Parent t ehavior meetings ng environment, f ids 2021 learning teachers an 20 for the sen eferrals for level : scipline , Office Manager, rrent teacher conf	021 school ye ol year. iistant Princip eacher confer with student iocused Learr a students an rester . L and 2 violati CSP, Principa erence, Inter	ar, there will be al, Counselor, Te rence, Interventi s, Zoom monitou sing, No absente d staff will Redu ions/referrals to I, Assistant Princ ventional monito	a 25% reduction eaching Staff ional monitorir ring for behavi eeism due to the the number less than 20 fc cipal, Counselo oring,

Case 4:74-cv-00090-DCB Document 2616-5 Filed 11/01/21 Page 166 of 188

н	enry Elementary School	SAP					Ν	Aagee Mido	lle School	SAP		
	Level 2 Priorities							-	2 Priorities			
A. Implementation:	PBIS:	-			A. Implementa summarize when			PBI				
summarize where the school was re level 1 and level 2	1. Mentoring/Social Skills Grps	1	ו		summarize when was re level 1 an				Social Skills Grps		٦	
priorities (and by the RP, PBIS,	Staff, Parents, Students,	n	1		priorities (and b			Staff, Parents,		n	1	
Code components) in SY2020-	2.Community embrace PBIS	v			Code componen			2.Community		n		
21	3. Stakeholders are communic-	ľ	1		21	,			s are communic-	1	1	
1. Level 1 Priorities	ated with monthly	n			1. Level 1	Priorities		ated with mon	thly	n	1	
	4. PBIS implemented w/fidelity	n						4. PBIS implem	nented w/fidelity	n	1	
Disc. Team y	Restorative Practices:				Disc. Team	у		Restorative Pr	actices:			
Disc. Flow Chart y	1. Stakeholder have a shared				Disc. Flow Chart	У		1. Stakeholder	have a shared			
PBIS Team y	vision for a restorative school	у			PBIS Team	у			torative school	n		
PBIS Matrix y	Staff understands the				PBIS Matrix	у		Staff unders				
SCOC Training	paradigm shift from punitive				SCOC Training		_		from punitive		-	
Staff y	to restorative	у			Staff	У	_	to restorative		n		
Students y	3. Time is given to implement		_		Students	у	_		n to implement		-	
Referral Process y	a restorative classroom	У			Referral Process	n	_	a restorative c		n	4	
RP Training y	4. Support structures are in		_		RP Training	y n	-	4. Support stru			-	
RP Revisited y PIC Room n	place to implement Restora- ative Prac. w/ fidelity		_		RP Revisited PIC Room	n	-	ative Prac. w/	ment Restora-		-	
					-	y hu n	-				-	
Mo Reports timely y Use of Disc. Data	Coaching Mentoring	n	1		Mo Reports time Use of Disc. Data		-		aching ntoring	n n	-	
Mo Report y	PD/PLC's	v	1		Mo Report	n	-		/PLC's	v	1	
PD v	SCOC:	7	1		PD	n	-1	SCOC:		7	1	
Data input timely y	1. Data informs all discipline	+	1		Data input timely		1		s all discipline		1	
Disc. Rating 1-5 4	meetings	y	1		Disc. Rating 1-5		1	meetings		n	1	
Formal Report	2. Hot spots, trends, are ident	ý	1		Formal Report	-	1		ends, are ident	n	1	
· · · · ·	3. Discipline systems, policies,	ľ	1			•	-		stems, policies,	1	1	
	procedures are in place	у	1					procedures are		n	1	
	4. Mo. discipline reports are							4. Mo. discipli	ne reports are		1	
	communicated to fac/staff	у]					communicated	I to fac/staff	n		
	5. Periodic review of discipline								iew of discipline			
	systems, policies, procedures	у						systems, polici	es, procedures	n		
2. Level 2 Priorities					2. Level 2	Priorities						
B. Outcomes:					B. Outcomes:							
All White	AA H	NA	AS	м		All	White	AA	н	NA	AS	м
Student Incid 20 9	4 6			1		98	25	23	39	2	1	8
Aggression 15 6	3 5			1		62	16	15	24	1	1	5
ISI 4 3 Suspensions 10 3	1 3 4			1		44 65	10 17	10 17	21 24	1	1	3 5
					Shool is on Sup	portive Action	Plan (SAP2) for 19-20 SY/20	-21SY			
C. Actions: First Semester: By the end of the first semester, at leas recognize the emotions of anxiety and What do we want to accomplish? We to loneliness. Who is involved? School Counselor, te How will we accomplish targeted goal check in with students. Why is this goal important? We are not due to the pandemic. It is important to reduce these emotions. When? Students will learn to recogniz Second Semester: By the end of the second semester, at to recognize the emotions of anxiety a to recognize the emotions of anxiety a Who is involved? School Counselor, te How will we accomplish targeted goal check in with students. Why is this goal important? We are no due to the pandemic. It is important t reduce these emotions. When? Students will learn to recognize deal with these unfamiliar emotions. Completed Goal Results:	loneliness, as related to online learnin want at least 70% of students to be al eachers, students ? Our School Counselor will conduct oticing that students are struggling w that students can recognize what the e these emotions by the end of the f least 70% of Henry students, will de and loneliness and <u>now develop strat</u> I learning during pandemic educatior want at least 70% of students to be a rategies to deal with these unfamiliar achers, students ? Our School Counselor will conduct oticing that students are struggling w that students can recognize what the	ig during pan le to recogni weekly lesso ith the effec y are feeling rst semester nonstrate pr egies to deal ble to recogn emotions. weekly lesso ith the effec y are feeling	demic education. ze the emotions o ons with students ts of school being and use healthy s oficiency on a cou- with these unfan ize the emotions ons with students ts of school being and use healthy s	of anxiety and via Zoom and s shut down strategies to unseling survey niliar of anxiety and via Zoom and s shut down strategies to	conferencing. Second Semester	er:			tional staff will be		torative circles	and restorative

Case 4:74-cv-00090-DCB Document 2616-5 Filed 11/01/21 Page 167 of 188

isc. Flow Chart y BIS Team y BIS Matrix y	Level 2 Priorities PBIS: 1. Mentoring/Social Skills Grps Staff, Parents, Students, 2.Community embrace PBIS 3. Stakeholders are communic-				A. Implement	ation			2 Priorities			
ummarize where the school as re level 1 and level 2 riorities (and by the RP, PBIS, ode components) in SY2020- 0 1. Level 1 Priorities sc. Team y Sc. Flow Chart y IIS Team y IIS Matrix y	1. Mentoring/Social Skills Grps Staff, Parents, Students, 2.Community embrace PBIS 3. Stakeholders are communic-											
vas re level 1 and level 2 riorities (and by the RP, PBIS, ode components) in SY2020- 0 1. Level 1 Priorities sc. Team y sc. Flow Chart y 3IS Team y IS Matrix y	Staff, Parents, Students, 2.Community embrace PBIS 3. Stakeholders are communic-				summarize wh		hool	PBIS	:			
riorities (and by the RP, PBIS, ode components) in SY2020- 0 1. Level 1 Priorities sc. Team y sc. Flow Chart y IIS Team y IIS Matrix y	2.Community embrace PBIS 3. Stakeholders are communic-		1		was re level 1 a			1. Mentoring/S	ocial Skills Grps			
ode components) in SY2020- 0 1. Level 1 Priorities isc. Team y isc. Flow Chart y 3IS Team y 3IS Matrix y	3. Stakeholders are communic-	n			priorities (and			Staff, Parents, S	tudents,	n		
1. Level 1 Priorities isc. Team y isc. Flow Chart y 3IS Team y 3IS Matrix	3. Stakeholders are communic-	n	1		Code compone			2.Community e	mbrace PBIS	у		
isc. Team y isc. Flow Chart y 3IS Team y 3IS Matrix y			1		21				are communic-			
isc. Team y isc. Flow Chart y 3IS Team y 3IS Matrix y	ated with monthly	n	1		1. Level	1 Prioritie	es	ated with mont	hly	n		
isc. Flow Chart y BIS Team y BIS Matrix y	4. PBIS implemented w/fidelity	n						4. PBIS implem	ented w/fidelity	n		
BIS Team y BIS Matrix y	Restorative Practices:				Disc. Team	у		Restorative Pra	ctices:			
BIS Matrix y	1. Stakeholder have a shared				Disc. Flow Chart	y y		1. Stakeholder	nave a shared			
,	vision for a restorative school	n			PBIS Team	у		vision for a rest	orative school	n		
	2. Staff understands the				PBIS Matrix	у		2. Staff underst	ands the			
COC Training	paradigm shift from punitive				SCOC Training			paradigm shift	rom punitive			
aff y	to restorative	n			Staff	у		to restorative		n		
udents y	Time is given to implement				Students	у		Time is given	to implement			
eferral Process y	a restorative classroom	у	1		Referral Process	y y		a restorative cla		у	1	
P Training y	4. Support structures are in		4		RP Training	у		Support struct			1	
P Revisited y	place to implement Restora-		4		RP Revisited	у		place to implen			1	
C Room n	ative Prac. w/ fidelity		4		PIC Room	у		ative Prac. w/ fi	/		4	
lo Reports timely n	Coaching	n	4		Mo Reports tim				ching	n	4	
se of Disc. Data	Mentoring	n	4		Use of Disc. Dat	a			toring	n	1	
1o Report y	PD/PLC's	у	4		Mo Report	у			PLC's	у	4	
D y	SCOC:		4		PD	У		SCOC:			4	
ata input timely y	1. Data informs all discipline		4		Data input time	ly y		1. Data informs	all discipline	_	-	
isc. Rating 1-5 4	meetings	у	4		Disc. Rating 1-5		3	meetings		у	4	
ormal Report	2. Hot spots, trends, are ident	у	4		Formal Report				nds, are ident	у	-	
	Discipline systems, policies,		4						tems, policies,	_	-	
	procedures are in place	у	4					procedures are		у	4	
	4. Mo. discipline reports are		4					4. Mo. disciplin			4	
	communicated to fac/staff		_					communicated		у	_	
	5. Periodic review of discipline		4						w of discipline	_	4	
	systems, policies, procedures	У	1					systems, policie	s, procedures	у	J	
2. Level 2 Priorities					2. Level	2 Prioritie	s					
B. Outcomes:					B. Outcomes:							
	hite AA H 2	NA	AS	M 1	Church and In stal	All	White 58		H 44	NA 1	AS 2	M 13
Student Incid 8 5 Aggression 7 4	2			1	Student Incid Aggression	134 25	58	16 7	44 11	T	2	13
SI 4 3	1			1	ISI	35	9	7	15		1	3
Suspensions 4 2	1			1	Suspensions	53	21	9	19		1	3
	_			-				-			-	-
					Shool is on Su	portive A	ction Plan (SA	P2) for 19-20 SY/20-	21SY			
C. Actions:					C. Actions:							
First Semester:					First Semester:							
	e amount of classroom referrals to less thar	10 a month	n by implementi	ng Love and				duce the number of	students who are	using vape d	evices by 15%.	
Logic by teachers and staff.								uced Vape usage				
	ommon language and work towards modeli	ng common	reaction to our	students and	Who is involve							
heir behaviors. Teachers are train Parents are also offered trainings a								? Educate students o			5	
Second Semester:	no comiques for their Rus.				Why is this goa When? When I			spension and improv	e quality of healt	n.		
	e amount of classroom referrals to less thar	5 a month	by implementin	g Love and	Completed Go							
ogic by teachers and staff.			.,	0	Second Semes							
What do we want to accomplish?							egative social	media interactions tl	nat results in stud	ent conflict b	y 10%.	
Who is involved?								uction in student cor				
low will we accomplish targeted	goal?							, faculty and staff.				
Why is this goal important?	-							? Educate students o	n the appropriate	use of social	media.	
When? Teachers and adults should	l use a common language and work toward	s modeling c	ommon reactio	n to our				e number of suspens				over social
students and their behaviors. Teac	hers are trained in L & L techniques.				media.							
Parents are also offered trainings a	ind techniques for their kids.				When? January							
					Completed Go	al Results	N/A					

Case 4:74-cv-00090-DCB Document 2616-5 Filed 11/01/21 Page 168 of 188

		•.	Sahuaro Hi	igh School	SAP					Si	anta Rita H	igh School	SAP		
		1		el 2 Priorities				A. Implementati	on.			2 Priorities			
 Implementatio ummarize where the second secon				BIS:				summarize where			PB				
as re level 1 and l				/Social Skills Grps]		was re level 1 and				Social Skills Grps]	
riorities (and by th			Staff, Parents	s, Students,	n			priorities (and by			Staff, Parents,	Students,	n		
ode components)	in SY2020-			embrace PBIS	n			Code components) in SY2020-		2.Community		n		
1				ers are communic-				21 1. Level 1 P				s are communic-			
1. Level 1 Pr	iorities		ated with mo		n			1. Level 1 P	riorities		ated with mor		n		
				mented w/fidelity	n	_			1			nented w/fidelity	n		
sc. Team	у	-	Restorative P			_		Disc. Team	у	_	Restorative Pr			_	
sc. Flow Chart	y	_		er have a shared		-		Disc. Flow Chart	у	_		have a shared		-	
IS Team	у	-		estorative school	n	-		PBIS Team	у	_		torative school	n	-	
BIS Matrix	у	-	2. Staff under			-		PBIS Matrix	у	_	2. Staff unders			-	
OC Training		-		ft from punitive	-	-		SCOC Training Staff		-		from punitive	-	-	
	y .	-	to restorative		n	-			y	-	to restorative		n	-	
udents eferral Process	y .	-		en to implement		_		Students Referral Process	y	-		n to implement		-	
Training	У	4	a restorative		У	-		Referral Process RP Training	У	-	a restorative o 4. Support stru		У	1	
P Revisited	y V	1		ructures are in ement Restora-		-		RP Training RP Revisited	y V	-		nent Restora-		1	
C Room	y V	-	ative Prac. w			1		PIC Room	y V	-	ative Prac. w/			1	
o Reports timely	y v	1		paching	n	1		Mo Reports timely	'n	1		aching	n	1	
e of Disc. Data	7	1		lentoring	n	1		Use of Disc. Data		1		entoring	n	1	
o Report	v	1		D/PLC's	 V	1		Mo Report	v	-		/PLC's	v	1	
)	v	1	SCOC:		,	1		PD	v	1	SCOC:		,	1	
ata input timely	y v	1		ns all discipline		1		Data input timely	v	1		s all discipline		1	
sc. Rating 1-5	3	1	meetings		v			Disc. Rating 1-5	2	2	meetings		v		
rmal Report				trends, are ident	v			Formal Report				rends, are ident	v		
		-		systems, policies,	1							stems, policies,	ľ		
			procedures a	re in place	у						procedures ar	e in place	n		
			4. Mo. discip	line reports are							4. Mo. discipli	ne reports are			
			communicate	ed to fac/staff							communicated	to fac/staff			
				view of discipline								iew of discipline			
			systems, poli	cies, procedures	у						systems, polic	es, procedures	n	J	
2. Level 2 Pr	iorities							2. Level 2 P	riorities						
. Outcomes:								B. Outcomes:		White	AA	н	NA	AS	м
All tudent Incid 11		White 32	AA 28	H 47	NA 1	AS 2	M 3	Student Incid 9		19	20	43	INA	2	6
ggression 73		18	20	30	1	1	2	Aggression 4		9	11	18		1	6
51 8		2	2	4				ISI 3	1	4	12	12			3
uspensions 10	9	30	28	45	1	2	3	Suspensions 7	7	15	17	40		1	4
								Shool is on Suppo	rtive Action F	Plan (SAP2)	for 19-20 SY/20	-21SY			
Actions: irst Semester: By the end of Du cond Semester: By the end of SY				ill be trained in res duced by 10%.	torative circle	s and restorative	e conferences.	C. Actions: Santa Rita First Semester: By the end of Fall SRHS at or below: What do we want discipline. Who is involved? How will we acco area. Why is this goal ir When? Ongoing (i Second Semester. By the end of Spr the TUSD Disciplin What do we want exclusionary discij Who is involved?	the last docur to accomplise Student Supp mplish target nportant? Sig End of Fall Se ing Semester e Dashboard to accomplis Dine. Student Supp	mented 3.3 sh? A decre port Team; , ted goal? W gnificant ac mester 202 2021, over sh? An over port Team; .	8% rate of TUSD ase in overall (a African America (eekly Discipline ademic losses ar 0) all exclusionary all (and specific : African America	as measured by t nd specifically our n Student Success Data Analysis dur e consistent with discipline rates at subgroup populat n Student Success	the TUSD Discip r African Ameri Specialist; Dro ring SLT; Studer high rates of e SRHS will decr ion — African A Specialist; Dro	oline Dashboard (can population) pout Preventior nt Support Tean xclusionary disci ease to 2.5% as merican) decrea pout Preventior	in exclusion nist n targeted for pline practice measured by se in nist

Case 4:74-cv-00090-DCB Document 2616-5 Filed 11/01/21 Page 169 of 188

	Secrist Middle School SAF)	Soleng-Tom Elementary School SAP
A. Implementation: summarize where the school	Level 2 Priorities PBIS: 1. Mentoring/Social Skills Grps		A. Implementation: summarize where the school was re level 1 and level 2 1. Mentoring/Social Skills Grps
was re level 1 and level 2 priorities (and by the RP, PBIS, Code components) in SY2020-	Staff, Parents, Students, n 2.Community embrace PBIS n 3. Stakeholders are communic-		priorities (and by the RP, PBIS, Code components) in SY2020- 2.Community embrace PBIS y
1. Level 1 Priorities	ated with monthly n 4. PBIS implemented w/fidelity n		21 3. Stakeholders are communic- 1. Level 1 Priorities ated with monthly γ 4. PBIS implemented w/fidelity γ
isc. Team y isc. Flow Chart y BIS Team y	Restorative Practices: 1. Stakeholder have a shared vision for a restorative school		Disc. Flow Chart y Restorative Practices: Disc. Flow Chart y 1. Stakeholder have a shared PBIS Team y vision for a restorative school
BIS Matrix y COC Training aff y	2. Staff understands the paradigm shift from punitive to restorative n		PBIS Matrix 2. Staff understands the SCOC Training y paradigm shift from punitive Staff y to restorative y
eferral Process y	3. Time is given to implement a restorative classroom y		Students y 3. Time is given to implement Referral Process y a restorative classroom y
P Training γ P Revisited γ IC Room γ	4. Support structures are in place to implement Restora- ative Prac. w/ fidelity		RP Training y 4. Support structures are in RP Revisited y place to implement Restora- PIC Room n ative Prac. w/ fidelity Implement Restora-
to Reports timely y se of Disc. Data to Report y	Coaching n Mentoring n PD/PLC's Y		Mo Reports timely y Coaching n Use of Disc. Data Mentoring n Mo Report y PD/PLC's y
D y ata input timely y	SCOC: 1. Data informs all discipline		PD γ SCOC: Data input timely γ 1. Data informs all discipline
isc. Rating 1-5 3 ormal Report	meetings y 2. Hot spots, trends, are ident y 3. Discipline systems, policies,		Disc. Rating 1-5 4 meetings y Formal Report 2. Hot spots, trends, are ident y 3. Discipline systems, policies,
	procedures are in place y 4. Mo. discipline reports are v communicated to fac/staff y		procedures are in place y 4. Mo. discipline reports are communicated to fac/staff y
	5. Periodic review of discipline systems, policies, procedures y		5. Periodic review of discipline systems, policies, procedures y
 Level 2 Priorities Outcomes: 			2. Level 2 Priorities B. Outcomes:
All White student Incid 92 19 Aggression 61 11 SI 31 3 uspensions 73 16	AA H N 22 45 1 17 31 1 5 21 17 36 1	2 3 1 1 1 1	All White AA H NA AS M Student Incid 0 Aggression 0 ISI 0 Suspensions 0
Shool is on Supportive Action Plan (SAP2	2) for 19-20 SY/20-21SY		
 Actions: irst Semester: By the end of December 2020, Secrist eek input from faculty. staff, students, p iecond Semester: By the end of SY 20-21, Secrist will red 		l the Discipline Flow chart. Secrist will	C. Actions: First Semester: By the end of the 1 st semester, Soleng Tom PBIS team, teachers and monitors will reduce the number of playground mi aggression act referrals to no more than 5 per month by modeling appropriate PBIS playground behavior expectations strategies. What do we want to accomplish? Decrease minor aggression. Who is involved? PBIS team, monitors and teachers How will we accomplish targeted goal? Model PBIS expectations for playground conduct. Why is this goal important? To create a safe and respectful playground for student interaction. When? By the end of the 1 st semester Second Semester: By the end of the 1 st semester Set of the 2nd semester, Soleng Tom PBIS team and bus monitor/driver will reduce the number of bus conduct referrals to less than 3 per semester by modeling appropriate PBIS bus behavior expectations and strategies. What do we want to accomplish? Decrease bus conduct referrals Who is involved?
			PBIS team, bus driver and bus monitor if one is present. How will we accomplish targeted goal?

		Steele Elem	nentary School	SAP	
A. Implementation	ŋ.	L	evel 2 Priorities		
summarize where t		-	PBIS:		
was re level 1 and le	evel 2	1. Mentor	ing/Social Skills Grps		
priorities (and by th	e RP, PBIS,	Staff, Pare	nts, Students,	n	
Code components)	in SY2020-	2.Commu	nity embrace PBIS	n	
21		3. Stakeho	lders are communic-		
1. Level 1 Pri	orities	ated with	monthly	n	
		4. PBIS im	plemented w/fidelity	n	
Disc. Team	у	Restorativ	e Practices:		
Disc. Flow Chart	у	1. Stakeho	lder have a shared		
PBIS Team	у	vision for	a restorative school	n	
PBIS Matrix	у	2. Staff un	derstands the		
SCOC Training		paradigm	shift from punitive		
Staff	у	to restora	tive	n	
Students	у	3. Time is	given to implement		
Referral Process	у	a restorati	ve classroom	у	
RP Training	у	4. Support	structures are in		
RP Revisited	у	place to in	nplement Restora-		
PIC Room	n	ative Prac	.w/fidelity		
Mo Reports timely	у		Coaching	n	
Use of Disc. Data			Mentoring	n	
Mo Report	у		PD/PLC's	у	
PD	у	SCOC:			
Data input timely	у	1. Data inf	orms all discipline		
Disc. Rating 1-5	3	meetings		у	
Formal Report		2. Hot spo	ts, trends, are ident	у	
		Disciplin	ne systems, policies,		
		procedure	s are in place	у	
		4. Mo. dis	cipline reports are		
		communic	cated to fac/staff		
			review of discipline		
		systems, p	olicies, procedures	у	

2. Level 2 Priorities B. Outcomes: All White AA н NA AS Student Incid 10 Aggression 9 ISI 6 Suspensions 8 4 4 2 4 3 3 3 3 3 2 1 1

м

C. Actions: Semester 1: 1. By the end of Semester 1, Steele will review and revise the PBIS matrix and Discipline Flow Chart. Steele will seek input from teachers, staff, students, parents, and the community. Semester 2:

By the end of the 20-21 SY, Steele will reduce all student discipline incidents by 10%.

	Magnet Elementary Scho	ool SA	<u>۱</u> Ρ				Car	rillo Magnet		SAP		
. Implementation:	Level 2 Priorities				A. Implementation	on:	1		Priorities	_		
ummarize where the school	PBIS:		7		summarize where			PBIS:			1	
as re level 1 and level 2	1. Mentoring/Social Skills Grps	──	4		was re level 1 and			1. Mentoring/So		+		
iorities (and by the RP, PBIS,	Staff, Parents, Students,	n	-		priorities (and by t			Staff, Parents, St		n		
ode components) in SY2020-	2.Community embrace PBIS	n	-		PBIS, Code compo	nents) in		2.Community em		n		
	3. Stakeholders are communic-	<u> </u>	-		SY2020-21			3. Stakeholders a		_		
1. Level 1 Priorities	ated with monthly	n	-		1. Level 1 P	riorities		ated with month		n		
	PBIS implemented w/fidelity	n	-					4. PBIS implement		n		
sc. Team y	Restorative Practices:		-		Disc. Team	у	_	Restorative Pract				
sc. Flow Chart y	1. Stakeholder have a shared		-		Disc. Flow Chart	У	_	1. Stakeholder h				
IS Team y	vision for a restorative school	n	-		PBIS Team	У	_	vision for a resto		n		
IS Matrix y	2. Staff understands the		-		PBIS Matrix	У	_	2. Staff understa				
OC Training	paradigm shift from punitive		_		SCOC Training			paradigm shift fr	om punitive			
iff y	to restorative	n	_		Staff	У		to restorative		n		
udents y	Time is given to implement		_		Students	У		Time is given t				
ferral Process y	a restorative classroom	У	_		Referral Process	У		a restorative class		у		
Training y	Support structures are in		_		RP Training	У		Support struct				
Revisited y	place to implement Restora-	4	4		RP Revisited	у	4	place to impleme		_		
C Room n	ative Prac. w/ fidelity		_		PIC Room	n		ative Prac. w/ fid				
o Reports timely y	Coaching	n			Mo Reports timely	y y		Coacl	ning	n		
e of Disc. Data	Mentoring	n	4		Use of Disc. Data		1	Ment		n		
o Report y	PD/PLC's	у	4		Mo Report	у	1	PD/PI	C's	у		
У	SCOC:		4		PD	у	1	SCOC:				
ta input timely y	1. Data informs all discipline	+	4		Data input timely	у	1	1. Data informs a	Ill discipline			
c. Rating 1-5 3	meetings	у	4		Disc. Rating 1-5	3		meetings		у		
rmal Report	2. Hot spots, trends, are ident	у	4		Formal Report		1	2. Hot spots, tree		у		
	3. Discipline systems, policies,		1					3. Discipline syst				
	procedures are in place	у	1					procedures are i		у		
	4. Mo. discipline reports are		1					4. Mo. discipline				
	communicated to fac/staff							communicated t	o fac/staff			
	5. Periodic review of discipline							5. Periodic review	v of discipline			
	systems, policies, procedures	у						systems, policies	, procedures	у		
2. Level 2 Priorities					2. Level 2 P	riorities						
All White tudent Incid 16 2 ggression 16 2 il 3 1 uspensions 16 2	AA H 2 10 2 10 1 2 10	NA	AS	M 2 1 2	Al Student Incid 2 Aggression 2 ISI 0 Suspensions 2		White	AA 1 1	H 1 1	NA	AS	М
C. Actions: iirst Semester: Decrease student conflict referrals durin, What do we want to accomplish? itudents to be able to solve conflicts prin Who is involved? reachers, monitors, counselor, principal, dow will we accomplish targeted goal? tefresher PD for all staff in restorative p itassroom lessons and small group lessor Who? these lessons will be during PD/PLC, and peated practice. This is an ongoing trai iecond Semester: Decrease student conflict referrals durin, What do we want to accomplish? Students to be able to solve conflicts prin What do we want to accomplish itudents to be able to solve conflicts prin What is novinter, counselor, principal, fow will we accomplish targeted goal? tefresher PD for all staff in restorative p itassroom lessons and small group lessor Why is this goal important?	marily during unstructured time durin MTSS facilitator, students, teaching, actice and conscious discipline. Stur as with the counselor and MTSS facili resolve conflict when they are in unst I. All adults will have training to help can be administered during small gra- ning and practice. g unstructured time (morning recess marily during unstructured time durin MTSS facilitator, students, teaching, actice and conscious discipline. Stu as with the counselor and MTSS facili	ng the school assistants dents will lea tator. tructured tin students us oup, whole g and lunch tin ng the school assistants dents will lea tator.	arn strategies throug me such as recess wi se restorative practic group and one on or ime recess) by 10%. of day. arn strategies throug me such as recess wi	gh ith less adult ces. ne for gh ith less adult	100/300 of our fa What do we want Who is involved? How will we acco attendance celeb Why is this goal ir When? Oct. 19-D Completed Goal F What do we want Who is involved? How will we acco Why is this goal ir academically and When? Oct. 19-D Second Semester <u>Goal 1</u> : Improve <u>Goal 2</u> : Through 100/300 of our fa What do we want Who is involved? How will we acco	PBIS (Climat, PBIS (Climat, Principal, te mplish targe rations, etc), mportant? V ec. 18 2020 Results: t to accompli Principal, PB mplish targe mportant? V socially. ec. 18 2020 : ur school at PBIS (Climat, milies partic t to accompli Principal, te mplish targe rations, etc), mportant? V 28 2021	e/Culture), ipate in our sh? Improv achers, and ted goal? N and contir when our st sh? Improv IS Team, Li ted goal? I //ulture), ipate in our sh? Improv achers, and ted goal? N and contir	we will look to im r Family engagem e our overall scho d Leadership Tean Aake daily phone d: ue to analyze atte uudents are not in re morale at Carril eadership Team, P Meet with teams t milles are involve by 10% by May 28 we will look to im r Family engagem e our overall scho d Leadership Team Aake daily phone d:	prove family eng ent events by De ol attendance.	c. 18, 2020. consistent in not able to lea ingagement T ngagement to ts and morale gagement moral y 28, 2021. consistent in	centive progra arn. ipportunities fr is up, student rale by having centive progra	ms (perfect or our famili s perform be an average

		SAP		C	Davis Magnet Elementary	SAP		
A. Implementation:	Level 2 Priorities	_		A. Implementation:	Level 2 Priorities	_		
ummarize where the school	PBIS:			summarize where the school	PBIS:		1	
vas re level 1 and level 2	 Mentoring/Social Skills Grps Staff, Parents, Students, 			was re level 1 and level 2	 Mentoring/Social Skills Grps Staff, Parents, Students, 		-	
riorities (and by the RP, PBIS,	2.Community embrace PBIS	n		priorities (and by the RP, PBIS,	2.Community embrace PBIS	n		
ode components) in SY2020-	3. Stakeholders are communic-			Code components) in SY2020-	3. Stakeholders are communic-	У		
1 1. Level 1 Priorities	ated with monthly	n		21 1. Level 1 Priorities	ated with monthly	n		
	4. PBIS implemented w/fidelity	n		1. Level 1 Hondes	4. PBIS implemented w/fidelity	n		
sc. Team y	Restorative Practices:			Disc. Team y	Restorative Practices:			
isc. Flow Chart y	1. Stakeholder have a shared			Disc. Flow Chart y	1. Stakeholder have a shared		-	
BIS Team y	vision for a restorative school	n		PBIS Team y	vision for a restorative school	у	-	
BIS Matrix y	2. Staff understands the	_		PBIS Matrix y	2. Staff understands the			
COC Training aff y	paradigm shift from punitive to restorative	n		SCOC Training Staff y	paradigm shift from punitive to restorative	M	•	
udents y	3. Time is given to implement	11		Students y	3. Time is given to implement	У		
eferral Process y	a restorative classroom	v		Referral Process y	a restorative classroom	v		
P Training y	4. Support structures are in	,		RP Training y	4. Support structures are in	ľ		
P Revisited y	place to implement Restora-			RP Revisited y	place to implement Restora-			
C Room n	ative Prac. w/ fidelity			PIC Room n	ative Prac. w/ fidelity			
o Reports timely y	Coaching	n		Mo Reports timely y	Coaching	n		
se of Disc. Data	Mentoring	n		Use of Disc. Data	Mentoring	n		
o Report y	PD/PLC's SCOC:	У		Mo Report y PD v	PD/PLC's SCOC:	у	•	
ata input timely y	1. Data informs all discipline			Data input timely y	1. Data informs all discipline			
sc. Rating 1-5 3	meetings	v		Disc. Rating 1-5 3	meetings	v		
ormal Report	2. Hot spots, trends, are ident	у		Formal Report	2. Hot spots, trends, are ident	У	1	
· · ·	3. Discipline systems, policies,			· · ·	3. Discipline systems, policies,		1	
	procedures are in place	у			procedures are in place	у	1	
	4. Mo. discipline reports are				4. Mo. discipline reports are			
	communicated to fac/staff				communicated to fac/staff			
	5. Periodic review of discipline systems, policies, procedures				 Periodic review of discipline systems, policies, procedures 		-	
	systems, policies, procedures	ÿ			systems, policies, procedures	У	1	
2. Level 2 Priorities				2. Level 2 Priorities				
3. Outcomes:				в.				
All Whit		NA	AS M	All White		NA	AS	M
tudent Incid 39 1	1 36	1		Student Incid 5 Aggression 0	2 2			1
ggression 18 1 51 18 1	16 1 15	1 1		ISI 5	2 2			1
uspensions 23	22	1		Suspensions 1	1			-
				C. Actions:				
C. Actions: First Somostor:								
C. Actions: First Semester: First Semester:				First Semester:	ings teacher will facilitate Restorative c	ircles to addr	ess or reinforce	behavior to
First Semester: First Semester:	ion from the 2019-2020 school year in d	iscipline refer	rals and student suspensions, a	First Semester:	ings teacher will facilitate Restorative c confidence to resolve issues.	ircles to addr	ess or reinforce	behavior to
First Semester: First Semester: The desired outcome is a 10% reduct decline in tardy rates, decrease in stu	dent bullying behaviors, and an increas			First Semester: During weekly classroom zoom meet build class community and trust and c What do we want to accomplish?	confidence to resolve issues.	ircles to addr	ess or reinforce	behavior to
First Semester: First Semester: The desired outcome is a 10% reduct decline in tardy rates, decrease in stu connectedness. What do we want to	dent bullying behaviors, and an increase accomplish?	e in student at	tendance and school	First Semester: During weekly classroom zoom meet build class community and trust and c What do we want to accomplish? Build community, trust and confidenc	e Who is involved?		ess or reinforce	behavior to
First Semester: First Semester: The desired outcome is a 10% reduct decline in tardy rates, decrease in stu connectedness. What do we want to Personal Effectiveness and encourage	dent bullying behaviors, and an increas	e in student at	tendance and school	First Semester: During weekly classroom zoom meet build class community and trust and c What do we want to accomplish? Build community, trust and confidenc. Teacher and students How will we acc	confidence to resolve issues. e Who is involved? complish targeted goal? Restoratvie circ	les	ess or reinforce	behavior to
First Semester: First Semester: The desired outcome is a 10% reduct decline in tardy rates, decrease in stu connectedness. What do we want to Personal Effectiveness and encourage Who is involved?	Ident bullying behaviors, and an increas o accomplish? e all students to be leaders and do what	e in student at	tendance and school	First Semester: During weekly classroom zoom meet build class community and trust and c What do we want to accomplish? Build community, trust and confidenc Teacher and students How will we acc Why is this goal important? Students	onfidence to resolve issues. e Who is involved? complish targeted goal? Restoratvie circ s can experience autonomy in their clas	:les s When?		behavior to
First Semester: First Semester: The desired outcome is a 10% reduct decline in tardy rates, decrease in stu connectedness. What do we want to Personal Effectiveness and encourage Who is involved? PBIS/Leader In Me Team and our Lea	ident bullying behaviors, and an increas accomplish? e all students to be leaders and do what dership Team	e in student at	tendance and school	First Semester: During weekly classroom zoom meet build class community and trust and c What do we want to accomplish? Build community, trust and confidenc Teacher and students How will we acc Why is this goal important? Students Part of weekly lesson plan and verifiet	confidence to resolve issues. e Who is involved? complish targeted goal? Restoratvie circ	:les s When? eted Goal Res	sults:	behavior to
First Semester: First Semester: The desired outcome is a 10% reduct decline in tardy rates, decrease in stu connectedness. What do we want to Personal Effectiveness and encourage Who is involved? PBIS/Leader In Me Team and our Lea How will we accomplish targeted go Personal Effectiveness:	ident bullying behaviors, and an increas accomplish? e all students to be leaders and do what dership Team	e in student at	tendance and school	First Semester: During weekly classroom zoom meet build class community and trust and c What do we want to accomplish? Build community, trust and confidenc Teacher and students How will we acc Why is this goal important? Students Part of weekly lesson plan and verifier More effective and consistent use of Second Semester:	onfidence to resolve issues. e Who is involved? complish targeted goal? Restoratvie cirrs s can experience autonomy in their clas d in drop in zom visits by admin Comple instructional time while reducing refer	:les s When? eted Goal Res	sults:	behavior to
First Semester: First Semester: The desired outcome is a 10% reduct decline in tardy rates, decrease in stu connectedness. What do we want to Personal Effectiveness and encourage Who is involved? PBIS/Leader In Me Team and our Lea How will we accomplish targeted go Personal Effectiveness: Student Behavior	ident bullying behaviors, and an increas accomplish? e all students to be leaders and do what dership Team	e in student at	tendance and school	First Semester: During weekly classroom zoom meet build class community and trust and c What do we want to accomplish? Build community, trust and confidenc Teacher and students How will we acc Why is this goal important? Students Part of weekly lesson plan and verifier More effective and consistent use of Second Semester: Stills will use "Puente de Paz" to physi	confidence to resolve issues. e Who is involved? complish targeted goal? Restoratvie cirrs s can experience autonomy in their clas d in drop in zom visits by admin Comple instructional time while reducing refer ically	:les s When? eted Goal Res	sults:	behavior to
First Semester: First Semester: The desired outcome is a 10% reduct decline in tardy rates, decrease in stu- connectedness. What do we want to Personal Effectiveness and encourage Who is involved? PBIS/Leader In Me Team and our Lea dow will we accomplish targeted go Personal Effectiveness: Student Behavior Student interaction	ident bullying behaviors, and an increas accomplish? e all students to be leaders and do what dership Team	e in student at	tendance and school	First Semester: During weekly classroom zoom meet build class community and trust and c What do we want to accomplish? Build community, trust and confidenc Teacher and students How will we acc Why is this goal important? Students Part of weekly lesson plan and verifier More effective and consistent use of Second Semester: Stills will use "Puente de Paz" to physi resolve a problems while on the playg	confidence to resolve issues. e Who is involved? complish targeted goal? Restoratvie circs can experience autonomy in their clas d in drop in zom visits by admin Comple instructional time while reducing refer ically round by	:les s When? eted Goal Res	sults:	behavior to
First Semester: First Semester: The desired outcome is a 10% reduct decline in tardy rates, decrease in stu connectedness. What do we want tr Personal Effectiveness and encourage Who is involved? PBIS/Leader In Me Team and our Lea How will we accomplish targeted go Personal Effectiveness: Student Behavior -Incentives: student interaction 20/20 celendar	ident bullying behaviors, and an increas accomplish? e all students to be leaders and do what dership Team	e in student at	tendance and school	First Semester: During weekly classroom zoom meet build class community and trust and c What do we want to accomplish? Build community, trust and confidenc Teacher and students How will we acc Why is this goal important? Students Part of weekly lesson plan and verifier More effective and consistent use of Second Semester: Stills will use "Puente de Paz" to physi resolve a problems while on the playg moving through the guiding Os in prol	confidence to resolve issues. e Who is involved? complish targeted goal? Restoratvie circs can experience autonomy in their clas d in drop in zom visits by admin Comple instructional time while reducing refer ically round by	cles s When? vted Goal Res rals to admin	sults:	behavior to
First Semester: First Semester: The desired outcome is a 10% reduct decline in tardy rates, decrease in stu- connectedness. What do we want to Personal Effectiveness and encourage Who is involved? PalS/Leader in Me Team and our Lea How will we accomplish targeted go Personal Effectiveness: Student Behavior Incentives: student interaction 20/20 calendar PBIS/Leader in Me	ident bullying behaviors, and an increas accomplish? e all students to be leaders and do what dership Team	e in student at 's right even w	tendance and school	First Semester: During weekly classroom zoom meet build class community and trust and c What do we want to accomplish? Build community, trust and confidenc Teacher and students How will we acc Why is this goal important? Students Part of weekly lesson plan and verifier More effective and consistent use of Second Semester: Stills will use "Puente de Paz" to physi resolve a problems while on the playg moving through the guiding Os in prol	onfidence to resolve issues. e Who is involved? complish targeted goal? Restoratvie circ s can experience autonomy in their clas d in drop in zom visits by admin Comple instructional time while reducing refer ically ground by blem swill using it to solve problems step by	cles s When? vted Goal Res rals to admin	sults:	behavior to
First Semester: First Semester: The desired outcome is a 10% reduct decline in tardy rates, decrease in stu- connectedness. What do we want tr versonal Effectiveness and encourage Who is involved? PBIS/Leader In Me Team and our Lea dow will we accomplish targeted go Personal Effectiveness: student Behavior Incentives: student interaction 20/20 calendar PBIS/Leader In Me Walk teachers through the website a Student Jobs:	ident bullying behaviors, and an increas o accomplish? a all students to be leaders and do what dership Team al?	e in student at 's right even w	tendance and school	First Semester: During weekly classroom zoom meet build class community and trust and c What do we want to accomplish? Build community, trust and confidenc Teacher and students How will we acc Why is this goal important? Students Part of weekly lesson plan and verifier More effective and consistent use of Second Semester: Stills will use "Puente de Paz" to physi resolve a problems while on the playg moving through the guiding Os in prol resolution. (See attachment) Students sidewalk in various parts of the campu conflct arises, student use "Puente de	confidence to resolve issues. e Who is involved? complish targeted goal? Restoratvie circs c an experience autonomy in their clas d in drop in zom visits by admin Comple instructional time while reducing refer ically pround by blem swill using it to solve problems step by us When	cles s When? vted Goal Res rals to admin	sults:	behavior to
First Semester: First Semester: The desired outcome is a 10% reduct decline in tardy rates, decrease in stu- connectedness. What do we want to Personal Effectiveness and encourage Mho is involved? Pisl/Leader in Me Team and our Lea tow will we accomplish targeted go Personal Effectiveness: Student Behavior Incentives: student interaction 20/20 calendar PISI/Leader in Me Walk teachers through the website a Student Jobs: - Kindness Catcher	ident bullying behaviors, and an increas o accomplish? a all students to be leaders and do what dership Team al?	e in student at 's right even w	tendance and school	First Semester: During weekly classroom zoom meet build class community and trust and c What do we want to accomplish? Build community, trust and confidenc Teacher and students How will we acc Why is this goal important? Students Part of weekly lesson plan and verified More effective and consistent use of Second Semester: Stills will use "Puente de Paz" to physi resolve a problems while on the playg moving through the guiding Os in prol resolution. (See attachment) Students sidewalk in various parts of the campu conflict arises, student use "Puente de which are components of our PBIS.	enfidence to resolve issues. e Who is involved? complish targeted goal? Restoratvie circ s can experience autonomy in their clas d in drop in zom visits by admin Comple instructional time while reducing refer ically ground by blem swill using it to solve problems step by us When Paz" steps	cles s When? vted Goal Res rals to admin	sults:	behavior to
First Semester: First Semester: First Semester: The desired outcome is a 10% reduct decline in tardy rates, decrease in stu- connectedness. What do we want to Personal Effectiveness and encourage Who is involved? PBIS/Leader In Me Team and our Lea dow will we accomplish targeted go Personal Effectiveness: Student Behavior incentives: student interaction 20/20 calendar PBIS/Leader In Me Walk teachers through the website a Student Jobs: -Kindness Catcher -Teacher Assistant	ident bullying behaviors, and an increas o accomplish? a all students to be leaders and do what dership Team al?	e in student at 's right even w	tendance and school	First Semester: During weekly classroom zoom meet build class community and trust and c What do we want to accomplish? Build community, trust and confidenc Teacher and students How will we acc Why is this goal important? Students Part of weekly lesson plan and verifier More effective and consistent use of Second Semester: Stills will use "Puente de Paz" to physi resolve a problems while on the playg moving through the guiding Os in prof resolution. (See attachment) Students sidewalk in various parts of the campu confict arises, student use "Puente de which are components of our PBIS. Monitor will identify students using th	confidence to resolve issues. e Who is involved? complish targeted goal? Restoratvie circs c an experience autonomy in their clas d in drop in zom visits by admin Comple instructional time while reducing refer ically ground by blem s will using it to solve problems step by us When Paz" steps he Puente	cles s When? vted Goal Res rals to admin	sults:	behavior to
First Semester: First Semester: The desired outcome is a 10% reduct decline in tardy rates, decrease in stu- connectedness. What do we want th versonal Effectiveness and encourage Who is involved? PBIS/Leader In Me Team and our Lea How will we accomplish targeted go Personal Effectiveness: Student Behavior Incentives: student interaction 20/20 calendar PBIS/Leader In Me Walk teachers through the website a Student Jobs: -Kindness Catcher -Teacher Assistant -Tech Assistant	ident bullying behaviors, and an increas o accomplish? a all students to be leaders and do what dership Team al?	e in student at 's right even w	tendance and school	First Semester: During weekly classroom zoom meet build class community and trust and c What do we want to accomplish? Build community, trust and confidenc Teacher and students How will we acc Why is this goal important? Students Part of weekly lesson plan and verified More effective and consistent use of Second Semester: Stills will use "Puente de Paz" to physi resolve a problems while on the playg moving through the guiding Os in prol resolution. (See attachment) Students sidewalk in various parts of the campu conflict arises, student use "Puente de which are components of our PBIS.	onfidence to resolve issues. e Who is involved? complish targeted goal? Restoratvic circs can experience autonomy in their class d in drop in zom visits by admin Comple instructional time while reducing refer ically ground by blem s will using it to solve problems step by us When P az" steps he Puente ts will be	cles s When? vted Goal Res rals to admin	sults:	behavior to
First Semester: First Semester: The desired outcome is a 10% reduct decline in tardy rates, decrease in stu connectedness. What do we want to Personal Effectiveness and encourage Who is involved? PBIS/Leader In Me Team and our Lea How will we accomplish targeted go Personal Effectiveness: Student Behavior -Incentives: student interaction -20/20 calendar -PBIS/Leader In Me -Walk teachers through the website a -Student Jobs: -Teacher Assistant -Teach Assistant -Teach Seguer Vers/Eagle Nester	ident bullying behaviors, and an increas o accomplish? a all students to be leaders and do what dership Team al?	e in student at 's right even w	tendance and school /hen no one is watching.	First Semester: During weekly classroom zoom meet build class community and trust and c What do we want to accomplish? Build community, trust and confidenc Teacher and students How will we acc Why is this goal important? Students Part of weekly lesson plan and verifier More effective and consistent use of Second Semester: Stills will use "Puente de Paz" to physi resolve a problems while on the playg moving through the guiding Os in prof resolution. (See attachment) Students sidewalk in various parts of the campu confict arises, student use "Puente de which are components of our PBIS. Monitor will identify students using th de Paz and report it to admin. Student recognized at Monday assembly and e announcements.	confidence to resolve issues. e Who is involved? complish targeted goal? Restoratvie circs c an experience autonomy in their clas d in drop in zom visits by admin Comple instructional time while reducing refer ically pround by blem s will using it to solve problems step by us When P az" steps he Puente ts will be end of day	cles s When? vted Goal Res rals to admin	sults:	behavior to
First Semester: First Semester: First Semester: The desired outcome is a 10% reduct decline in tardy rates, decrease in stu: connectedness. What do we want to Personal Effectiveness and encourage Who is involved? PiSl/Leader In Me Team and our Lea How will we accomplish targeted go Personal Effectiveness: Student Dehavior Incentives: student interaction 20/20 calendar PiSl/Leader In Me Walk teachers through the website a Student Jobs: -Kindness Catcher -Teach Assistant -Tach Assistant -Eagle Eye's/Eagle Nester Mhy is this goal important?We can b ositive impact on the greater comm	Ident bullying behaviors, and an increas a complish? e all students to be leaders and do what dership Team al? and show them how to access resources uild upon our students' strengths and sl	e in student at 's right even w	tendance and school /hen no one is watching.	First Semester: During weekly classroom zoom meet build class community and trust and c What do we want to accomplish? Build community, trust and confidenc Teacher and students How will we acc Why is this goal important? Students Part of weekly lesson plan and verified More effective and consistent use of Second Semester: Stills will use "Puente de Paz" to physi resolve a problems while on the playg moving through the guiding Os in prol resolution. (See attachment) Students sidewalk in various parts of the campi conflct arise, student use "Puente de which are components of our PBIS. Monitor will identify students using th de Paz and report it to admin. Student recognized at Monday assembly and e announcements. What do we want to accomplish? Ow	confidence to resolve issues. e Who is involved? complish targeted goal? Restoratvie circs c an experience autonomy in their clas d in drop in zom visits by admin Comple instructional time while reducing refer ically pround by blem s will using it to solve problems step by us When P az" steps he Puente ts will be end of day	cles s When? vted Goal Res rals to admin	sults:	behavior to
First Semester: First Semester: First Semester: The desired outcome is a 10% reduct decline in tardy rates, decrease in stu- connectedness. What do we want to Personal Effectiveness and encourage Who is involved? PBIS/Leader In Me Team and our Lea dow will we accomplish targeted go Personal Effectiveness: Student Behavior incentives: student interaction 20/20 calendar PBIS/Leader In Me Walk teachers through the website a Student Jobs: -Teacher Assistant -Teach Assistant -Teach Assistant -Teach Sel Sel Neter Mhy Is this goal important We can to positive impact on the greater comm When? On-going	Ident bullying behaviors, and an increas a complish? e all students to be leaders and do what dership Team al? and show them how to access resources uild upon our students' strengths and sl	e in student at 's right even w	tendance and school /hen no one is watching.	First Semester: During weekly classroom zoom meet build class community and trust and c What do we want to accomplish ? Build community, trust and confidenc Teacher and students How will we acc Why is this goal important ? Students Part of weekly lesson plan and verifiet More effective and consistent use of Second Semester : Stills will use "Puente de Paz" to physi resolve ap roblems while on the playg moving through the guiding Os in prol resolution. (See attachment) Students sidewalk in various parts of the campu confict arises, student use "Puente de which are components of our PBIS. Monitor will identify students using th de Paz and report it to admin. Student recognized at Monday assembly and e announcements. What do we want to accomplish? Ow Who is involved ?	confidence to resolve issues. e Who is involved? complish targeted goal? Restoratvie circs c an experience autonomy in their clas d in drop in zom visits by admin Comple instructional time while reducing refer ically pround by blem s will using it to solve problems step by us When P az" steps he Puente ts will be end of day	cles s When? vted Goal Res rals to admin	sults:	behavior to
First Semester: First Semester: First Semester: he desired outcome is a 10% reduct decline in tardy rates, decrease in stu- connectedness. What do we want to Personal Effectiveness and encourage Who is involved? PBIS/Leader In Me Team and our Lea dow will we accomplish taretest student Behavior Personal Effectiveness: Student Behavior DAVIA teachers through the website a Student Jobs: -Kindness Catcher -Teacher Assistant -Teach Assistant -Eagle Eye's/Eagle Nester My is this goal important7We can b positive impact on the greater comm When? On-going Second Semester:	Ident bullying behaviors, and an increas a complish? e all students to be leaders and do what dership Team al? and show them how to access resources uild upon our students' strengths and sl unity.	e in student at 's right even w	tendance and school /hen no one is watching. Ir students can make a	First Semester: During weekly classroom zoom meet build class community and trust and c What do we want to accomplish? Build community, trust and confidenc Teacher and students How will we acc Why is this goal important? Students Part of weekly lesson plan and verifier More effective and consistent use of Second Semester: Stills will use "Puente de Paz" to physi resolve a problems while on the playg moving through the guiding Os in prol resolution. (See attachment) Students sidewalk in various parts of the campu conflct arises, student use "Puente de which are components of our PBIS. Monitor will identify students using th de Paz and report it to admin. Student recognized at Monday assembly and e announcements. What do we want to accomplish? Ow Who is involved?	eonfidence to resolve issues. e Who is involved? complish targeted goal? Restoratvic circ s can experience autonomy in their class d in drop in zom visits by admin Comple instructional time while reducing refer ically round by blem s will using it to solve problems step by us When Pa2" steps he Puente ts will be end of day wnership of problem solving	:les s When? ted Goal Res rals to admin step. It is drat	sults: wn on	
First Semester: First Semester: First Semester: The desired outcome is a 10% reduct decline in tardy rates, decrease in stu- connectedness. What do we want to Personal Effectiveness and encourage Mho is involved? PislS/Leader In Me Team and our Lea tow will we accomplish targeted go Personal Effectiveness: Student Behavior Incentives: student interaction 20/20 calendar PISIS/Leader In Me Walk teachers through the website a Student Jobs: -Tech Assistant -Eagle Eye's/Eagle Nester Mhy is this goal important?We can b ositive impact on the greater comm Mhen? On-going Second Semester: The desired outcome is a 10% reduct	Ident bullying behaviors, and an increas a complish? e all students to be leaders and do what dership Team al? and show them how to access resources uild upon our students' strengths and sl	e in student at 's right even w	tendance and school /hen no one is watching. Ir students can make a rals and student suspensions, a	First Semester: During weekly classroom zoom meetibuild class community, and trust and co What do we want to accomplish? Build community, trust and confidenc Teacher and students How will we acc Why is this goal important? Students Part of weekly lesson plan and verifier More effective and consistent use of Second Semester: Stills will use "Puente de Paz" to physi resolve a problems while on the playg moving through the guiding Os in prol resolution. (See attachment) Students sidewalk in various parts of the campu confict arises, student use "Puente de which are components of our PBIS. Monitor will identify students using th de Paz and report it to admin. Student recognized at Monday assembly and c announcements. What do we want to accomplish? Ow Who is involved?	enfidence to resolve issues. e Who is involved? complish targeted goal? Restoratvie circs c an experience autonomy in their clas d in drop in zom visits by admin Comple instructional time while reducing refer ically ground by blem swill using it to solve problems step by us When Paz" steps he Puente ts will be end of day whereship of problem solving al? Puente de Paz zones which are revi	:les s When? ted Goal Res rals to admin step. It is drat	sults: wn on	
First Semester: First Semester: First Semester: The desired outcome is a 10% reduct decline in tardy rates, decrease in stu connectedness. What do we want to Personal Effectiveness and encourage Who is involved? PBIS/Leader In Me Team and our Lea How will we accomplish targeted go Personal Effectiveness: Student Behavior Incentives: student interaction 20/20 calendar -PBIS/Leader In Me Walk teachers through the website a -Student Jobs: -Kindness Catcher -Teacher Assistant -Teagle Eye's/Eagle Nester Why is this goal important?We can b positive impact on the greater comm When? On-going Second Semester: The desired outcome is a 10% reduct decline in tardy rates, decrease in stu connectedness. What do we want to	Ident bullying behaviors, and an increas accomplish? e all students to be leaders and do what dership Team al? and show them how to access resources wild upon our students' strengths and sl unity. ion from the 2019-2020 school year in d ident bullying behaviors, and an increas accomplish?	e in student at 's right even w	tendance and school /hen no one is watching. Ir students can make a rals and student suspensions, a tendance and school	First Semester: During weekly classroom zoom meet build class community and trust and c What do we want to accomplish? Build community, trust and confidenc Teacher and students How will we acc Why is this goal important? Students Part of weekly lesson plan and verifier More effective and consistent use of Second Semester: Stills will use "Puente de Paz" to physi resolve a problems while on the playg moving through the guiding Os in prol resolution. (See attachment) Students sidewalk in various parts of the campu conflct arises, student use "Puente de which are components of our PBIS. Monitor will identify students using th de Paz and report it to admin. Student recognized at Monday assembly and e announcements. What do we want to accomplish? Ow Who is involved? Students in conflict How will we accomplish targeted go Why is this goal important? It allows for students to own the proc	enfidence to resolve issues. e Who is involved? complish targeted goal? Restoratvie circs c an experience autonomy in their clas d in drop in zom visits by admin Comple instructional time while reducing refer ically ground by blem swill using it to solve problems step by us When Paz" steps he Puente ts will be end of day whereship of problem solving al? Puente de Paz zones which are revi	:les s When? ted Goal Res rals to admin step. It is drat	sults: wn on	
First Semester: First Semester: First Semester: The desired outcome is a 10% reduct decline in tardy rates, decrease in stu- connectedness. What do we want to Personal Effectiveness and encourage Who is involved? PiSl/Leader In Me Team and our Lea How will we accomplish targeted go Personal Effectiveness: Student Behavior Incentives: student interaction 20/20 calendar PiBl/Leader In Me Walk teachers through the website a Student Jobs: -Tech Assistant -Eagle Eye's/Eagle Nester Why is this goal important?We can b ositive impact on the greater comm When? On-going Second Semester: The desired outcome is a 10% reduct decline in tardy rates, decrease in stu- connectedness.What do we want to Personal Effectiveness and encourage	Ident bullying behaviors, and an increas a complish? e all students to be leaders and do what dership Team al? and show them how to access resources wild upon our students' strengths and si unity. ion from the 2019-2020 school year in d dent bullying behaviors, and an increas	e in student at 's right even w	tendance and school /hen no one is watching. Ir students can make a rals and student suspensions, a tendance and school	First Semester: During weekly classroom zoom meet build class community and trust and c (What do we want to accomplish? Build community, trust and confidenc Teacher and students How will we acc Why is this goal important? Students Part of weekly lesson plan and verified More effective and consistent use of Second Semester: Stills will use "Puente de Paz" to physi resolve a problems while on the playg moving through the guiding Os in prol resolution. (See attachment) Students sidewalk in various parts of the campu conflict arises, student use "Puente de which are components of our PBIS. Monitor will identify students using th de Paz and report it to admin. Student recognized at Monday assembly and e announcements. What do we want to accomplish? Ow Who is involved? Students in conflict How will we accomplish trageted go Why is this goal important? It allows for students to own the proc	confidence to resolve issues. e Who is involved? complish targeted goal? Restoratvic circ s can experience autonomy in their clas d in drop in zom visits by admin Comple instructional time while reducing refer ically ground by blem will using it to solve problems step by us When to Paz" steps he Puente ts will be end of day whership of problem solving al? Puente de Paz zones which are revi cess in conflict resolution	:les s When? ted Goal Res rals to admin step. It is drat	sults: wn on	
First Semester: First Semester: First Semester: First Semester: connectedness. What do we want to Versonal Effectiveness and encourage Who is involved? PBIS/Leader In Me Team and our Lea dow will we accomplish targeted go Personal Effectiveness: Student Behavior Incentives: student interaction 20/20 calendar PBIS/Leader In Me Walk teachers through the website a Student Jobs: -Teacher Assistant -Tech Assistant -Tech Assistant -Tech Assistant -Tech Going Second Semester: The desired outcome is a 10% reduct becline in tardy rates, decrease in stu- connectedness. What do we want to Personal Effectiveness and encourage Who is involved?	Ident bullying behaviors, and an increas a complish? e all students to be leaders and do what dership Team al? and show them how to access resources wild upon our students' strengths and sl unity. ion from the 2019-2020 school year in d ident bullying behaviors, and an increas accomplish? e all students to be leaders and do what	e in student at 's right even w	tendance and school /hen no one is watching. Ir students can make a rals and student suspensions, a tendance and school	First Semester: During weekly classroom zoom meeti build class community and trust and c What do we want to accomplish? Build community, trust and confidenc Teacher and students How will we acc Why is this goal important? Students Part of weekly lesson plan and verifier More effective and consistent use of Second Semester: Stills will use "Puente de Paz" to physi resolve a problems while on the playg moving through the guiding Os in prol resolution. (See attachment) Students sidewalk in various parts of the campu confict arises, student use "Puente de which are components of our PBIs. Monitor will identify students using th de Paz and report it to admin. Student recognized at Monday assembly and e announcements. What do we want to accomplish? Ow Who is involved? Students in conflict How will we accomplish targeted go Why is this goal important? It allows for students to own the proc When? Weekly report by monitor to admin C	enfidence to resolve issues. e Who is involved? complish targeted goal? Restoratvie circs c an experience autonomy in their clas d in drop in zom visits by admin Comple instructional time while reducing refer ically ground by blem will using it to solve problems step by us When Paz" steps he Puente ts will be end of day whership of problem solving al? Puente de Paz zones which are revi cess in conflict resolution Completed Goal Results:	:les s When? ted Goal Res rais to admin step. It is drav	sults: wn on	
First Semester: First Semester: First Semester: The desired outcome is a 10% reduct decline in tardy rates, decrease in stu- connectedness. What do we want to Personal Effectiveness and encourage Mho is involved? BiS/Leader In Me Team and our Lea How will we accomplish targeted go Personal Effectiveness: Student Dehavior Incentives: student interaction 20/20 calendar PBIS/Leader In Me Walk teachers through the website of Student Jobs: -Kindness Catcher -Teach Assistant -Tagle Eye's/Eagle Nester Why is this goal important?We can b softwore impact on the greater comm When? On-going Second Semester: The desired outcome is a 10% reduct decline in tardy rates, decrease in stu- connectedness. What do we want to Parsonal Effectiveness and encourage Who is involved? BiS/Leader In Me Team and our Lea	Ident bullying behaviors, and an increas accomplish? e all students to be leaders and do what dership Team al? and show them how to access resources wild upon our students' strengths and sl unity. ion from the 2019-2020 school year in d ident bullying behaviors, and an increas accomplish? e all students to be leaders and do what dership Team	e in student at 's right even w	tendance and school /hen no one is watching. Ir students can make a rals and student suspensions, a tendance and school	First Semester: During weekly classroom zoom meeti build class community and trust and c What do we want to accomplish? Build community, trust and confidenc Teacher and students How will we acc Why is this goal important? Students Part of weekly lesson plan and verifier More effective and consistent use of Second Semester: Stills will use "Puente de Paz" to physi resolve a problems while on the playg moving through the guiding Os in prol resolution. (See attachment) Students sidewalk in various parts of the campu confict arises, student use "Puente de which are components of our PBIs. Monitor will identify students using th de Paz and report it to admin. Student recognized at Monday assembly and e announcements. What do we want to accomplish? Ow Who is involved? Students in conflict How will we accomplish targeted go Why is this goal important? It allows for students to own the proc When? Weekly report by monitor to admin C	confidence to resolve issues. e Who is involved? complish targeted goal? Restoratvic circ s can experience autonomy in their clas d in drop in zom visits by admin Comple instructional time while reducing refer ically ground by blem will using it to solve problems step by us When to Paz" steps he Puente ts will be end of day whership of problem solving al? Puente de Paz zones which are revi cess in conflict resolution	:les s When? ted Goal Res rais to admin step. It is drav	sults: wn on	
inst Semester: inst Semester: inst Semester: he desired outcome is a 10% reduct lecline in tardy rates, decrease in stu- iconnectedness. What do we want to versonal Effectiveness and encourage Who is involved? PBIS/Leader In Me Team and our Lea dow will we accomplish targeted go versonal Effectiveness: itudent Behavior Incentives: student interaction 20/20 calendar PBIS/Leader In Me Walk teachers through the website a Student Jobs: -Teacher Assistant -Tech Assistant -Tech Assistant -Tech Assistant -Tech Assistant -Tech Second Semester: When? On-going iecond Semester: The desired outcome is a 10% reduct lecline in tardy rates, decrease in stu- connectedness. What do we want to Personal Effectiveness: Iow will we accomplish targeted go Versonal Effectiveness:	Ident bullying behaviors, and an increas accomplish? e all students to be leaders and do what dership Team al? and show them how to access resources wild upon our students' strengths and sl unity. ion from the 2019-2020 school year in d ident bullying behaviors, and an increas accomplish? e all students to be leaders and do what dership Team	e in student at 's right even w	tendance and school /hen no one is watching. Ir students can make a rals and student suspensions, a tendance and school	First Semester: During weekly classroom zoom meeti build class community and trust and c What do we want to accomplish? Build community, trust and confidenc Teacher and students How will we acc Why is this goal important? Students Part of weekly lesson plan and verifier More effective and consistent use of Second Semester: Stills will use "Puente de Paz" to physi resolve a problems while on the playg moving through the guiding Os in prol resolution. (See attachment) Students sidewalk in various parts of the campu confict arises, student use "Puente de which are components of our PBIs. Monitor will identify students using th de Paz and report it to admin. Student recognized at Monday assembly and e announcements. What do we want to accomplish? Ow Who is involved? Students in conflict How will we accomplish targeted go Why is this goal important? It allows for students to own the proc When? Weekly report by monitor to admin C	enfidence to resolve issues. e Who is involved? complish targeted goal? Restoratvic circ c can experience autonomy in their clas d in drop in zom visits by admin Comple instructional time while reducing refer ically ground by blem will using it to solve problems step by us When Paz" steps he Puente ts will be end of day whership of problem solving al? Puente de Paz zones which are revi cess in conflict resolution Completed Goal Results:	:les s When? ted Goal Res rais to admin step. It is drav	sults: wn on	
First Semester: First Semester: First Semester: The desired outcome is a 10% reduct decline in tardy rates, decrease in stu- connectedness. What do we want to Personal Effectiveness and encourage Mho is involved? BiSl/Leader In Me Team and our Lea tow will we accomplish targeted go Personal Effectiveness: student Behavior Incentives: student interaction 20/20 calendar PBIS/Leader In Me Walk teachers through the website of Student Jobs: -Kindness Catcher -Teach Assistant -Teach Assistant -Eagle Eye's/Eagle Nester Mhy is this goal important?We can b ostitive impact on the greater comm Mhen? On-going Second Semester: The desired outcome is a 10% reduct decline in tardy rates, decrease in stu- connectedness. What do we wan to Personal Effectiveness: and our Lea dow will we accomplish targeted go Personal Effectiveness: Student Johansi (Student Schwans) Parsonal Effectiveness: Student Behavior	Ident bullying behaviors, and an increas accomplish? e all students to be leaders and do what dership Team al? and show them how to access resources wild upon our students' strengths and sl unity. ion from the 2019-2020 school year in d ident bullying behaviors, and an increas accomplish? e all students to be leaders and do what dership Team	e in student at 's right even w	tendance and school /hen no one is watching. Ir students can make a rals and student suspensions, a tendance and school	First Semester: During weekly classroom zoom meeti build class community and trust and c What do we want to accomplish? Build community, trust and confidenc Teacher and students How will we acc Why is this goal important? Students Part of weekly lesson plan and verifier More effective and consistent use of Second Semester: Stills will use "Puente de Paz" to physi resolve a problems while on the playg moving through the guiding Os in prol resolution. (See attachment) Students sidewalk in various parts of the campu confict arises, student use "Puente de which are components of our PBIs. Monitor will identify students using th de Paz and report it to admin. Student recognized at Monday assembly and e announcements. What do we want to accomplish? Ow Who is involved? Students in conflict How will we accomplish targeted go Why is this goal important? It allows for students to own the proc When? Weekly report by monitor to admin C	enfidence to resolve issues. e Who is involved? complish targeted goal? Restoratvic circ c can experience autonomy in their clas d in drop in zom visits by admin Comple instructional time while reducing refer ically ground by blem will using it to solve problems step by us When Paz" steps he Puente ts will be end of day whership of problem solving al? Puente de Paz zones which are revi cess in conflict resolution Completed Goal Results:	:les s When? ted Goal Res rais to admin step. It is drav	sults: wn on	
First Semester: First Semester: First Semester: The desired outcome is a 10% reduct decline in tardy rates, decrease in stu- connectedness. What do we want to Personal Effectiveness and encourage Who is involved? PBIS/Leader In Me Team and our Lea dow will we accomplish targeted go Personal Effectiveness: Student Ehavior Incentives: student interaction 20/20 calendar PBIS/Leader In Me Walk teachers through the website a Student Iobs: -Teach Assistant -Teach	Ident bullying behaviors, and an increas accomplish? e all students to be leaders and do what dership Team al? and show them how to access resources wild upon our students' strengths and sl unity. ion from the 2019-2020 school year in d ident bullying behaviors, and an increas accomplish? e all students to be leaders and do what dership Team	e in student at 's right even w	tendance and school /hen no one is watching. Ir students can make a rals and student suspensions, a tendance and school	First Semester: During weekly classroom zoom meeti build class community and trust and c What do we want to accomplish? Build community, trust and confidenc Teacher and students How will we acc Why is this goal important? Students Part of weekly lesson plan and verifier More effective and consistent use of Second Semester: Stills will use "Puente de Paz" to physi resolve a problems while on the playg moving through the guiding Os in prol resolution. (See attachment) Students sidewalk in various parts of the campu confict arises, student use "Puente de which are components of our PBIs. Monitor will identify students using th de Paz and report it to admin. Student recognized at Monday assembly and e announcements. What do we want to accomplish? Ow Who is involved? Students in conflict How will we accomplish targeted go Why is this goal important? It allows for students to own the proc When? Weekly report by monitor to admin C	enfidence to resolve issues. e Who is involved? complish targeted goal? Restoratvic circ c can experience autonomy in their clas d in drop in zom visits by admin Comple instructional time while reducing refer ically ground by blem will using it to solve problems step by us When Paz" steps he Puente ts will be end of day whership of problem solving al? Puente de Paz zones which are revi cess in conflict resolution Completed Goal Results:	:les s When? ted Goal Res rais to admin step. It is drav	sults: wn on	
First Semester: First Semester: First Semester: The desired outcome is a 10% reduct decline in tardy rates, decrease in stu connectedness. What do we want to Personal Effectiveness and encourage Who is involved? PBIS/Leader In Me Team and our Lea How will we accomplish targeted go Personal Effectiveness: Student Behavior -Teacher States -Student Jobs: -Kindness Catcher -Teacher Assistant -Tech Assistant -Tech Assistant -Tech Assistant -Tech Assistant -Tech Seale Nester Why is this goal important?We can be positive impact on the greater comm When? On-going Second Semester: The desired outcome is a 10% reduct decline in tardy rates, decrease in stu connectedness. What do we want to Personal Effectiveness: Student Behavior -Incentives: student interaction 20/20 calendar	Ident bullying behaviors, and an increas accomplish? e all students to be leaders and do what dership Team al? and show them how to access resources wild upon our students' strengths and sl unity. ion from the 2019-2020 school year in d ident bullying behaviors, and an increas accomplish? e all students to be leaders and do what dership Team	e in student at 's right even w	tendance and school /hen no one is watching. Ir students can make a rals and student suspensions, a tendance and school	First Semester: During weekly classroom zoom meeti build class community and trust and c What do we want to accomplish? Build community, trust and confidenc Teacher and students How will we acc Why is this goal important? Students Part of weekly lesson plan and verifier More effective and consistent use of Second Semester: Stills will use "Puente de Paz" to physi resolve a problems while on the playg moving through the guiding Os in prol resolution. (See attachment) Students sidewalk in various parts of the campu confict arises, student use "Puente de which are components of our PBIs. Monitor will identify students using th de Paz and report it to admin. Student recognized at Monday assembly and e announcements. What do we want to accomplish? Ow Who is involved? Students in conflict How will we accomplish targeted go Why is this goal important? It allows for students to own the proc When? Weekly report by monitor to admin C	enfidence to resolve issues. e Who is involved? complish targeted goal? Restoratvic circ c can experience autonomy in their clas d in drop in zom visits by admin Comple instructional time while reducing refer ically ground by blem will using it to solve problems step by us When Paz" steps he Puente ts will be end of day whership of problem solving al? Puente de Paz zones which are revi cess in conflict resolution Completed Goal Results:	:les s When? ted Goal Res rais to admin step. It is drav	sults: wn on	
First Semester: First Semester: First Semester: The desired outcome is a 10% reduct decline in tardy rates, decrease in stu- connectedness. What do we want to Personal Effectiveness and encourage Who is involved? Personal Effectiveness: Student Behavior Incentives: student interaction 20/20 calendar PHS/Leader in Me Walk teachers through the website of Student Jobs: -Tech Assistant -Eagle Eye's/Eagle Nester -Teacher Assistant -Eagle Eye's/Eagle Nester Why is this goal important7We can b oositive impact on the greater comm When? On-going Second Semester: The desired outcome is a 10% reduct decline in tardy rates, decrease in stu- connectedness. What do we want to Personal Effectiveness: Student Johnsion PHS/Leader In Me Team and our Lea How will we accomplish targeted go Personal Effectiveness: Student Johnsion Parsonal Effectiveness: Student Dehavior Incentives: student interaction 20/20 calendar PHS/Leader In Me Team and our Lea How will we accomplish targeted go Personal Effectiveness: Student Behavior Incentives: student interaction 20/20 calendar	Ident bullying behaviors, and an increas o accomplish? e all students to be leaders and do what dership Team al? and show them how to access resources wild upon our students' strengths and si unity. ion from the 2019-2020 school year in d ident bullying behaviors, and an increas accomplish? e all students to be leaders and do what dership Team al?	e in student at 's right even w iscipline refer e in student at 's right even w	tendance and school /hen no one is watching. Ir students can make a rals and student suspensions, a tendance and school	First Semester: During weekly classroom zoom meeti build class community and trust and c What do we want to accomplish? Build community, trust and confidenc Teacher and students How will we acc Why is this goal important? Students Part of weekly lesson plan and verifier More effective and consistent use of Second Semester: Stills will use "Puente de Paz" to physi resolve a problems while on the playg moving through the guiding Os in prol resolution. (See attachment) Students sidewalk in various parts of the campu confict arises, student use "Puente de which are components of our PBIs. Monitor will identify students using th de Paz and report it to admin. Student recognized at Monday assembly and e announcements. What do we want to accomplish? Ow Who is involved? Students in conflict How will we accomplish targeted go Why is this goal important? It allows for students to own the proc When? Weekly report by monitor to admin C	enfidence to resolve issues. e Who is involved? complish targeted goal? Restoratvic circ c can experience autonomy in their clas d in drop in zom visits by admin Comple instructional time while reducing refer ically ground by blem will using it to solve problems step by us When Paz" steps he Puente ts will be end of day whership of problem solving al? Puente de Paz zones which are revi cess in conflict resolution Completed Goal Results:	:les s When? ted Goal Res rais to admin step. It is drav	sults: wn on	
First Semester: First Semester: First Semester: The desired outcome is a 10% reduct decline in tardy rates, decrease in stu- connectedness. What do we want to Personal Effectiveness and encourage Who is involved? PBIS/Leader In Me Team and our Lea dow will we accomplish targeted go Personal Effectiveness: Student Behavior Ancentives: student interaction 20/20 calendar PBIS/Leader In Me Walk teachers through the website a Student Jobs: -Teach Assistant -Teach	Ident bullying behaviors, and an increas accomplish? e all students to be leaders and do what dership Team al? and show them how to access resources wild upon our students' strengths and sl unity. ion from the 2019-2020 school year in d ident bullying behaviors, and an increas accomplish? e all students to be leaders and do what dership Team	e in student at 's right even w iscipline refer e in student at 's right even w	tendance and school /hen no one is watching. Ir students can make a rals and student suspensions, a tendance and school	First Semester: During weekly classroom zoom meeti build class community and trust and c What do we want to accomplish? Build community, trust and confidenc Teacher and students How will we acc Why is this goal important? Students Part of weekly lesson plan and verifier More effective and consistent use of Second Semester: Stills will use "Puente de Paz" to physi resolve a problems while on the playg moving through the guiding Os in prol resolution. (See attachment) Students sidewalk in various parts of the campu confict arises, student use "Puente de which are components of our PBIs. Monitor will identify students using th de Paz and report it to admin. Student recognized at Monday assembly and e announcements. What do we want to accomplish? Ow Who is involved? Students in conflict How will we accomplish targeted go Why is this goal important? It allows for students to own the proc When? Weekly report by monitor to admin C	enfidence to resolve issues. e Who is involved? complish targeted goal? Restoratvic circ c can experience autonomy in their clas d in drop in zom visits by admin Comple instructional time while reducing refer ically ground by blem will using it to solve problems step by us When Paz" steps he Puente ts will be end of day whership of problem solving al? Puente de Paz zones which are revi cess in conflict resolution Completed Goal Results:	:les s When? ted Goal Res rais to admin step. It is drav	sults: wn on	
First Semester: First Semester: First Semester: The desired outcome is a 10% reduct decline in tardy rates, decrease in stu- connectedness. What do we want to Personal Effectiveness and encourage Who is involved? PBIS/Leader In Me Team and our Lea How will we accomplish targeted go Personal Effectiveness: Student Behavior -Incentives: student interaction -20/20 calendar -PBIS/Leader In Me -Walk teachers through the website a -Student Jobs: -Tech Assistant -Tech Assistant -Tech Assistant -Tech Assistant -Tech Assistant -Tech Assistant -Tech Selsten Why is this goal important?We can b positive impact on the greater comm When? On-going Second Semester: The desired outcome is a 10% reduct decline in tardy rates, decrease in stu- connectedness. What do we want to Personal Effectiveness Student Behavior -Incentives: student interaction -20/20 calendar -PBIS/Leader In Me -PBIS/Leader In Me -PBIS/Leader In Me -PBIS/Leader In Me -Walk teachers through the website a -Student Jobs: -Valk teachers through the website a -Student Jobs: -Kindness Catcher	Ident bullying behaviors, and an increas o accomplish? e all students to be leaders and do what dership Team al? and show them how to access resources wild upon our students' strengths and si unity. ion from the 2019-2020 school year in d ident bullying behaviors, and an increas accomplish? e all students to be leaders and do what dership Team al?	e in student at 's right even w iscipline refer e in student at 's right even w	tendance and school /hen no one is watching. Ir students can make a rals and student suspensions, a tendance and school	First Semester: During weekly classroom zoom meeti build class community and trust and c What do we want to accomplish? Build community, trust and confidenc Teacher and students How will we acc Why is this goal important? Students Part of weekly lesson plan and verifier More effective and consistent use of Second Semester: Stills will use "Puente de Paz" to physi resolve a problems while on the playg moving through the guiding Os in prol resolution. (See attachment) Students sidewalk in various parts of the campu confict arises, student use "Puente de which are components of our PBIs. Monitor will identify students using th de Paz and report it to admin. Student recognized at Monday assembly and e announcements. What do we want to accomplish? Ow Who is involved? Students in conflict How will we accomplish targeted go Why is this goal important? It allows for students to own the proc When? Weekly report by monitor to admin C	enfidence to resolve issues. e Who is involved? complish targeted goal? Restoratvic circ c can experience autonomy in their clas d in drop in zom visits by admin Comple instructional time while reducing refer ically ground by blem will using it to solve problems step by us When Paz" steps he Puente ts will be end of day whership of problem solving al? Puente de Paz zones which are revi cess in conflict resolution Completed Goal Results:	:les s When? ted Goal Res rais to admin step. It is drav	sults: wn on	
First Semester: First Semester: First Semester: The desired outcome is a 10% reduct decline in tardy rates, decrease in stu- connectedness. What do we want to Personal Effectiveness and encourage Who is involved? PBIS/Leader In Me Team and our Lea How will we accomplish targeted go Personal Effectiveness: Student Behavior -Incentives: student interaction -20/20 calendar -PBIS/Leader In Me -Walk teachers through the website a -Student Jobs: -Teacher Assistant -Teach Assistant -Teach Assistant -Teach Assistant the desired outcome is a 10% reduct decline in tardy rates, decrease in stu- connectedness. What do we want to Personal Effectiveness and encourage Who is involved? PBIS/Leader In Me Team and our Lea How will we accomplish targeted go Personal Effectiveness: Student Behavior -Incentives: student interaction -20/20 calendar -PBIS/Leader In Me Team and our Lea How will we accomplish target go Personal Effectiveness: Student Behavior -PBIS/Leader In Me Walk teachers through the website a -Student Jobs: -Kindness Catcher -Teacher Assistant	Ident bullying behaviors, and an increas o accomplish? e all students to be leaders and do what dership Team al? and show them how to access resources wild upon our students' strengths and si unity. ion from the 2019-2020 school year in d ident bullying behaviors, and an increas accomplish? e all students to be leaders and do what dership Team al?	e in student at 's right even w iscipline refer e in student at 's right even w	tendance and school /hen no one is watching. Ir students can make a rals and student suspensions, a tendance and school	First Semester: During weekly classroom zoom meeti build class community and trust and c What do we want to accomplish? Build community, trust and confidenc Teacher and students How will we acc Why is this goal important? Students Part of weekly lesson plan and verifier More effective and consistent use of Second Semester: Stills will use "Puente de Paz" to physi resolve a problems while on the playg moving through the guiding Os in prol resolution. (See attachment) Students sidewalk in various parts of the campu confict arises, student use "Puente de which are components of our PBIs. Monitor will identify students using th de Paz and report it to admin. Student recognized at Monday assembly and e announcements. What do we want to accomplish? Ow Who is involved? Students in conflict How will we accomplish targeted go Why is this goal important? It allows for students to own the proc When? Weekly report by monitor to admin C	enfidence to resolve issues. e Who is involved? complish targeted goal? Restoratvic circ c can experience autonomy in their clas d in drop in zom visits by admin Comple instructional time while reducing refer ically ground by blem will using it to solve problems step by us When Paz" steps he Puente ts will be end of day whership of problem solving al? Puente de Paz zones which are revi cess in conflict resolution Completed Goal Results:	:les s When? ted Goal Res rais to admin step. It is drav	sults: wn on	
First Semester: First Semester: First Semester: The desired outcome is a 10% reduct decline in tardy rates, decrease in stu connectedness. What do we want to Personal Effectiveness and encourage Who is involved? PBIS/Leader In ME Team and our Lea How will we accomplish targeted go Personal Effectiveness: Student Dehavior -Incentives: student interaction -20/20 calendar PBIS/Leader In ME Walk teachers through the website a -Student Jobs: -Kindness Catcher -Tech Assistant -Eagle Eye's/Eagle Nester Why is this goal important?We can b positive impact on the greater comm When? On-going Second Semester: The desired outcome is a 10% reduct decline in tardy rates, decrease in stu connectedness: Student Jobs: Mb is involved? PBIS/Leader In ME Team and our Lea How will we accomplish targeted go Personal Effectiveness: Student Johani -Jo/20 calendar -PBIS/Leader In ME Walk teachers through the website a -Student Jobs: -Kindness Catcher -Tech Assistant -Fach Assistant -Rendress: Student interaction 20/20 calendar -PBIS/Leader In ME Walk teachers through the website a -Student Jobs: -Kindness Catcher -Teacher Assistant -Tech Assistant -Tech Assistant	Ident bullying behaviors, and an increas o accomplish? e all students to be leaders and do what dership Team al? and show them how to access resources wild upon our students' strengths and si unity. ion from the 2019-2020 school year in d ident bullying behaviors, and an increas accomplish? e all students to be leaders and do what dership Team al?	e in student at 's right even w iscipline refer e in student at 's right even w	tendance and school /hen no one is watching. Ir students can make a rals and student suspensions, a tendance and school	First Semester: During weekly classroom zoom meeti build class community and trust and c What do we want to accomplish? Build community, trust and confidenc Teacher and students How will we acc Why is this goal important? Students Part of weekly lesson plan and verifier More effective and consistent use of Second Semester: Stills will use "Puente de Paz" to physi resolve a problems while on the playg moving through the guiding Os in prol resolution. (See attachment) Students sidewalk in various parts of the campu confict arises, student use "Puente de which are components of our PBIs. Monitor will identify students using th de Paz and report it to admin. Student recognized at Monday assembly and e announcements. What do we want to accomplish? Ow Who is involved? Students in conflict How will we accomplish targeted go Why is this goal important? It allows for students to own the proc When? Weekly report by monitor to admin C	enfidence to resolve issues. e Who is involved? complish targeted goal? Restoratvic circ c can experience autonomy in their clas d in drop in zom visits by admin Comple instructional time while reducing refer ically ground by blem will using it to solve problems step by us When Paz" steps he Puente ts will be end of day whership of problem solving al? Puente de Paz zones which are revi cess in conflict resolution Completed Goal Results:	:les s When? ted Goal Res rais to admin step. It is drav	sults: wn on	
First Semester: First Semester: First Semester: The desired outcome is a 10% reduct decline in tardy rates, decrease in stu- connectedness. What do we want to Personal Effectiveness and encourage Who is involved? PBIS/Leader In Me Team and our Lea How will we accomplish targeted go Personal Effectiveness: Student Ebhavior -Incentives: student interaction 20/20 calendar -PBIS/Leader In Me Walk teachers through the website a -Student Jobs: -Teach Assistant -Teacher Assistant -Teacher Assistant -Teacher Assistant -Teacher Assistant -Teader Gers/Eagle Nester Why is this goal important?We can the positive impact on the greater comm When? On-going Second Semester: The desired outcome is a 10% reduct decline in tardy rates, decrease in stu- connectedness. What do we want to Personal Effectiveness and encourage Who is involved? PBIS/Leader In Me Team and our Lea How will we accomplish targeted go Personal Effectiveness: Student Ehavior -Incentives: student interaction -20/20 calendar -PBIS/Leader In Me Walk teachers through the website a -Student Jobs: -Student Iobs: -Teach Assistant -Teach Ass	Ident bullying behaviors, and an increas o accomplish? e all students to be leaders and do what dership Team al? and show them how to access resources wild upon our students' strengths and si unity. ion from the 2019-2020 school year in d ident bullying behaviors, and an increas accomplish? e all students to be leaders and do what dership Team al?	e in student at 's right even w iscipline refer e in student at 's right even w	tendance and school /hen no one is watching. Ir students can make a rals and student suspensions, a tendance and school	First Semester: During weekly classroom zoom meeti build class community and trust and c What do we want to accomplish? Build community, trust and confidenc Teacher and students How will we acc Why is this goal important? Students Part of weekly lesson plan and verifier More effective and consistent use of Second Semester: Stills will use "Puente de Paz" to physi resolve a problems while on the playg moving through the guiding Os in prol resolution. (See attachment) Students sidewalk in various parts of the campu confict arises, student use "Puente de which are components of our PBIs. Monitor will identify students using th de Paz and report it to admin. Student recognized at Monday assembly and e announcements. What do we want to accomplish? Ow Who is involved? Students in conflict How will we accomplish targeted go Why is this goal important? It allows for students to own the proc When? Weekly report by monitor to admin C	enfidence to resolve issues. e Who is involved? complish targeted goal? Restoratvic circ c can experience autonomy in their clas d in drop in zom visits by admin Comple instructional time while reducing refer ically ground by blem will using it to solve problems step by us When Paz" steps he Puente ts will be end of day whership of problem solving al? Puente de Paz zones which are revi cess in conflict resolution Completed Goal Results:	:les s When? ted Goal Res rais to admin step. It is drav	sults: wn on	
inst Semester: irst Semester: irst Semester: he desired outcome is a 10% reduct lecline in tardy rates, decrease in stu- isonnectedness. What do we want to 'ersonal Effectiveness and encourage Who is involved? 'BIS/Leader In Me Team and our Lea dow will we accomplish targeted go 'ersonal Effectiveness: itudent Behavior Incentives: student interaction 20/20 calendar PBIS/Leader In Me Walk teachers through the website a Student Jobs: - Teacher Assistant - Tech Assistant - Tech Assistant - Tech Assistant - Tech Assistant - Tech Assistant - Tech Semester: The desired outcome is a 10% reduct lecline in tardy rates, decrease in stu- connectedness. What do we want to versonal Effectiveness and our Lea dow will we accomplish targeted go Personal Effectiveness: itudent Behavior Incentives: Student interaction 20/20 calendar PBIS/Leader In Me Walk teachers through the website a Student Jobs: - Kindness Catcher - Teacher Assistant - Tech Assistant - Tech Assistant - Teacher Assistant - Teacher Assistant - Teacher Assistant - Teacher Assistant - Teacher Satuent - Teacher Satuent - Teacher Satuent - Teacher Assistant - Teacher Assistant - Teacher Satuent - Teacher Satuent	Ident bullying behaviors, and an increas or accomplish? e all students to be leaders and do what dership Team al? and show them how to access resources will upon our students' strengths and si unity. ion from the 2019-2020 school year in d ident bullying behaviors, and an increas accomplish? e all students to be leaders and do what dership Team al?	e in student at 's right even w iscipline referi e in student at 's right even w	tendance and school then no one is watching. Ir students can make a rals and student suspensions, a tendance and school then no one is watching.	First Semester: During weekly classroom zoom meeti build class community and trust and c What do we want to accomplish? Build community, trust and confidenc Teacher and students How will we acc Why is this goal important? Students Part of weekly lesson plan and verifier More effective and consistent use of Second Semester: Stills will use "Puente de Paz" to physi resolve a problems while on the playg moving through the guiding Os in prol resolution. (See attachment) Students sidewalk in various parts of the campu confict arises, student use "Puente de which are components of our PBIs. Monitor will identify students using th de Paz and report it to admin. Student recognized at Monday assembly and e announcements. What do we want to accomplish? Ow Who is involved? Students in conflict How will we accomplish targeted go Why is this goal important? It allows for students to own the proc When? Weekly report by monitor to admin C	enfidence to resolve issues. e Who is involved? complish targeted goal? Restoratvic circ c can experience autonomy in their clas d in drop in zom visits by admin Comple instructional time while reducing refer ically ground by blem will using it to solve problems step by us When Paz" steps he Puente ts will be end of day whership of problem solving al? Puente de Paz zones which are revi cess in conflict resolution Completed Goal Results:	:les s When? ted Goal Res rais to admin step. It is drav	sults: wn on	
First Semester: First Semester: First Semester: First Semester: First Semester: Connectedness. What do we want to Personal Effectiveness and encourage Who is involved? PBIS/Leader In Me Team and our Lea dow will we accomplish targeted go Personal Effectiveness: Student Behavior Incentives: student interaction 20/20 calendar PBIS/Leader In Me Walk teachers through the website a Student Iobs: -Teacher Assistant -Tech Assistant -Tech Assistant -Tech Assistant -Tech Assistant Second Semester: The desired outcome is a 10% reduct bedine in trady rates, decrease in stu- connectedness. What do we want to Personal Effectiveness and encourage Who is involved? PBIS/Leader In Me Team and our Lea How will we accomplish targeted go Personal Effectiveness: Student Behavior Incentives: student interaction 20/20 calendar PBIS/Leader In Me Team and our Lea How will we accomplish target go Personal Effectiveness: Student Behavior Hincentives: Student interaction 20/20 calendar PBIS/Leader In Me Student Jobs: -Kindness Catcher -Teacher Assistant -Tech Assistant -Tech Assistant -Tech Assistant -Tech Assistant -Tech Assistant -Tech Assistant -Teacher Assistant -Teacher Assistant -Teacher Student -Teacher Matting goal important?	Ident bullying behaviors, and an increas o accomplish? e all students to be leaders and do what dership Team al? and show them how to access resources wild upon our students' strengths and si unity. ion from the 2019-2020 school year in d ident bullying behaviors, and an increas accomplish? e all students to be leaders and do what dership Team al?	e in student at 's right even w iscipline referi e in student at 's right even w	tendance and school then no one is watching. Ir students can make a rals and student suspensions, a tendance and school then no one is watching.	First Semester: During weekly classroom zoom meeti build class community and trust and c What do we want to accomplish? Build community, trust and confidenc Teacher and students How will we acc Why is this goal important? Students Part of weekly lesson plan and verifier More effective and consistent use of Second Semester: Stills will use "Puente de Paz" to physi resolve a problems while on the playg moving through the guiding Os in prol resolution. (See attachment) Students sidewalk in various parts of the campu confict arises, student use "Puente de which are components of our PBIs. Monitor will identify students using th de Paz and report it to admin. Student recognized at Monday assembly and e announcements. What do we want to accomplish? Ow Who is involved? Students in conflict How will we accomplish targeted go Why is this goal important? It allows for students to own the proc When? Weekly report by monitor to admin C	enfidence to resolve issues. e Who is involved? complish targeted goal? Restoratvic circ c can experience autonomy in their clas d in drop in zom visits by admin Comple instructional time while reducing refer ically ground by blem will using it to solve problems step by us When Paz" steps he Puente ts will be end of day whership of problem solving al? Puente de Paz zones which are revi cess in conflict resolution Completed Goal Results:	:les s When? ted Goal Res rais to admin step. It is drav	sults: wn on	

Drachma	an Magnet K-8 School Sch	ool SAP)				Grii	alva Element	ary School	SAP		
	Level 2 Priorities	JAP					Gilj	Level 2 I		577		
A. Implementation:	PBIS:				A. Implementa			PBIS:	liontics			
summarize where the school	1. Mentoring/Social Skills Grps				summarize whe was re level 1 a			1. Mentoring/Soc	al Skills Grps			
was re level 1 and level 2 priorities (and by the RP, PBIS,	Staff, Parents, Students,	n			priorities (and b			Staff, Parents, Stu	dents,	n		
Code components) in SY2020-	2.Community embrace PBIS	у			Code componer			2.Community em	orace PBIS	n		
21	3. Stakeholders are communic-				21			3. Stakeholders a				
1. Level 1 Priorities	ated with monthly	n			1. Level 1	L Priorities		ated with monthl		n		
2	4. PBIS implemented w/fidelity	У			a: =			4. PBIS implement		n		
Disc. Team y Disc. Flow Chart y	Restorative Practices:				Disc. Team Disc. Flow Chart	y V	-	Restorative Pract				
PBIS Team y	1. Stakeholder have a shared vision for a restorative school	v			PBIS Team	y y	-	 Stakeholder ha vision for a restor 		n		
PBIS Matrix y	2. Staff understands the	y .			PBIS Matrix	y V		2. Staff understar				
SCOC Training	paradigm shift from punitive				SCOC Training	,		paradigm shift fro				
Staff y	to restorative	у			Staff	у		to restorative		n		
Students y	3. Time is given to implement				Students	у		3. Time is given to	implement			
Referral Process y	a restorative classroom	у			Referral Process	y y		a restorative class		у		
RP Training y	Support structures are in				RP Training	У	_	Support structure				
RP Revisited y	place to implement Restora-				RP Revisited	У	-	place to impleme				
PIC Room y	ative Prac. w/ fidelity				PIC Room	n	-	ative Prac. w/ fide				
Mo Reports timely y	Coaching	n			Mo Reports time		-	Coach		n		
Use of Disc. Data Mo Report y	Mentoring PD/PLC's	n			Use of Disc. Data Mo Report	a	-	Mento PD/PL		n v		
PD y	SCOC:	7			PD	y V	1	SCOC:	- 3	Y		
Data input timely y	1. Data informs all discipline				Data input time	v v	1	1. Data informs a	l discipline			
Disc. Rating 1-5 4	meetings	y			Disc. Rating 1-5	. ,	1	meetings		y		
Formal Report	2. Hot spots, trends, are ident	у			Formal Report		1	2. Hot spots, tren	ds, are ident	y		
	3. Discipline systems, policies,						-	3. Discipline syste				
	procedures are in place	у						procedures are in		у		
	4. Mo. discipline reports are							4. Mo. discipline r				
	communicated to fac/staff							communicated to				
	5. Periodic review of discipline							 Periodic review systems, policies, 				
	systems, policies, procedures	у						systems, policies,	procedures	У		
2. Level 2 Priorities					2. Level	2 Priorities						
B. Outcomes:					B. Outcomes:							
All White	AA H	NA	AS	м		All	White	AA	н	NA	AS	М
Student Incid 14 1	11	2			Student Incid	5	1		4			
Aggression 9 1	7	1			Aggression	2	1		1			
ISI 9	8 7	1			ISI	4 1	1		4			
Suspensions 9 1	1	1			Suspensions	1	1					
C. Actions: First Semester: 1) Drachman's community will reduce the 5% when comparing data from the 2019								20% by December	17, 2020.			
suspensions (In School and Out of School 2020 fall semesters.	I) for the fall semester by at least 5%				Who is involve	d?		major disruptions		throughout	the school.	
What do we want to accomplish? See go						ff-Teachers, Cou ccomplish targe		pport Staff, CSP, M	155F, Principal			
Who is involved? Entire school communi How will we accomplish targeted goal?	ity and specifically Drachman's staff.							nsure all students a	nd staff understa	nd our exper	tations and wha	it the look like
Implementing our PBIS program								engage in learning				
Making positive and proactive contacts for	or our students most likely to presen	t behavioral cor	ncerns					achers will continue				
Tracking and monitoring discipline data								s who are receiving		Training for	support staff (N	Aonitors,
Providing PD on PBIS and Restorative Pra	actices						nue to be h	eld weekly through	out the year.			
Why is this goal important? This goal is important so that students ha	ave continued maximum accoss to ave	r instructional -	and extracurricul	lar	Why is this goa When students		or unexpect	ed behaviors, they	often require tim	e out of thei	r learning cotting	and at times
programs.	ave continueu maximum access to ou	n motructional a	and excidenticul					arning for other stu				
When? This will be a daily focus for the s	semester.							g for all students.				
Second Semester:					When?		. –					
1) Drachman's community will reduce th						acners will be or	ngoing. The	e teaching of expect	ations for studen	ts is ongoing	and will be rein	rorced or
least 5% when comparing data from the quantity of suspensions (In School and O					retaught daily. Second Semest	ter:						
the 2019 and 2020 spring semesters.	at or ochoory for the spring semester	uy ai ledst 5% V	when comparing	υαια ΠΟΠΙ			lecrease bv	20% by May 2021				
What do we want to accomplish? See go	pals				What do we w	ant to accompli	ish?					
Who is involved? Entire school commun	ity and specifically Drachman's staff.						that cause	major disruptions	n classrooms and	throughout	the school.	
How will we accomplish targeted goal?					Who is involve		incolors C	nnort Staff Drin-i-				
Implementing our PBIS program Making positive and proactive contacts for	or our students most likely to present	t hehavioral cor	ncerns			tt-Teachers, Cou ccomplish targe		pport Staff, Princip	31			
Tracking and monitoring discipline data	or our students most likely to presen	Cochavioral COF	neerina					nsure all students a	nd staff understa	nd our expec	tations and wha	it the look like
Providing PD on PBIS and Restorative Pra	actices				in each setting.	. Teachers will o	continue to	engage in learning	about Trauma Inf	ormed Pract	ices to support o	our students
Why is this goal important?								achers will continue				
This goal is important so that students ha	ave continued maximum access to ou	r instructional a	and extracurricul	lar				s who are receiving eld weekly through		raining for	support staff (N	/ionitors,
programs. When? This will be a daily focus for the s	emester.				Why is this goa		iae to be h	cia weekiy through	ou une yedf.			
the set of a daily rocus for the s							or unexpect	ed behaviors, they	often require tim	e out of thei	r learning setting	g and at times
								arning for other stu	dents. The goal v	vill support b	oth the social/e	motion needs
						s and the acader	mic learning	g for all students.				
					When? Training for tea	achers will be or	ngoing The	e teaching of expect	ations for studen	ts is ongoing	and will he rein	forced or
					retaught daily.						win be relli	

Implementation:	Magnet Elementary Sch	ool SAP						Hollinger K-8	School	SAP		
	Level 2 Priorities				A. Implementa	tion:			Priorities			
mmarize where the school	PBIS:	 1			summarize whe			PBIS:		_	1	
s re level 1 and level 2	1. Mentoring/Social Skills Grps				was re level 1 ar			1. Mentoring/So				
orities (and by the RP, PBIS,	Staff, Parents, Students, 2.Community embrace PBIS	n			priorities (and b			Staff, Parents, St		n		
de components) in SY2020-	3. Stakeholders are communic-	n			PBIS, Code comp SY2020-21	onents) in		 Community en Stakeholders a 		n		
1. Level 1 Priorities	ated with monthly	n			1. Level 1	Priorities		ated with month		n		
1. Level 1 Hondes	4. PBIS implemented w/fidelity	n			1. Level 1	Thomas		4. PBIS implement		n		
c. Team y	Restorative Practices:			ī	Disc. Team	v		Restorative Prac				
c. Flow Chart y	1. Stakeholder have a shared				Disc. Flow Chart	v		1. Stakeholder h				
S Team y	vision for a restorative school	v			PBIS Team	v		vision for a resto		v		
S Matrix y	2. Staff understands the	,			PBIS Matrix	ý		2. Staff understa		/		
C Training	paradigm shift from punitive			5	SCOC Training			paradigm shift fr				
f y	to restorative	У		S	Staff	у		to restorative		у		
dents y	Time is given to implement			9	Students	у		3. Time is given t	o implement			
erral Process y	a restorative classroom	У			Referral Process	у		a restorative clas		у		
Training y	4. Support structures are in				RP Training	у		Support struct				
Revisited y	place to implement Restora-				RP Revisited	У	_	place to impleme				
Room y	ative Prac. w/ fidelity				PIC Room	n		ative Prac. w/ fid				
Reports timely n	Coaching	n			Mo Reports time		-	Coac		n		
of Disc. Data	Mentoring PD/PLC's	н м			Use of Disc. Data		-	Ment PD/P	oring	n		
Report y	SCOC:	1		- F	Mo Report PD	y v	-	SCOC:		у		
a input timely y	1. Data informs all discipline	+			Data input timel	v v	-	1. Data informs a	all discipline		1	
c. Rating 1-5 3	meetings	v			Disc. Rating 1-5	, ,	3	meetings	alacipilite	v	1	
mal Report	2. Hot spots, trends, are ident	ý			Formal Report		-	2. Hot spots, tree	nds, are ident	v		
	3. Discipline systems, policies,	 		Ľ			-	 Discipline syst 		Ť	1	
	procedures are in place	у						procedures are i		у]	
	4. Mo. discipline reports are							4. Mo. discipline	reports are]	
	communicated to fac/staff	у						communicated t				
	5. Periodic review of discipline	<u> </u>]						5. Periodic review				
	systems, policies, procedures	У						systems, policies	, procedures	У		
2. Level 2 Priorities					2. Level 2	2 Priorities						
Outcomes: All White	АА Н	NA	AS	м	B. Outcomes:	All	White	AA	н	NA	AS	м
udent Incid 10	4 6		10			55	1	1	50	1		2
gression 7	3 4					35	1	1	32			1
1	1				ISI	24			24			
spensions 6	3 3				Suspensions	37			36	1		
Actions: rst Semester: / May, 2021. Holladay will decrease the r ita from Synergy. hat do we want to accomplish? creased safety and student achievemen ho is involved? istaff. ow will we accomplish targeted goal? cous on our PBIS system. hy is this goal important? udents learn more when they are in sch hen? to will focus on this goal throughout the crond Semeste: May, 2021. Holladay will decrease the r ta from Synergy. hat do we want to accomplish? creased safety and student achievemen ho is involved? Istaff. ow will we accomplish targeted goal? cus on our PBIS system. hy is this goal important? udents learn more when they are in sch hen?	it. ool. school year. number of out of school suspension l			cipline	What do we way To align and car Who is involved The PBIS Comme How will we ac To facilitate PBI Why is this goo In order to help When? By the end of th When? By December 12 measured by PE Second Seme To reduce discip What do we way To reduce the n Who is involved All site stokehoi How will we ac Provide site bas compassionate Why is this goo	ant to accomp librate our PBI 32 littee, site adn complish targ 5 professionan limportant? ensure horizo le first semest limportant? er: obline incidents ant to accomp umber of disc. 32 dders including complish targ ed classroom discipline and limportant?	lish? S expectation eted goal? developmental and vere ercent of He committee to	rate their PBIS beh ons across grade le and classroom tea nt, and provide job trical compassionat cliinger K-8 teacher walkthroughs. nts on the Hollinge mmiltee, the discip nt professional dev cidents are minimiz	vels and classroo chers. embedded coac te discipline prac s will have their r campus. oline team, site a elopment, and jc	m. hing. Lices, then this classroom PBI dministration b embedded d	S expectations p and teachers. coaching related	oosted, as 1 to

Case 4:74-cv-00090-DCB Document 2616-5 Filed 11/01/21 Page 175 of 188

A. Vegeneration: A Vegeneration:		Lvnn-	Urquides Fle	ementary Scho	ol SA	P					McCorckle K	-8 School	SAP		
		-,				-		l							
					1					h 1			1		
		001			1	1									
					n]							n		
1. bod Photle: 1. bod Photle: 1. bod Photle: 1. bod Photle: 1. bod Photle: 1. bod Photle: 1. bod Photle: 1. bod Photle: 1. bod Photle: 1. bod Photle: <		in	2.Community	embrace PBIS	n						2.Community	embrace PBIS	у		
Circ. Team Image: Team Image: Team Image: Team Image: Team Team <thteam< th=""> Team <thteam< th=""></thteam<></thteam<>	1. Level 1 Priorities	s			n			1. Level 1	Prioritie	25					
Dist. Being 1 3. Subscottor here a bared Image: Subscreption of the sense of t	Disa Taam				n	-		Diss Torm					n		
Number Numer Number Number						1			У 						
Note 1 3 1 <th1< th=""> 1 1 1</th1<>					n	1			y v				v		
						1			y v				7		
State Interdeption Interdeption Interdeption Interdeption Interdeption State Interdeption					1	1			, '						
Literal Process Literal Process Literal Process Literal Process Minute Notes Literal Process	Staff y		to restorative	2	n			Staff	у		to restorative		у		
If Training in production with input productin with input production with input product						1			у						
If Reduction Image: Control of the					у				У				у		
Internet membra									У						
Notes disc binds Image: Disc binds			· · · · · ·		+	1			y V		· · · · · ·		+		
Use of Book Data Margeort Margeort Marg					n	1			elv v				n		
					n	1									
Important temp Importantetemp Important temp Impor					y	1			v				y		
Dist. Earling 1s Image: Solution 1 or 1 Dist. Disc. Disc					Ĺ]			ý				Ľ.		
Formal Report Image: Interpretation of the procedure at the pr				ms all discipline					y y			s all discipline			
Image: Interpreter system, policies, important is fully interpreter system, policies, important is fully system, policies, procedures are interpreter and policies, procedures, procedures, procedures, procedures, procedures, pro		3			у					4			у		
Level 2 Priorities 2. Level 2 Priorities 3. Level 2 Priorities 3. Level 2 Priorities 5. Level 2 Priorities 5. Level 2 Priorities 5. Level 2 Priorities 5. Level 2 Priorities 6. discipling regression for the state discipling in priorities priorities in priorities priorities in priorities priorities in	Formal Report				У	4		Formal Report	у				у		
 						4									
Description Description 1. Leed 2 Function Description 2. Leed 2 Function Description 3. Leed 2 Function Description 4. Leed 2 Function Description 5. Leed 2 Function Description 5. Leed 2 Function Description 6. Actions: Function Function Function					У	1							у		
Substitution Substitution Substitution Substitution 2. Level 2 Priorities 2. Level 2 Priorities 2. Level 2 Priorities 8. Outcomes: 3. Monoscience 3. Monoscience 3. Monoscience 8. Outcomes: 9.					+	1							v		
Lucreit Provides y Instant y 2. Lucreit 2 Provides y y Agression 6 1 2 2 1 Subtent incid 2 2 1 1 3 </td <td></td> <td></td> <td></td> <td></td> <td>1</td> <td>1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>'</td> <td></td> <td></td>					1	1							'		
2. Level 2 Priorities B. Outcomes: All White AA M MA AS M Student Incid 3 2 2 1 Student Incid 3 H NA AS M Student Incid 3 2 2 1 Student Incid 3 H NA AS M Student Incid 3 2 2 1 Student Incid 3 H NA AS M Student Incid 3 2 2 13 1 1 Student Incid 3 1 1 Student Incid 3 1 1 Student Incid 3 2 2 13 1 1 Student Incid 3 2 2 13 1 1 Student Incid 3 1 1 Student Incid 3 2 2 13 1 1 Student Incid 3 1					у	1							у		
b. Outcomes: All White AA H NA AS M Supersion 2 1 1 1 1 C. Actions: First Smester. First Smester. First Smester. First Smester. The will append the participation during remote learning to eccesse online student neitherwire. Tesk Smester. McCorkle Academy Students will continue to adhere to the District Code of Conduct and McCorkle pointerset on the our schools on the participation and decresse online student spectra to the student schools on the participation and decresse online therwire. The will append the participation during remote learning time. First Smester. The will append the participation and decresse online therwire. What do we want to accomplish Tracted append the participation and decresse online student set on therwire. C. Actions: The will append the participation and decresse online student set on therwire. C. Actions: The will append the participation and decresse online student set on therwire. C. Actions: The will append the participation and decresse online student set on therwire. C. Actions: The will appen	2. Level 2 Priorities	25						2. Level	2 Prioriti	es					
All White AA H NA AS M Supportion 2 4 2 1 Supportion 2 1 2 1											es as of SY2019-20				
Student inclid 9 2 4 2 1 Student inclid 9 2 4 2 1 Student inclid 1 2 2 1 1 Student inclid 1 1 1 1 1 1 Supersion 2 1 1 1 1 1 1 Student inclid 1 1 1 1 1 1 1 1 Supersions 2 2 1															
Aggression 6 1 2 2 1 1 Suppensions 2 1 1 1 1 Suppensions 2 1 1 1 1 Suppensions 2 2 1 1 1 Suppensions 2 2 1 1 1 Suppensions 2 2 1 1 1 C. Actions: First Sensets: First Sensets: First Sensets: Mode and theory in the order decrease online student michehavior. Teachers will increase to the order score and will basis, through Case Doi, enally case through the use of Mocorite Life skills: effort, Growth Mindee, Agency, Collaboration, Rigor, Laderzha, Juntake, Poblian Song, Persevencace and miterght in the and basis decrease online student michehavior. What is weat to accomplish? Teachers, Motoria and Sauder ander and Sauder and Sauder and Sauder and Sauder and Sauder ande sa			AA			AS									м
p3 1 1 Supersions 2 1 1 Supersions 2 2 1 1 Supersions 2 2 1 1 Supersions 2 2 1 1 C. Actions: Improvements to inform them of the classroom expectations on alaly basis, through Class Doje, email, or a phone call. C. Actions: First Sensetser: This will increase is student participation and forces on includent and the classroom expectations on alaly basis, through Class Doje, email, or a phone call. C. Actions: First Sensetser: Moder Sensetser: This will increase is student participation and decrease online behavior. New Wile as complish targeted gap Continuous to anothering of students and participation and decrease online behavior. C. Actions: First Sensetser: ModOrale Action Schwarzer Moder Mode		-													
Supprisions 2 1 1 Supportations 25 2 2 13 1				-	-		-				2				
C. Action: First Sementer: Increase in student participation during remote learning to decrease online student misbehavior. Teachers will increase in student participation during remote learning to decrease online student and/basis, through Class Dip, email, or a phone call. C. Actions: Prist down warms to inform them of the classoom expectations on a daily basis, through Class Dip, email, or a phone call. Prist down warms to accomplish Tracested goal 20 Continuous on the origing to address control to be over school's perceiverace and integrity in to have an BOX addresses on the over school's perceiverace and integrity in to have an BOX addresses on the over school's perceiverace and integrity in to have an BOX addresses on the over school's perceiverace and integrity in to have an BOX addresses on the over school's perceiverace and integrity in to have an BOX addresses on the over school's perceiverace and integrity in to have an BOX addresses on the over school's perceiverace and integrity in to have an BOX addresses on the over school's perceiverace and integrity in the average of a scoond semester. Who it is moved? Teachers, Monitors and staff Who it is moved? Teachers, Monitors and staff How will we accomplish Tracest on Student and dance clerk. Mow will we accomplish Tracest on Student and dance clerk. Who it is moved? Teachers, Monitors and staff How will be accomplish tracest on Student and dance clerk. Mow will be accomplish tracest on Student and dance clerk. Who it is moved? Teachers, Monitors and addres clerk. Mow will be accomplish Tracest Student and da					1						2				
Irrst Semister: Increase in student participation during remote learning to decrease online student misbehavior. Teachers will increase students participation and the dassroom expectations on adaly basis, through Class Dojo, email, or a phone call. This will ncrease students performance. This goal will run from October 19-December 17. What do we want to accomplish Threese students, receive more learning time. When? United attendance during the semester beginning January 4 th and ending May 27 th . This will increase students and parents. How will we accomplish? Who is involved? Teacher, students, send parents. When? United attendance during the semester beginning January 4 th and ending May 27 th . This will increase positive behavior. behaviors. Who is involved? Teacher, Students, parents. Who is involved? Teacher, Students, send parents. When? Unit Researce transport we not allow students consistent exposure to Lynn PBIS expectations, which will also increase positive behaviors. behaviors. Who is involved? Teacher, Students argeted goal? Communication with parents, phone calls home, and home visits. When? Beginning January 4 th and ending May 27 th . Who is involved? Teacher, Student streedicts, parents. Who is involved? Teacher, Student attendance. Who is involved? Teacher, Student attendance. Who is involved? Teacher, Student attendance. Wh															
	First Semester: Increase in student partic communication with pare a phone call. This will increase student: What do we want to accc Who is involved? Teachen How will we accomplish t Why is this goal importar Second Semester: Increase in student attent achievement and allow st behaviors. What do we want to accc Who is involved? Teachen How will we accomplish t Why is this goal importar	ents to inform ts performance omplish? Incre- er, students, ar targeted goal nt? It is impor ar school day, idance during I tudents consis omplish? Incre- er, students, pa targeted goal nt? Increase e	them of the class e. This goal will ru ease student parti nd parents. ? Continuous mor tant so that stude October 19-Decei the semester begi tent exposure to ease in student at arents, counselor, ? Communication Paposure to PBIS e	room expectations o in from October 19-D icipation and decreas nitoring of students a ents receive more lea mber 17 th inning January 4 th and Lynn PBIS expectatio tendance. principal and attend with parents, phone	n a daily bas ecember 17. e online beh nd parent co rning time. d ending Mar ns, which wi ance clerk. calls home,	is, through Class D avior. y 27 th . This will inc II also increase pos and home visits.	ojo, email, or rease student	First Semester: Positive Behavi Rigor, Leadersi cultural focus as What do we wi We want to Who is involve Administration How will we ac Life Skills ar When a particu are given to cla When a particu are given to cla When a particu are given to cla When? Referrals wil Second Semest McCorkle Acad Expectations th Initiative, Proble measured by te What do we wi We ana to Who is involve Administration How will we ac Life Skills ar When a particu are given to cla Why is this goo The goal of rigorous instrue	or Expect ip, Initial is measur and to ac be able to able able to able to abl	tations through tive, Problem So cerd by teacher v complish? o continue our s s, Monitors and the targeted goal? dy taught, and a or student demm te form of a Mus ant? D% or more den in a campus the evend at the end lents will contin e use of McCori ng, Perseveranc tual/in person r complish? o continue our s is, Monitors and t targeted goal? a or student demo te form of a Mus ant? D% or more den in a campus the	the use of McCork oliving, Perseverand ritual/in person re strong Culture and l staff } life skill is highligh onstrates proper u stang Notes and N in honstrating and foo at has a strong cult l of the semester a ue to adhere to th ke Life skills.Effort e and Integrity in t referrals to the offi strong Culture and l staff } life skill is highligh onstrates proper u stang Notes and N nonstrating and fo at has a strong culture	Ie Life skills-Effort, i se and Integrity in to ferrals to the office ferrals to the office l Climate at McCork hted each month. A se of a life skill and lustang Bucks for in llowing school expe ure and environme nd data collected th e District Code of Co c, Growth Mindset, , o have an 80% adhe ce by the end of see l Climate at McCork hted each month. A se of a life skill and lustang Bucks for in llowing school expe ure and environme	Growth Mind I have an 80% by the end of le Academy II staff and te positive beha dividuals. Thi ctations ensu t for academ rough month bonduct and M agency, Collagency, Collagency le Academy II staff and te positive beha dividuals. Thi ctations ensu t for academ	set, Agency, Colla adherence to thi second semester achers model the vior expectation, s is done through res that we can p ic success. nly discipline report cCorkle Positive E boration, Rigor, L our school's cultu r.	boration, e our school's c. e life skills. reinforcers out the year . rovide orts. Behavior eadership, iral focus as e life skills. reinforcers out the year. irovide

Case 4:74-cv-00090-DCB Document 2616-5 Filed 11/01/21 Page 176 of 188

An approximation Another development Another Another development Another developm		Missio	n View Ele	mentary Schoo	ol SAF)			Ocł	noa Elem	entary School	SAP		
Immeritation Immeritation<	A Implementation:]					
were relevent 1 and wert 2 months. 1. Indextransforder 1 and wert 2 months. 1. Level 1 Protocols 1. Le			PB	BIS:										
promes call by the PF, for the			1. Mentoring/	/Social Skills Grps		1				1. Mentorii	ng/Social Skills Grps			
THSL, Solar componential in SV202-11 L.Community entrus PBB. L.Community entrus PBB. 1. Local Profiles 1. Local Profiles 1. Local Profiles 1. Local Profiles 1. Revel Profiles 1. Subsolution: an extransmit of the state of the			Staff, Parents	, Students,	n					Staff, Parer	nts, Students,	n		
Statistical and the sta			2.Community	embrace PBIS	n					2.Commun	ity embrace PBIS	n		
Bit. Team If 955 inglamented a (fidally 1 Bit. Team If 955 inglamented (fidally 1 Bit. Team If 9			3. Stakeholde	rs are communic-						3. Stakehol	ders are communic-			
Since Team	1. Level 1 Priorities				n		1. Level 1 Pri	orities		ated with r	nonthly	n		
Disc Rev Orant I Disc Rev Orant I Bit Stam I Disc Rev Orant I Bit Stam I Disc Rev Orant I Disc			PBIS impler	mented w/fidelity	n					4. PBIS imp	lemented w/fidelity	n		
Pint Sam V Pint Sam V Sold Training V			Restorative P	ractices:				у		Restorative	Practices:			
Pint Nature								у						
SCOC Training					n			у				n		
Staff V Staff V Referal Pocess V Prima Prima Referal Pocess V Prima Prima Referal Pocess V <		_						у						
Students y A Time is puer to implement Implement <th< td=""><td></td><td>_</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></th<>		_												
Interfered Process y Bit Training y Data Input methy		_			n			У				n		
Importanting y BP Reduited y BP Reduited y y BP Reduited p y BP		_				-		y						
Bite Description place to implement Restore Mon Report Stringty y Data logati singthy y Stopp		_			У	•		У				у		
Interface		-						y V						
Note Report Simely Image: Concerning n Note a place timely		-						n						
Use of Disc. Data Image: Disc. Data Disc. Bate in the proceedings of the processing of the procesing of the procesing of the procesing of the processing		-			n			v				n		
No. Regort V Data inport V Data inport Social informs all displane Data inport I. Data informs all displane Deta. Faint 3 Social informs all displane Box. Rating 3:5 Displane ytemps, policits, po		-			n			,				n		
PD V Data Japat They V Jobas Japat They V Jobas Japat They V Jobas Japat They		1			v	1		v	1			v		
Data Ingrity Institution Institution <thinstitution< th=""> <thinstitution< th=""></thinstitution<></thinstitution<>		1			ľ	1		ý	1			ľ		
Disc. Rating 1-5 3 Fermal Report 1 2. Incresson: Line space in place y 3. Discipline systems, policies, procedures are in place y 4. Mo. discipline reports are incommunicated to log/staff 1 5. Periodic review of discipline y 7. Level 2 Priorities 5. Periodic review of discipline 8. Outcomes: 1 2 1.1 2 9 1.2 2 1 Agression 1 2 9 1.2 2 1 Superstime 3 1 2. Level 2 Priorities 5. Outcomes: summarize the outcomes as of SY2019-20 Sudert Incid 2 1 3. Superstime 3 1 2. Level 2 Priorities 5. Outcomes: summarize the outcomes as of SY2019-20 C. Actions: First Semester 5. Outcomes: summarize the outcomes as of SY2019-20 C. Actions: First Semester 5. Outcomes: summarize the outcome site of y and Painter remotely or in-person, as evaluated by a variety of maxed priorities of y and Painter remotely or in-person, as evaluated by a variety of maxed priorities of y and Painter remotely or in-person, as evaluated by a variety of maxed priorities of y and Paintereducation. <td></td> <td>1</td> <td></td> <td>ns all discipline</td> <td>1</td> <td>1</td> <td>Data input timely</td> <td>y</td> <td>1</td> <td></td> <td>orms all discipline</td> <td></td> <td></td> <td></td>		1		ns all discipline	1	1	Data input timely	y	1		orms all discipline			
Image: State in place image: State in p		3			У]		3]			у		
Increase in place V 4. Mod discipline reports are Increase in place V 2. Level 2 Priorities Second regorts are Second regorts are 3. Outcomes: Second regorts are V 3. Used 2 Priorities Second regorts are V V 3. Used 2 Priorities Second regorts are V V V 3. Used 2 Priorities Second regorts are V	Formal Report		2. Hot spots,	trends, are ident	у]	Formal Report]	2. Hot spot	s, trends, are ident	у		
4. Mo. dispipine reports are communicated to fac/staff communicate to fac/staff 3. Periodic review of discipline ystems, policies, procedures ystems, policies, procedures 3. Level 2 Priorities B. Outcomes: All White All N. A. H Name All Sugersion 1 2 2 Sugersion 3 1 2 2 2 Sugersion 3 1 2 2 2 Sugersion 3 1 2 2 2 Supersions 3 3 3 Supersions 2 2 2 Shool is on Supportive Action Plan Supersions 2 3 1 4 Actions: First Semester: Actions: By the end of Fail of 2020, students at Mission View Elementary will consistently demonstrate behaviors that reflect a mesurement tools such a positive referrals, discipline, reteros, anevaluated by a student teric retero and this		•	3. Discipline s	ystems, policies,		ļ				3. Disciplin	e systems, policies,			
ionmunicated to fac/staff 3. Ferrodic review of discipline systems, policies, procedures y 2. Level 2 Priorities B. Outcomes: All White AA H NA AS M Student Incid 15 2 11 B. All White AA H NA AS M Agression 1 2 9 B. Student Incid 19 1 2 14 Aggression 9 1 8 Student Incid 19 1 2 14 Supersions 9 1 8 Student Incid 19 1 2 14 Supersions 9 1 8 Student Incid 19 1 2 4 10 Supersions 2 2 Stordent Incid 5 2 2 Stordent Incid 5 2 Stordent Incid 5 2 Stordent Incid 5 2 Stordent Incid 5 C. Actions: Firet Semester Actions: Firet Semester					у	1						у		
Speciality review of discipline Speciality review of discipline 2. Level 2 Priorities Speciality review of discipline B. Outcomes: All White AA H NA AS M Student Incid 15 2 2 11 Aggression 1 2 14 Aggression 1 2 1 3 3 Aggression 9 1 2 14 Suppensions 9 1 8 Suppensions 2 2 3 Suppensions 2 2 Suppensions 2 Suppensions 2 Suppensions 2 Suppensions 2 C. Actions: First Semester AC A the and of the Suppension flow and a Kinde Schnop Clu						4								
systems, policies, procedures y 2. Level 2 Priorities B. Outcomes: All White AA H NA AS M Student Incid 15 2 11 2 9 14 Student Incid 9 14 Agression 9 3 14 Agression 9 3 15 2 14 Agression 9 3 15 2 14 Agression 9 3 16 1 1 2 14 Agression 9 3 16 1 1 3 Suspensions 2 2 2 2 2 2 2 2 2 3 Suspensions 2 2 2 3 Suspensions 2 2 2 Suspensions Suspen														
2. Level 2 Priorities B. Outcomes: All White AA H NA AS M Student Incid 15 2 2 11 2 9 ISI 2 2 2 3 1 2 1 Sugersion 9 1 8 Sudent Incid 19 1 2 14 Aggression 9 1 8 Sugersion 9 8 5 1 1 3 Sugersion 2 2 2 2 2 2 2 2 2 2 3 Sugersion 9 8 5 1 1 3 Sugersion 2 2 3 Sugersion 2 3 Sugersion 2 3														
A. Outcomes: All White AA H NA AS M Student Incid 15 2 2 11 All White AA H NA AS M Agression 11 2 9 1 3 1 2 14 Aggerssion 9 1 3 1 3 1 3 1 3 1 3 1 3 1 3 1 3 1 3 1 3 1 3 1 3 1 3 1 3 1 3 1 3 1 3 3 3 1 3 3 3 1 3			systems, polic	cies, procedures	у					systems, po	blicles, procedures	у		
All White AA H NA AS M Student Incid 15 2 2 11 2 9 Agression 11 2 9 8 10 12 12 14 Suspensions 9 1 8 1 15 2 2 15 1 15 1 15 1 15 1 15 1 15 1 15 1 15 1 15 1 15 1 15 1 15 1 1 15 1 15 1 1 15 1 1 15 1 1 15 1 1 15 1 1 15 1 1 1 15 1 1 1 1 15 1 1 1 15 1<	2. Level 2 Priorities						2. Level 2 Pr	iorities						
All White AA H NA AS M Student Incid 15 2 2 11 2 9 Agression 11 2 9 8 10 12 12 14 Suspensions 9 1 8 1 15 2 2 15 1 15 1 15 1 15 1 15 1 15 1 15 1 15 1 15 1 15 1 15 1 15 1 1 15 1 15 1 1 15 1 1 15 1 1 15 1 1 15 1 1 15 1 1 1 15 1 1 1 1 15 1 1 1 15 1<	B. Outcomes:						B. Outcomes: sun	nmarize the	outcomes	as of SY2019	-20			
Student Incid 15 2 2 11 Aggression 11 2 9 Suspensions 9 1 8 Suspensions 9 1 8 C. Actions: First Semester By the end of Fall of 2020, students at Mission View Elementary will consistently demonstrate behaviors that reflect a Respectful, Responsible, and a Kind School Culture, either remotely or in-person, as evaluated by a variety of measurement tools such a spositive referrals, discipline, attendance records, and PBIS monthly teacher recopnition wards/ Prize Patrol. The desired outcome is to stay in the green all semester, a 10% reduction in discipline referrals and student suspensions, compared to our 2019-2020 numbers. A decline in tardy rates, decrease in student minor aggression behaviors, and an increase in student attendance and school Connectedness. Second Semester By the end of solid sony of spring 2021, students at Mission View Elementary will consistently demonstrate behaviors that reflect a Respectful, Responsible, and a Kind School Culture, either remotely or in-person, as evaluated by a variety of measurement tools such a spositive referrals, discipline, referrals and student suspensions, compared to our 2019-2020 numbers. A decline in tardy rates, decrease in student minor aggression behaviors, and an increase in student attendance and school Connectedness. As students reflect a Respectful, Responsible, and a Kind School Culture, either remotely or in-person, as evaluated by a variety of measurement tools such a spositive referrals, discipline, refer														
Aggression 11 2 9 Six 2 2 Suspensions 9 1 8 Suspensions 9 1 1 Suspensions 9 1 1 Suspensions 9 1 1 Suspensions 2 2 Shol is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY Shol is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY C. Actions: First Semester By the end of Fall of 2200, students at Mission View Elementary will consistently demonstrate behaviors that reflect a Respectil, Responsible, and a Kind School Culture, either remotely or in-person, as evaluated by a variety of measurement tools such as positive referals, discipline, attendance records, and PBIS monthly teacher recognition avards/ Prize Patrol. The desired outcome is to stay in the green all semester, a 10% reduction in discipline referals and student supensions, compared to our 2019-2020 numbers. A decline in tardy rates, decrease in student minor aggression behaviors, and an increase in student at studence and school connectedness. By the end of Spring 2021, students at Mission View Elementary will consistently demonstrate behaviors, hare the ductor in person, as evaluated by a variety of measurement tools such as positive referals, discipline, attendance records, and PBIS monthly teacher recognition avards/ Prize Patrol. The desired outcorome is to stay in the green all semester, a 10% reduc					NA	AS M						NA	AS	м
ISi 2 2 Suspensions 9 1 8 Suspensions 2 2 Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY Image: Sign of Plan (2) C. Actions: First Semester: By the end of Plan (2) Supportive Action in discipline referrals, discipline, attendance records, and PBIS monthly teacher recognition awards/Prize Patrol. C. Actions: Second Semester By the end of Spring 2021, students at Mission View Elementary will consistently demonstrate behaviors that reflect a final total of percentage at the end of the Semester December 16th with 90% or better This goal is important because if students are not in class, they are not accessing their education. We will accomplish this by setting a 3-tier improvement/contact a referral is made to Community Liaison and Registration/Attendance Tech, and PrincipalThe goal will be monthly with a final total of percentage at the end of the Semester December 16th with 90% or better This goal is important because if students are not in class, they are not accessing their education. We will accomplish this by setting a 3-tier improvement/contact a referral is discipline, attendance encords, and PBIS monthly teacher recognition awards/ Prize Patrol. We will accomplish this by setting a 3-tier improvement/contact referral is made to Community Liaison and Registration/Attendance Ecch, and Principal. What do we want to accomplish? Who is involved? How will we accomplish therefore the class there are not in class, thery are		2							1	2				
Suspensions 9 1 8 Suspensions 2			2											
Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY C. Actions: First Semester By the end of Fall of 2020, students at Mission View Elementary will consistently demonstrate behaviors that reflect a measurement tools such as positive referrals, discipline, attendance records, and PBIS monthly teacher recognition awards/ Prize Patrol. The desired outcome is to stay in the green all semester, a 10% reduction in discipline referrals and student supensions, compared to our 2019-2020 numbers. A decline in tardy rates, decrease in student minor aggression behaviors, and an increase in discipline incidences, due to extended time at home and isolation from peers. By the end of Spring 2021, students at Mission View Elementary will consistently demonstrate behaviors that reflect a Respectful, Responsible, and a Kind School Culture, either remotely or in-person, as evaluated by a variety of measurement tools such as positive referrals, discipline, attendance records, and PBIS monthly teacher recognition awards/ Prize Patrol. The desired outcome is to stay in the green all semester, a 10% reduction in discipline referrals and student stinder compared to our 2019-2020 numbers. A decline in tardy rates, decrease in student ninor aggression behaviors, and an increase in discipline incidences, due to extended time at home and isolation from peerson. By the end of Spring 2021, students at Mind School Culture, either remotely or in-person, as evaluated by a variety of measurement tools such as positive referrals, discipline, attendance records, and PBIS monthly teacher recognition awards/ Prize Patrol. The desired outcome is to stay in the green all semester, a 10% reduction in discipline referrals and student stinder Ste			1											
C. Actions: First Semester By the end of Fall of 2020, students at Mission View Elementary will consistently demonstrate behaviors that reflect a measurement tools such as positive referrals, discipline, attendance records, and PBIS monthly teacher recognition in discipline referrals and student suspensions, compared to our 2019-2020 numbers. A decline in tardy rates, decrease in student minor aggression behaviors, and an increase in student attendance and school contextedness. C. Actions: Second Semester By the end of Spring 2021, students at Mission View Elementary will consistently demonstrate behaviors that reflect a measurement tools such as positive referrals, discipline, attendance measurement tools such as positive referrals, discipline, attendance measurement tools such as positive referrals, discipline, attendance records, and PBIS monthly teacher recognition awards/ Prize Patrol. C. Actions: First Semester Prior Span Such as positive referrals, discipline, attendance measurement tools such as positive referrals, discipline, attendance records, and PBIS monthly teacher recognition awards/ Prize Patrol.														
First SemesterBy the end of Fall of 2020, students at Mission View Elementary will consistently demonstrate behaviors that reflect a measurement tools such as positive referrals, discipline, attendance records, and PBIS monthly teacher recognition awards/ Prize Patrol.First Semester-At Ochoa we will maintain 90% attendance monthly for students Kinder-Sth gradeAll teachers, Parents/Guardians, Compared to our 2019-2020 numbers. A decline in tardy rates, decrease in student minor aggression behaviors, and 							Shool is on Suppor	tive Action	Plan (SAP2) for 19-20 S	r/20-21SY			
First SemesterBy the end of Fall of 2020, students at Mission View Elementary will consistently demonstrate behaviors that reflect a measurement tools such as positive referrals, discipline, attendance records, and PBIS monthly teacher recognition awards/ Prize Patrol.First Semester-At Ochoa we will maintain 90% attendance monthly for students Kinder-Sth gradeAll teachers, Parents/Guardians, Compared to our 2019-2020 numbers. A decline in tardy rates, decrease in student minor aggression behaviors, and increase in student attendance and school Connectedness.First Semester: -At Ochoa we will maintain 90% attendance monthly for students Kinder-Sth gradeAll teachers, Parents/Guardians, CSP, IDIS, Community Liaison All eachers, Parents/Guardians, CSP, IDIS, Community Liaison All School Culture, either remotely or in-person, as evaluated by a variety of measurement tools such as positive referrals, discipline, attendance records, and PBIS monthly teacher recognition awards/ Prize Patrol.First Semester: -At Ochoa we will maintain 90% attendance moresponse to attempt then referred to Principal for further support. Second SemesterBy the end of Spring 2021, students at Mission View Elementary will consistently demonstrate behaviors that reflect a measurement tools such as positive referrals, discipline, attendance records, and PBIS monthly teacher recognition awards/ Prize Patrol.At Ochoa we will maintain 90% attendance mothly of students Kinder-Sth grade. -At Ochoa we will complish the referred to Principal for further support. Second SemesterSecond Semester By the end of Spring 2021, students at Mission Olice person, as evaluated by a variety of measurement tools such as positive referrals, discipline, attendance records, and PBIS monthly teacher recognition awards/ Prize Patrol.First Semester: -At	1													
 By the end of Fall of 2020, students at Mission View Elementary will consistently demonstrate behaviors that reflect a Respectful, Responsible, and a Kind School Culture, either remotely or in-person, as evaluated by a variety of awards/ Prize Patrol. The desired outcome is to stay in the green all semester, a 10% reduction in discipline referrals and student suspensions, compared to our 2019-2020 numbers. A decline in tardy rates, decrease in student minor aggression behaviors, and a increase in student attendance and school Culture, either remotely or in-person, as evaluated by a variety of measurement tools such as positive referrals. Mission View Elementary will consistently demonstrate behaviors that reflect a Respectful, Responsible, and a Kind School Culture, either remotely or in-person, as evaluated by a variety of measurement tools such as positive referrals. Mission View Elementary will consistently demonstrate behaviors that reflect a Respectful, Responsible, and a Kind School Culture, either remotely or in-person, as evaluated by a variety of measurement tools such as positive referrals. A decline in tardy rates, decrease in student attendance and school connectedness. Second Semester By the end of Spring 2021, students at Mission View Elementary will consistently demonstrate behaviors that reflect a Respectful, Responsible, and a Kind School Culture, either remotely or in-person, as evaluated by a variety of measurement tools such as positive referrals, discipline, attendance records, and PBIS monthly teacher recognition awards/ Prize Patrol. The desired outcome is to stay in the green all semester, a 10% reduction in discipline referrals and student suspensions, compared to our 2019-2020 numbers. A decline in tardy rates, decrease in student tendance and school connectedness. As students return to in-person learning, we anticipate an increase in student attendance and school connectedness. As tudents return to in-person learning, we anticipate an incre														
Respectful, Responsible, and a Kind School Culture, either remotely or in-person, as evaluated by a variety of measurement tools such as positive referrals, discipline, attendance records, and PBIS monthly teacher recognition awards/ Prize Patrol. The desired outcome is to stay in the green all semester, a 10% reduction in discipline referrals and student suspensions, compared to our 2019-2020 numbers. A decline in tardy rates, decrease in student minor aggression behaviors, and a final studied of Spring 2021, students at Mission View Elementary will consistently demonstrate behaviors that reffect a Respectful, Responsible, and a Kind School Culture, either remotely or in-person, as evaluated by a variety of measurement tools such as positive referrals, discipline, attendance records, and PBIS monthly teacher recognition awards/ Prize Patrol. The desired outcome is to stay in the green all semester, a 10% reduction in discipline referrals and student suspensions, compared to our 2019-2020 numbers. A decline in tardy rates, decrease in student minor aggression behaviors, and a final total of percentage at the end of the Semester December 16th with 90% or betterThis goal is important because if students are not in class, they are not accessing their education. We will accomplish this by setting a 3-tier improvement/contact teem. The tier begins with the teacher attempting to reach ut (3x), if no improvement/contact a referral is made to Community Liaison and Registration/Attendance Tech, and Principal. The goal will be monthly with a final total of percentage at the end of the Semester December 16th with 90% or betterThis goal is important because if students are not in class. They are not accessing their education. We will accomplish this by setting a 3-tier improvement/contact teem. The tier begins with the teacher attempting to reach ut (3x), if no improvement/contact teem. The tier begins with the teacher attempting to reach ut (3x), if no improvement/contact teem of the semester 0. Second Semester		dents at M	ission View Flen	nentary will consistent	ly domonst	rate behaviors that reflect a		maintain 90	% attendar	ce monthly	for students Kinder-5th	arado "All to	achers Parents/(Suardians
measurement tools such as positive referrals, discipline, attendance records, and PBIS monthly teacher recognition awards/ Prize Patrol.final total of percentage at the end of the Semester December 16th with 90% or betterThis goal is important because if students are not in class, they are not accessing their education.The desired outcome is to stay in the green all semester, a 10% reduction in discipline referrals and student suspensions, compared to our 2019-2020 numbers. A decline in tardy rates, decrease in student minor aggression behaviors, and an increase in student attendance and school connectedness.final total of percentage at the end of the Semester December 16th with 90% or betterThis goal is important because if students are not in class, they are not accessing their education.By the end of Spring 2021, students at Mission View Elementary will consistently demonstrate behaviors that reflect a measurement tools such as positive referrals, discipline, attendance records, and PBIS monthly teacher recognition awards/ Prize Patrol.Second Semester - At Ochoa we will maintain 90% attendance monthly for students Kinder-Sth grade. - At Ochoa we will maintain 90% attendance monthly for students Kinder-Sth grade. - At Ochoa we will maintain 90% attendance monthly for students Kinder-Sth grade. - At Ochoa we will maintain 90% attendance monthly for students Kinder-Sth grade. 														
awards/ Prize Patrol. The desired outcome is to stay in the green all semester, a 10% reduction in discipline referrals and student suspensions, compared to our 2019-2020 numbers. A decline in tardy rates, decrease in student minor aggression behaviors, and a increase in student attendance and school connectedness. Second Semester By the end of Spring 2021, students at Mission View Elementary will consistently demonstrate behaviors that reflect a Respectful, Responsible, and a Kind School Culture, either remotely or in-person, as evaluated by a variety of measurement tools such as positive referrals. A decline in tardy rates, decrease in student attendance and school connectedness. Second Semester By the end of Spring 2021, students at Mission View Elementary will consistently demonstrate behaviors that reflect a Respectful, Responsible, and a Kind School Culture, either remotely or in-person, as evaluated by a variety of measurement tools such as positive referrals. M student structure in increase in student attendance and school connectedness. As students return to in-person learning, we anticipate an increase in student attendance and school connectedness. As students return to in-person learning, we anticipate an increase in discipline incidences, due to extended time at home and isolation from peers. A define in tardy rates, decrease in student time and isolation from peers. A define in class, they are not accessing their education. We will accomplish this by setting a 3-tier improvement/contact areferral is made to community Liaison and Registration/Attendance Tech, if no response to attempt then referred to Principal. What do we want to accomplish? Who is involved? How will we accomplish targeted goal? Why is this goal important? When? Completed Goal Results: The goal will be monthly with a final total of percentage at the end of the Semester May 27th with 90% or better. This goal is important? When? Contact teerral is made to Community Liaison and Registration/Attendance Tech, if no inprovement														
compared to our 2019-2020 numbers. A decline in tardy rates, decrease in student minor aggression behaviors, and an increase in student attendance and school connectedness.reach out (3x), if no improvement/contact a referral is made to Community Liaison and Registration/Attendance Tech, if no response to attempt then referred to Principal for further support.Second Semester By the end of Spring 2021, students at Mission View Elementary will consistently demonstrate behaviors that reflect a measurement tools such as positive referrals, discipline, attendance records, and PBIS monthly teacher recognition awards/ Prize Patrol.reach out (3x), if no improvement/contact a referral is made to Community Liaison and Registration/Attendance Tech, if no response to attempt then referred to Principal for further support.Second Semester measurement tools such as positive referrals, discipline, attendance records, and PBIS monthly teacher recognition awards/ Prize PatrolAt Ochoa we will maintain 90% attendance monthly for students Kinder-Sth grade. -At Ochoa we will maintain 90% attendance monthly for students Kinder-Sth grade. -At Ochoa we will maintain 90% attendance monthly for students Kinder-Sth grade. -At Ochoa we will maintain 90% attendance -At Ochoa we will maintain 90% attendance 						, 0								
increase in student attendance and school connectedness. Second Semester By the end of Spring 2021, students at Mission View Elementary will consistently demonstrate behaviors that reflect a Respectful, Responsible, and a Kind School Culture, either remotely or in-person, as evaluated by a variety of measurement tools such as positive referrals, discipline, attendance records, and PBIS monthly teacher recognition awards/ Prize Patrol. The desired outcome is to stay in the green all semester, a 10% reduction in discipline referrals and student suspensions, compared to our 2019-2020 numbers. A decline in tardy rates, decrease in student minor aggression behaviors, and an increase in discipline incidences, due to extended time at home and isolation from peers. Build control to increase in discipline incidences, due to extended time at home and isolation from peers. Build control to increase in discipline incidences due to extended time at home and isolation from peers. Build control to increase in discipline incidences, due to extended time at home and isolation from peers. Build control to increase in discipline incidences due to extended time at home and isolation from peers. Build control to incluss, they are not accessing their education. Build compliant in build build be monthly with a final total of percentage at the end of the Semester May 27th with 90% or better. This goal is important because if students are not in class, they are not accessing their education. Build accomplish his by setting a 3-tier improvement/contact tereforal is made to Community Liaison and Registration/Attendance Tech, if more accessing their education. Build accomplish his by setting a 3-tier improvement/contact tereforal is made to Community Liaison and Registration/Attendance Tech, if more accessing their education. Build accomplish his by setting a 3-tier improvement/contact tereforal is made to Community Liaison and Registration/Attendance Tech, if more accessing their education. Build accomplish his by sett														
Second Semester By the end of Spring 2021, students at Mission View Elementary will consistently demonstrate behaviors that reflect a Respectful, Responsible, and a Kind School Culture, either remotely or in-person, as evaluated by a variety of measurement tools such as positive referrals, discipline, attendance records, and PBIS monthly teacher recognition awards/ Prize Patrol. The desired outcome is to stay in the green all semester, a 10% reduction in discipline referrals and student suspensions, and an increase in student attendance and school connectedness. As students return to in-person learning, we anticipate an increase in discipline incidences, due to extended time at home and isolation from peers.					dent minor	aggression behaviors, and an						aison and Re	gistration/Attend	ance Tech, if
By the end of Spring 2021, students at Mission View Elementary will consistently demonstrate behaviors that reflect a Respectful, Responsible, and a Kind School Culture, either remotely or in-person, as evaluated by a variety of awards/ Prize Patrol. The desired outcome is to stay in the green all semester, a 10% reduction in discipline referrals and student suspensions, compared to our 2019-2020 numbers. A decline in tardy rates, decrease in student minor aggression behaviors, and increase in student attendance and school connectedness. As students return to in-person learning, we anticipate an increase in discipline incidences, due to extended time at home and isolation from peers. By the end of Spring 2021, students at Mission View Elementary will consistently demonstrate behaviors, and awards/ Prize Patrol. The desired outcome is to stay in the green all semester, a 10% reduction in discipline referrals and student suspensions, compared to our 2019-2020 numbers. A decline in tardy rates, decrease in student minor aggression behaviors, and increase in student attendance and school connectedness. As students return to in-person learning, we anticipate an increase in discipline incidences, due to extended time at home and isolation from peers. By the monthy with a final total of percentage at the end of the Semester May 27th with 90% or betterThis goal is important because if students are not in class, they are not accessing their eduction. -We will accomplish his by setting a 3-tier improvement/contact t efferral is made to Community Liaison and Registration/Attendance Tech, if		e and scho	ol connectednes	55.					eferred to I	Principal for	further support.			
Respectful, Responsible, and a Kind School Culture, either remotely or in-person, as evaluated by a variety of measurement tools such as positive referrals, discipline, attendance records, and PBIS monthly teacher recognition awards/ Prize Patrol. The desired outcome is to stay in the green all semester, a 10% reduction in discipline referrals and student suspensions, compared to our 2019-2020 numbers. A decline in tardy rates, decrease in student minor aggression behaviors, and an increase in discipline incidences, due to extended time at home and isolation from peers. Begistration/Attendance and school connectedness. As students return to in-person learning, we anticipate an increase in discipline incidences, due to extended time at home and isolation from peers. Begistration/Attendance and school connectedness. As students return to in-person learning, we anticipate an increase in discipline incidences, due to extended time at home and isolation from peers. Begistration/Attendance and school connectedness. As students return to in-person learning, we anticipate an increase in discipline incidences, due to extended time at home and isolation from peers. Begistration/Attendance and school connectedness. As students return to in-person learning, we anticipate an increase in discipline incidences, due to extended time at home and isolation from peers. Begistration/Attendance and school connectedness. As students return to in-person learning, we anticipate an increase in discipline incidences, due to extended time at home and isolation from peers. Begistration/Attendance and school connectedness. As students return to in-person learning, we anticipate an increase in discipline incidences, due to extended time at home and isolation from peers. Begistration/Attendance and school connectedness. Begistration/Attendance and school connectedness. Begistration/Attendance and school connectedness. Begistration/Attendance and school connectedness. Begistration/Attendance and school connectedness. Begistration		idents at M	ission View Flen	nentary will consisten	tly demonst	trate behaviors that reflect a			% attendar	ice.				
measurement tools such as positive referrals, discipline, attendance records, and PBIS monthly teacher recognition awards/ Prize Patrol. The desired outcome is to stay in the green all semester, a 10% reduction in discipline referrals and student suspensions, compared to our 2019-2020 numbers. A decline in tardy rates, decrease in student minor aggression behaviors, and an increase in student attendance and school connectedness. As students return to in-person learning, we anticipate an increase in discipline incidences, due to extended time at home and isolation from peers. 														
awards/ Prize Patrol. The desired outcome is to stay in the green all semester, a 10% reduction in discipline referrals and student suspensions, compared to our 2019-2020 numbers. A decline in tardy rates, decrease in student minor aggression behaviors, and increase in student attendance and school connectedness. As students return to in-person learning, we anticipate an increase in discipline incidences, due to extended time at home and isolation from peers. 										S,				
compared to our 2019-2020 numbers. A decline in tardy rates, decrease in student minor aggression behaviors, and an increase in student attendance and school connectedness. As students return to in-person learning, we anticipate an increase in discipline incidences, due to extended time at home and isolation from peers. The goal will be monthly with a final total of percentage at the end of the Semester May 27th with 90% or better. This goal is important because if students are not in class, they are not accessing their education. We will accomplish this by setting a 3-tier improvement/contact team. The tier begins with the teacher attempting to reach out (3x), if no improvement/contact a referral is made to Community Liaison and Registration/Attendance Tech, if														
increase in student attendance and school connectedness. As students return to in-person learning, we anticipate an increase in discipline incidences, due to extended time at home and isolation from peers. -The goal will be monthly with a final total of percentage at the end of the Semester May 27th with 90% or betterThis goal is important because if students are not in class, they are not accessing their education. -We will accomplish this by setting a 3-tier improvement/contact team. The tire begins with the teacher attempting to reach out (3x), if no improvement/contact areferral is made to Community Liaison and Registration/Attendance Tech, if												? Who is invo	oived? How will w	e accomplish
increase in discipline incidences, due to extended time at home and isolation from peers. goal is important because if students are not in class, they are not accessing their education. -We will accomplish this by setting a 3-tier improvement/contact team. The tier begins with the teacher attempting to reach out (3x), if no improvement/contact a referral is made to Community Liaison and Registration/Attendance Tech, if												mester May	27th with 90% or	hetter -This
-We will accomplish this by setting a 3-tier improvement/contact team. The tier begins with the teacher attempting to reach out (3x), if no improvement/contact a referral is made to Community Liaison and Registration/Attendance Tech, if														
							-We will accomplis	h this by se	tting a 3-tie	r improvem	ent/contact team. The t	ier begins wi	th the teacher att	
no response to attempt then referred to Principal for further support.												aison and Re	gistration/Attend	ance Tech, if
							no response to atte	empt then r	eierrea to l	enncipal for	iui iner support.			

Case 4:74-cv-00090-DCB Document 2616-5 Filed 11/01/21 Page 177 of 188

igh School SA rel 2 Priorities Bis: alf Scial Skills Grps s, Students, g/Social Skills Grps s, Students, gy embrace PBIS erers are communic- onthly erers are communic- practices: er have a shared estorative school estorative school erstands the ift from punitive e e	n n n n n n n n n y	AS 1 1 1	M 5 1 1 5	A. Implementatio summarize where t was re level 1 and 1 priorities (and by t Code components) 21 Disc. Team Disc. Flow Chart PBIS Team PBIS Matrix SCOC Training Staff Students Referral Process RP Training RP Revisited PIC Room MO Reports timely Use of Disc. Data MO Report Data input timely Disc. Rating 1-5 Formal Report PC Data input timely Disc. Rating 1-5 Formal Report B. Outcomes: All Student Incid 41 Aggression 20 ISI 24 Suspensions 13	he school evel 2 we RP, PBIS, in SY2020- torities y y y y y y y y y y y y y y y y y y y	White 4 2 2	Level Peisi I. Mentoring/S Staff, Parents, s Staff, Parents, s Staff, Parents, s Staff, Parents, s Community e 3. Stakeholders vision for a resi 2. Staff undersi 3. Time is given a restorative C a Coa Meet PD/ SCOC: 1. Data informs meetings 2. Hot spots, tr 3. Discipline sy: procedures are 4. Mo. disciplin Communicated	ocial Skills Grps Students, mbrace PBIS are communic- thily ented w/fidelity ctices: have a shared from punitive to implement assroom ctures are in nent Restora- idelity ching ctures are in nent Restora- idelity ctures are in nent Restora- idelity ching ctures are in nent Restora- idelity ching ctures are in nent Restora- idelity ctures are in ne	SAP n n n n n y	AS	M 1 1 1
BIS: y/Social Skills Grps y/Social Skills Grps s, Students, s, Students, s, Students, s, Students, s, Students, sers are communic- onthly mented w/fidelity mented w/fidelity rer have a shared estorative school rstands the ift from punitive e ren to implement classroom rructures are in lement Restora- i/ fidelity oaching D/PLC's D/PLC's D/PLC's ine reports are in place to fac/staff eview of discipline icies, procedures H 139 62 16 126 20-21SY ts in various topics tha	15 5 4 14	1 1	5 1 1	summarize where t was re level 1 and 1 priorities (and by t Code components) 21 1. Level 1 Pri Disc. Team PBIS Team PBIS Team PBIS Team PBIS Matrix SCOC Training Staff Students Referral Process RP Training RP Revisited PIC Room MO Reports timely Use of Disc. Data MO Report Stimely Use of Disc. Data MO Report PD Data input timely Disc. Rating 1-5 Formal Report PD Data Student Incid 4 Student Incid Student	he school evel 2 we RP, PBIS, in SY2020- torities y y y y y y y y y y y y y y y y y y y	4 2	PBIS 1. Mentoring/S Staff, Parents, 1 2. Community e 3. Stakeholders ated with monit 4. PBIS implem Restorative Pra 1. Stakeholders ated with monit vision for a rest 2. Staff underst paradigm shift to restorative C 3. Time is given a restorative C 4. Support struplace to impler attive Prac. w/ f Coa Mer PDQ/ SCOC: 1. Data informs meetings 2. Hot spots, tr 3. Discipline sys procedures are 4. Mo. disciplinic systems, policie	cial Skills Grps cial Skills Grps tudents, mbrace PBIS are communic- thy are communic- thy are communic- thy are communic- to implement ands the from punitive to implement assroom ctures are in nent Restora- didlity ching ching ching ching ching clices; in place ereports are to fac/staff ew of discipline s, procedures H 32 17 19	n n y y y y y y y y y y y y y y y y y y	AS	1 1
g/Social Skills Grps s, Students, y embrace PBIS erers are communic- onthly memented w/fidelity Practices: er have a shared estorative school restands the ift from punitive eren to implement ic classroom tructures are in lement Restora- if fidelity D/PLC's caching hentoring D/PLC's in an all discipline icies, procedures H 139 62 16 126 20-21SY	15 5 4 14	1 1	5 1 1	was re level 1 and li priorities (and by th Code components) 21 1. Level 1 Pri Disc. Team Disc. Flow Chart PBIS Team PBIS Matrix SCOC Training Staff Students Referal Process RP Training RP Revisited PIC Room Mo Reports timely Use of Disc. Data Mo Report PD Data input timely Disc. Rating 1-5 Formal Report PC B. Outcomes: All Student Incid 41 Aggression 20 ISI 24 Suspensions 13	evel 2 le RP, PBIS, in SY2020- iorities y y y y y y y y y y y y y	4 2	I. Mentoring/S Staff, Parents, ' Staff, Parents, ' S. Community, e S. Stakeholders ated with monit Restorative Pra I. Stakeholder I. Staff, Indersi I. Staff, Inders	ocial Skills Grps Students, mbrace PBIS are communic- thily ented w/fidelity ctices: have a shared from punitive to implement assroom ctures are in nent Restora- idelity ctur	n n y y y y y y y y y y y y y y y y y y	AS	1 1
s, Students, y embrace PBIS ers are communic- onthly mented w/fidelity Practices: er have a shared estorative school rstands the ift from punitive e estorative school rructures are in lement Restora- / fidelity mento implement classroom tructures are in lement Restora- / fidelity Mentoring D/PLC's Mentoring D/PLC's line reports are ed to fac/staff exite of discipline icles, procedures H 139 62 16 126 20-21SY ts in various topics tha	15 5 4 14	1 1	5 1 1	priorities (and by th Code components) 21 1. Level 1 Pri Disc. Flow Chart PBIS Team PBIS Matrix SCOC Training Staff Students Referral Process RP Training RP Revisited PIC Room MR Reports timely Disc. Rating 1-5 Formal Report Disc. Rating 1-5 Formal Report Disc. Rating 1-5 Formal Report B. Outcomes: All Student Incid 41 Aggression 200 ISI 24 Suspensions 13	e RP, PBIS, in SY2020- torities	4 2	Staff, Parents, S 2.Community et 3.Stakeholders ated with moni 4. PBIS implem Restorative Pra 1. Stakeholder vision for a rest 2. Staff underst paradigm shift to restorative a restorative cl 4. Support stru place to implem a restorative cl 4. Support stru place to implem a trive Prac. w/ f COCC: 1. Data informs meetings 2. Hot spots, tr 3. Discipline sys procedures are 4. Mo. disciplin communicated 5. Periodic revis systems, policie AA 3 1	Students, mbrace PBIS are communic- thly more and wifidelity citices: have a shared circestive school cands the from punitive from punitive from punitive from punitive to implement assroom ctures are in nent Restora- idelity ching totring putch in place e reports are to fac/staff ex of discipline es, procedures H 32 17 19	n n y y y y y y y y y y y y y y y y y y	AS	1 1
y embrace PBIS ers are communic- onthly emented w/fidelity Practices: er have a shared estorative school estorative school estorative school estorative school estorative school entry e e e e e e e e e e e e e e e e e e e	15 5 4 14	1 1	5 1 1	Code components) 21 Disc. Team Disc. Flow Chart PBIS Team PBIS Matrix SCOC Training Staff Students Referal Process RP Training RP Revisited PIC Room Mo Report stmely Use of Disc. Data Mo Report PD Data input timely Disc. Rating 1-5 Formal Report PD Data Input timely Disc. Rating 1-5 Formal Report Aggression 20 ISI 24 Suspensions 13	in SY2020- iorities	4 2	2. Community e 3. Stakeholders 3. Stakeholders 4. PBIS implem Restorative Pra 1. Stakeholder 1. Stakeholder 1. Stakeholder 3. Time is given a restorative C 1. Time is given a restorative 1. Time is given a restorative 1. Data informs meetings 2. Hot spots, trr 3. Discipline sys procedures are 4. Mo. disciplin Systems, policie Systems, policie AA 3 1 2	mbrace PBIS are communic- ity ity inty ented w/fidelity ctrices: have a shared corative school ands the from punitive to implement assroom ctures are in ment Restora- idelity ctures are in ment, Restora- idelity ctures are in ment, ast ident tems, policies, in place reports are to fac/staff ew of discipline s, procedures H 32 17 19	n n y y y y y y y y y y y y y y y y y y	AS	1 1
ers are communic- onthly	15 5 4 14	1 1	5 1 1	21 1. Level 1 Pri Disc. Team Disc. Flow Chart PBIS Team PBIS Matrix SCOC Training Staff Students Referral Process RP Training RP Revisited PIC Room MO Reports timely Use of Disc. Data Mo Report PD Data input timely Disc. Rating 1-5 Formal Report 2. Level 2 Pr B. Outcomes: All Student Incid 41 Aggression 20 ISI 24 Suspensions 13	y y y y y y y y y y y y y y y iorities	4 2	3. Stakeholders ated with moni 4. PBIS implem Restorative Pra 1. Stakeholder vision for a rest 2. Staff undersi paradigm shift to restorative 3. Time is given a restorative cl 4. Support stru place to implem ative Prac. w/ f coa Mer PD/ SCOC: 1. Data informs meetings 2. Hot spots, tr 3. Discipline sys procedures are 4. Mo. discipline systems, policie Systems, policie AA 3 1 2	Are communic- thy interface of the second s	n n y y y y y y y y y y y y y y y y y y	AS	1 1
onthly mented w/fidelity mented w/fidelity Practices: er have a shared estorative school rstands the ift from punitive e ift from punitive e ift from punitive e ift from punitive e ift of the punitive e ift of the punitive e ift of the punitive	15 5 4 14	1 1	5 1 1	Level 1 Pri Disc. Team Disc. Flow Chart PBIS Team PBIS Matrix SCOC Training Staff Students Referral Process RP Training RP Revisited PIC Room Mo Reports timely Use of Disc. Data MoR Report PD Data input timely Disc. Rating 1-5 Formal Report Level 2 Pr B. Outcomes:	y y y y y y y y y y y i orities	4 2	ated with moni 4. PBIS impleme Restorative Pra 1. Stakeholder vision for a rest 2. Staff underst paradigm shift to restorative cl 3. Time is given a restorative cl 4. Support stru place to impleme a trive Prac. w/ f Coom Meetings 2. Hot spots, tr 3. Discipline sys procedures are 4. Mo. disciplin communicated 5. Periodic revis systems, policie AA 3 1 2	hty interfeation of the second	y y y y y y y y y y y y y y y y y y	AS	1 1
mented w/fidelity Practices: er have a shared estorative school estorative school rstands the e e e e e e e e e e e e e e e e e e	15 5 4 14	1 1	5 1 1	Disc. Team Disc. Flow Chart PBIS Team PBIS Matrix SCOC Training Staff Students Referral Process RP Training RP Revisited PIC Room Mo Reports timely Use of Disc. Data Mo Report timely Disc. Rating 1-5 Formal Report Data input timely Disc. Rating 1-5 Formal Report B. Outcomes: All Student Incid 41 Aggression 20 ISI 24 Suspensions 13	y y y y y y y y y y y i orities	4 2	A. PBIS implem Restorative Pra 1. Stakeholder vision for a resi 2. Staff undersi paradigm shift to restorative 3. Time is given a restorative Co a restorative co to implem ative Prac. w/f coa mer po/ ScOC: 1. Data informs meetings 2. Hot spots, trr 3. Discipline sys procedures are 4. Mo. disciplin systems, policie Systems, policie AA 3 1 2	ented w/fidelity ctrices: have a shared from punitive from punitive to implement assroom ctures are in ment Restora- idelity ctures are in ment Restora- idelity ctures are in ment, are ident starting pLC's all discipline ends, are ident tems, policies, in place e reports are to fac/staff ew of discipline es, procedures H 32 17 19	y y y y y y y y y y y y y y y y y y	AS	1 1
Practices: Practices: Practices: Practices: Practices: Practices: Provide the school Pristands the Pristands Prist	15 5 4 14	1 1	5 1 1	Disc. Flow Chart PBIS Team PBIS Team PBIS Matrix SCOC Training Staff Students Referral Process RP Training RP Revisited PIC Room MR Reports timely Disc. Rating 1-5 Formal Report PD Data input timely Disc. Rating 1-5 Formal Report 8. Outcomes: All Student Incid 41 Aggression 200 ISI 24 Suspensions 13		4 2	Restorative Pra 1. Stakeholder vision for a rest 2. Staff undersi paradigm shift to restorative d 3. Time is given a restorative d 4. Support stru place to impler attive Prac. w/ f Coa Mer PD/ SCOC: 1. Data informs meetings 2. Hot spots, tr 3. Discipline sys procedures are 4. Mo. disciplin 5. Periodic revi systems, policie AA 3 1 2	ctices: have a shared crorative school ands the from punitive to implement assroom ctures are in nent Restora- idelity ching toring PLC's all discipline ends, are ident tems, policies, in place e reports are to fac/staff ex of discipline s, procedures H 32 17 19	y y y y y y y y y y y y y y y y y y	AS	1 1
er have a shared estorative school estorative school ift from punitive e ento implement e classroom tructures are in lement Restora- i/ fidelity dentoring D/PLC's D/PLC's ms all discipline entoring D/PLC's interady, are ident systems, policies, are in place line reports are ed to fac/staff eview of discipline icies, procedures H 139 62 16 126 20-21SY	15 5 4 14	1 1	5 1 1	Disc. Flow Chart PBIS Team PBIS Team PBIS Matrix SCOC Training Staff Students Referral Process RP Training RP Revisited PIC Room MR Reports timely Disc. Rating 1-5 Formal Report PD Data input timely Disc. Rating 1-5 Formal Report 8. Outcomes: All Student Incid 41 Aggression 200 ISI 24 Suspensions 13		4 2	Stakeholder Vision for a rest Staff undersi paradigm shift to restorative a restorative cl 4. Support stru place to implem a restorative cl 4. Support stru place to implem a restorative cl for a restora restorative cl for a restorative cl for a restora restora	have a shared torative school ands the from punitive from punitive to implement assroom ctures are inn ent Restora- idelity ching toring PLC's PLC's PLC's In place e reports are to fac/staff ex of discipline es, procedures H 32 17 19	1	AS	1 1
estorative school estands the iff from punitive e estands are in lement Restora- if dielity caching D/PLC's ms all discipline ms all discipline intends, are ident systems, policies, are in place line reports are ed to fac/staff eview of discipline icies, procedures H 139 62 16 126 20-21SY ts in various topics tha	15 5 4 14	1 1	5 1 1	PBIS Team PBIS Team PBIS Matrix SCOC Training Staff Students Referral Process RP Training RP Revisited PIC Room MO Reports timely Use of Disc. Data MOR Report PD Data input timely Disc. Rating 1-5 Formal Report C. Level 2 PI B. Outcomes: All Student Incid 41 Aggression 20 ISI 24 Suspensions 13		4 2	vision for a rest 2. Staff underst paradigm shift to restorative 3. Time is given a restorative cli 4. Support stru place to implen ative Prac. w/f Mere Pp/ 1. Data informs meetings 2. Hot spots, tr 3. Discipline sys procedures are 4. Mo. disciplin Systems, policie Systems, policie AA 3 1 2	torative school ands the from punitive from punitive to implement assroom ctures are in nent Restora- idelity ctures are in nent, Restora- idelity as all discipline as all discipline terms, policies, in place e reports are to fac/staff ew of discipline s, procedures H 32 17 19	1	AS	1 1
rstands the ift from punitive e ift from punitive e ren to implement classroom incutures are in lement Restora- // fidelity ocaching D/PLC's ms all discipline intends, are ident systems, policies, are in place line reports are ed to fac/staff aview of discipline icies, procedures H 139 62 16 126 20-21SY ts in various topics tha	15 5 4 14	1 1	5 1 1	PBIS Matrix SCOC Training Staff Students Referral Process RP Training RP Revisited PIC Room Mo Reports timely Use of Disc. Data Mo Report Data input timely Disc. Rating 1-5 Formal Report 2. Level 2 Pl B. Outcomes: All Student Incid 41 Aggression 20 ISI 24 Suspensions 13		4 2	2. Staff undersi paradigm shift to restorative 1 3. Time is given a restorative 2 4. Support stru place to impler ative Prac. w/ f Coa Net PD/ SCOC: 1. Data informs meetings 2. Hot spots, tr 3. Discipline sys procedures are 4. Mo. disciplin Systems, policie Systems, policie AA 3 1 2	iands the from punitive to implement assroom ctures are in nent Restora- ching toring PLC's all discipline are ident tems, policies, in place e reports are to fac/staff ew of discipline ss, procedures H 32 17 19	1	AS	1 1
ift from punitive e e form punitive e e lassroom fructures are in lement Restora- // fidelity lement Restora- // f	15 5 4 14	1 1	5 1 1	SCOC Training Staff Students Referral Process RP Training PR Revisited PIC Room Mo Report stimely Use of Disc. Data Mo Report PD Data input timely Disc. Rating 1-5 Formal Report B. Outcomes: All Student Incid 41 Aggression 200 ISI 24 Suspensions 13		4 2	paradigm shift to restorative 3. Time is given a restorative cl 4. Support stru place to impler ative Prac. w/ f Coo Met PD/ SCOC: 1. Data informs meetings 2. Hot spots, tr 3. Discipline sys procedures are 4. Mo. disciplin communicated 5. Periodic revis systems, policie systems, policie	from punitive from punitive to implement assroom ctures are in nent Restora- idelity ching pLC's all discipline as all discipline ends, are ident teams, policies, in place e reports are to fac/staff ex of discipline es, procedures H 32 17 19	1	AS	1 1
e classroom clas	15 5 4 14	1 1	5 1 1	Staff Students Referral Process RP Training RP Revisited PIC Room MO Reports timely Use of Disc. Data Mo Report PD Data input timely Disc. Rating 1-5 Formal Report 2. Level 2 PI B. Outcomes: All Student Incid 41 Aggression 20 ISI 24 Suspensions 13		4 2	to restorative 3. Time is given a restorative cl. 4. Support stru place to impler ative Prac. w/ f Coa Met Pp/ 1. Data informs meetings 2. Hot spots, tr 3. Discipline sys procedures are 4. Mo. disciplin 5. Periodic revi systems, policie AA 3 1 2	to implement assroom ctures are in nent Restora- idelity ttoring PLC's all discipline at discipline ereports are to fac/staff ew of discipline es, procedures H 32 17 19	1	AS	1 1
en to implement ic dasroom ic das	15 5 4 14	1 1	5 1 1	Students Referral Process RP Training RP Revisited PIC Room Mo Reports timely Use of Disc. Data Mo Report PD Data input timely Disc. Rating 1-5 Formal Report 2. Level 2 PI B. Outcomes: All Student Incid 41 Aggression 20 Isi 24 Suspensions 13		4 2	3. Time is given a restorative cl 4. Support stru place to impler attive Prac. w/ f Coa Mer Pp/ SCOC: J. Data informs meetings 2. Hot spots, tr 3. Discipline sys procedures are 4. Mo. disciplin systems, policie Systems, policie AA 3 1 2	Assroom ctures are in nent Restora- idelity ching pLC's all discipline all discipline ends, are ident to fac/staff to fac/staff ex of discipline sc, procedures H 32 17 19	1	AS	1 1
elassroom tructures are in lement.Restora- // fidelity	15 5 4 14	1 1	5 1 1	Referral Process RP Training RP Revisited PIC Room Mo Reports timely Use of Disc. Data Mo Report PD Data input timely Disc. Rating 1-5 Formal Report B. Outcomes: All Student Incid 41 Aggression 200 ISI 24 Suspensions 13		4 2	a restorative cl 4. Support stru place to impler ative Prac. w/ f Coa PD/ SCOC: 1. Data informs meetings 2. Hot spots, tr 3. Discipline syr 4. Mo. disciplin communication revision 5. Periodares are 4. Mo. discipline communication revision 5. Periodares are 4. Mo. discipline communication revision 5. Periodares are 4. Mo. discipline communication revision 5. Periodares are 5. Periodares are 4. Mo. discipline 5. Periodares are 5. Periodares	Assroom ctures are in nent Restora- idelity ching pLC's all discipline all discipline ends, are ident in place e reports are to fac/staff ex of discipline sc, procedures H 32 17 19	1	AS	1 1
ructures are in lement Restora- /f fidelity caching D/PLC's ms all discipline trends, are ident systems, policies, are in place line reports are ed to fac/staff eview of discipline icies, procedures H 139 62 16 126 20-21SY ts in various topics tha	15 5 4 14	1 1	5 1 1	RP Training RP Revisited PIC Room Mo Reports timely Use of Disc. Data Mo Report PD Data input timely Disc. Rating 1-5 Formal Report 2. Level 2 PI B. Outcomes: All Student Incid 41 Aggression 20 ISI 24 Suspensions 13		4 2	A. Support stru place to implem ative Prac. w/ f Coa Men PD/ SCOC: 1. Data informs meetings 2. Hot spots, tr 3. Discipline sys procedures are 4. Mo. disciplin 5. Periodic revis systems, policie AA 3 1 2	ctures are in nent Restora- idelity	1	AS	1 1
lement Restora- // fidelity oaching lentoring D/PLC's ms all discipline ms all discipline itrends, are ident systems, policies, are in place ine reports are ed to fac/staff eview of discipline icies, procedures H 139 62 16 126 20-21SY ts in various topics tha	15 5 4 14	1 1	5 1 1	RP Revisited PIC Room Mo Reports timely Use of Disc. Data Mo Report PD Data input timely Disc. Rating 1-5 Formal Report 8. Outcomes: All Student Incid 41 Aggression 20 ISI 24 Suspensions 13		4 2	place to impler ative Prac. w/f Mer Pp/) SCOC: 1. Data informs meetings 2. Hot spots, tr 3. Discipline sys procedures are 4. Mo, disciplin 5. Periodic revii systems, policie AA 3 1 2	hent Restora- idelity	1	AS	1 1
/ fidelity oaching hentoring D/PLC's 	15 5 4 14	1 1	5 1 1	PIC Room Mo Reports timely Use of Disc. Data Mo Report PD Data input timely Disc. Rating 1-5 Formal Report 8. Outcomes: All Student Incid 41 Aggression 200 ISI 24 Suspensions 13		4 2	ative Prac. w/ f Coa Mer PD/ SCOC: 1. Data informs meetings 2. Hot spots, tr 3. Discipline syr 9. procedures are 4. Mo. disciplin communicated 5. Periodic revis systems, policie AA 3 1 2	idelity ching thring PLC's all discipline ends, are ident tems, policies, in place e reports are to fac/staff ex of discipline es, procedures H 32 17 19	1	AS	1 1
Aentoring D/PLC's ms all discipline trends, are ident systems, policies, are in place line reports are ed to fac/staff eview of discipline icies, procedures H 139 62 16 126 20-21SY ts in various topics tha	15 5 4 14	1 1	5 1 1	Mo Reports timely Use of Disc. Data Mo Report PD Data input timely Disc. Rating 1-5 Formal Report B. Outcomes: All Student Incid 41 Aggression 20 ISI 24 Suspensions 13		4 2	Coa Mer PD/ SCOC: 1. Data informs meetings 2. Hot spots, tr 3. Discipline sys procedures are 4. Mo. disciplin communicated 5. Periodic revi systems, policie	ching toring PLC's ends, are ident istant discipline ends, are ident istems, policies, in place e reports are to fac/staff ew of discipline es, procedures H 32 17 19	1	AS	1 1
Aentoring D/PLC's ms all discipline trends, are ident systems, policies, are in place line reports are ed to fac/staff eview of discipline icies, procedures H 139 62 16 126 20-21SY ts in various topics tha	15 5 4 14	1 1	5 1 1	Use of Disc. Data Mc Report PD Data input timely Disc. Rating 1-5 Formal Report B. Outcomes: All Student Incid 41 Aggression 20 ISI 24 Suspensions 13		4 2	AA 3 1 2 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	toring PLC's all discipline ands, are ident terms, policies, in place e reports are to fac/staff ew of discipline es, procedures H 32 17 19	1	AS	1 1
D/PLC's ms all discipline trends, are ident systems, policies, are in place line reports are ted to fac/staff ed to fac/staff eview of discipline icies, procedures H 139 62 16 126 20-21SY ts in various topics tha	15 5 4 14	1 1	5 1 1	Mo Report PD Data input timely Disc. Rating 1-5 Formal Report 2. Level 2 Pr B. Outcomes: All Student Incid 41 Aggression 20 ISi 24 Suspensions 13		4 2	PD/ SCOC: 1. Data informs meetings 2. Hot spots, tr 3. Discipline sys procedures are 4. Mo. disciplin communicated 5. Periodic revi systems, policie AA 3 1 2	PLC's all discipline ands, are ident terms, policies, in place e reports are to fac/staff ex of discipline as, procedures H 32 17 19	1	AS	1 1
Mail discipline ms all discipline trends, are ident systems, policies, are in place ine reports are ed to fac/staff eview of discipline icies, procedures H 139 62 16 126 20-21SY ts in various topics tha	15 5 4 14	1 1	5 1 1	PD Data input timely Disc. Rating 1-5 Formal Report 2. Level 2 Pr B. Outcomes: All Student Incid 41 Aggression 20 ISI 24 Suspensions 13		4 2	SCOC: 1. Data informs meetings 2. Hot spots, tr 3. Discipline sys procedures are 4. Mo. disciplin communicated 5. Periodic revi systems, policie AA 3 1 2	all discipline ends, are ident tems, policies, in place e reports are to fac/staff ew of discipline es, procedures H 32 17 19	1	AS	1 1
H 139 H 139 H 139 H 139 62 16 126 20-21SY ts in various topics tha	15 5 4 14	1 1	5 1 1	Disc. Rating 1-5 Formal Report 2. Level 2 Pr B. Outcomes: All Student Incid 41 Aggression 20 ISi 24 Suspensions 13		4 2	Data informs meetings Z. Hot spots, tr Discipline sys procedures are 4. Mo. disciplin communicated S. Periodic revis systems, policie AA 3 1 2	H stems, policies, in place e reports are to fac/staff ew of discipline ss, procedures H 32 17 19	1	AS	1 1
H 139 H 139 H 139 H 139 62 16 126 20-21SY ts in various topics tha	15 5 4 14	1 1	5 1 1	Disc. Rating 1-5 Formal Report 2. Level 2 Pr B. Outcomes: All Student Incid 41 Aggression 20 ISi 24 Suspensions 13		4 2	Meetings 2. Hot spots, tr 3. Discipline sys procedures are 4. Mo. discipline communicated 5. Periodic revi systems, policie AA 3 1 2	H stems, policies, in place e reports are to fac/staff ew of discipline ss, procedures H 32 17 19	1	AS	1 1
systems, policies, are in place line reports are ed to fac/staff eview of discipline icies, procedures H 139 62 16 126 20-21SY ts in various topics tha	15 5 4 14	1 1	5 1 1	Formal Report 2. Level 2 Pr B. Outcomes: All Student Incid 41 Aggression 20 ISI 24 Suspensions 13		4 2	2. Hot spots, tr 3. Discipline sy: procedures are 4. Mo. disciplin communicated 5. Periodic revi systems, policie AA 3 1 2	stems, policies, in place e reports are to fac/staff ew of discipline es, procedures H 32 17 19	1	AS	1 1
systems, policies, are in place line reports are ed to fac/staff eview of discipline icies, procedures H 139 62 16 126 20-21SY ts in various topics tha	15 5 4 14	1 1	5 1 1	2. Level 2 Pr B. Outcomes: All Student Incid 41 Aggression 20 ISI 24 Suspensions 13		4 2	3. Discipline sys procedures are 4. Mo. disciplin communicated 5. Periodic revi systems, policie AA 3 1 2	stems, policies, in place e reports are to fac/staff ew of discipline es, procedures H 32 17 19	1	AS	1 1
are in place line reports are ed to fac/staff eview of discipline icies, procedures H 139 62 16 126 20-21SY ts in various topics tha	15 5 4 14	1 1	5 1 1	B. Outcomes: All Student Incid 41 Aggression 20 ISI 24 Suspensions 13		4 2	procedures are 4. Mo. disciplin communicated 5. Periodic revi systems, policie AA 3 1 2	in place e reports are to fac/staff ew of discipline is, procedures H 32 17 19	1	AS	1 1
line reports are ed to fac/staff eview of discipline icies, procedures H 139 62 16 126 20-21SY ts in various topics tha	15 5 4 14	1 1	5 1 1	B. Outcomes: All Student Incid 41 Aggression 20 ISI 24 Suspensions 13		4 2	4. Mo. disciplin communicated 5. Periodic revi systems, policie AA 3 1 2	e reports are to fac/staff ew of discipline es, procedures H 32 17 19	1	AS	1 1
ed to fac/staff eview of discipline icies, procedures H 139 62 16 126 20-21SY ts in various topics tha	15 5 4 14	1 1	5 1 1	B. Outcomes: All Student Incid 41 Aggression 20 ISI 24 Suspensions 13		4 2	Communicated 5. Periodic revi systems, policie AA 3 1 2	to fac/staff ew of discipline es, procedures H 32 17 19	1	AS	1 1
eview of discipline icies, procedures H 139 62 16 126 20-21SY ts in various topics tha	15 5 4 14	1 1	5 1 1	B. Outcomes: All Student Incid 41 Aggression 20 ISI 24 Suspensions 13		4 2	5. Periodic revi systems, policie AA 3 1 2	ew of discipline es, procedures H 32 17 19	1	AS	1 1
H H 139 62 16 126 20-21SY ts in various topics tha	15 5 4 14	1 1	5 1 1	B. Outcomes: All Student Incid 41 Aggression 20 ISI 24 Suspensions 13		4 2	AA 3 1 2	H 32 17 19	1	AS	1 1
H 139 62 16 126 20-21SY ts in various topics tha	15 5 4 14	1 1	5 1 1	B. Outcomes: All Student Incid 41 Aggression 20 ISI 24 Suspensions 13		4 2	AA 3 1 2	H 32 17 19	1	AS	1 1
139 62 16 126 20-21SY ts in various topics tha	15 5 4 14	1 1	5 1 1	B. Outcomes: All Student Incid 41 Aggression 20 ISI 24 Suspensions 13		4 2	3 1 2	32 17 19	1	AS	1 1
139 62 16 126 20-21SY ts in various topics tha	15 5 4 14	1 1	5 1 1	All Student Incid 41 Aggression 20 ISI 24 Suspensions 13		4 2	3 1 2	32 17 19	1	AS	1 1
139 62 16 126 20-21SY ts in various topics tha	15 5 4 14	1 1	5 1 1	All Student Incid 41 Aggression 20 ISI 24 Suspensions 13		4 2	3 1 2	32 17 19	1	AS	1 1
139 62 16 126 20-21SY ts in various topics tha	15 5 4 14	1 1	5 1 1	Student Incid 41 Aggression 20 ISI 24 Suspensions 13		4 2	3 1 2	32 17 19	1	AS	1 1
62 16 126 20-21SY ts in various topics tha	5 4 14	1	1 1	Aggression 20 ISI 24 Suspensions 13		2	1 2	17 19			1
16 126 20-21SY ts in various topics tha	4 14		1	ISI 24 Suspensions 13			2	19	1		-
126 20-21SY ts in various topics tha	14	1		Suspensions 13		2			1		1
20-21SY ts in various topics tha		1	5				Ţ	11			
ts in various topics tha											
hing students about dr th vs. fact. He is servin th vs. fact. He is servin th sides. In business d h students, not only as n. he sake of informing an h School, all the while l of the first semester. 1 nd educated about dru goal is to influence th ter while on campus. isons on campus, espece mber of fights and qua ts to have a much lowe i/PBIS, administration, estorative circles for pf lepartment as well as co training at a local hosy use we want our stude w they don't have to d w they don't have to d he classroom with SRO ng will take place with te involved with the dis ion classes directly reli n partnership with Pue classroom.	Teach good c tting in hour: rugs, social m ag as an outh alss, he is dis a policemar we are on-lin nd educatior helping then thelping the thelping the the thelping thelping the thelp	citizenship and burs in different class media, current iss leaf cursent iss leaf or their quest scussing franchisi n but as a mentoin ne for our educat n our students or m become better in the virtual class media, franchising the better, but a e of vape pens us get students on ca ug use, altercation the vertention Monit verbal confrontati they are educate use drugs while on nem to get throug es. eed to fight, eithh rs co-teaching iss ult stakeholders I zess. use instructed b nool, such as Sin F ir life. We don't w	eing a positive eing a positive sses. Mostly uses with tions and ing, being a r. 	When? Depending Completed Goal R Second Semester: Roskruge will com school. What do w Who is involved? I How will we accor Why is this goal in period. When? Daily and c	to accompl Principal, As nplish targe portant? B c on teacher esults: Stud tinue to incr e want to ac Principal, As nplish targe nportant? It quarterly de	lish? Virtua sst. Principa eted goal? I because stud and Admir dent receive rease virtua ccomplish? sst. Principa eted goal? I t's importar pending on	I PBIS I, Behavior Speci PD for Teacher in dents need to be n. Recognitions. e virtual acknowled Virtual PBIS acknowled Virtual PBIS a, Behavior Speci By reinforcing PB nt to continue to the recognition.	put on Virtual PBIS recognized when t edgment of being s Igments to support alist, Counselor, M IS while working re recognize our stud	i ideas. teachers feel t students wo ITSS emotely and in lent's efforts o	ul and responsible orking remotely ar n school. during this unique	nd in e learning
h/tthrahh onetints & ster uvpalchasin cee	Any students about d th vs. fact. He is serviti h sides. In business c students, not only as tual classroom while seake of informing a s School, all the while of the first semester. : d educated about dr goal is to influence t er while on campus, espe mber of fights and que s to have a much low /PBIS, administration storative circles for pi epartment as well as training at a local hos use we want our stud w they don't have to c oror if with aggression. conversation. e classroom with SRC g will take place with t involved with the di ion classes directly rel partnership with Pue classroom. e better decision whic robally and have the si	sing students about drugs, social r th vs. fact. He is serving as an out h vs. fact. He is serving as an out h sides. In business class, he is di students, not only as a policema tual classroom while we are on-li es aske of informing and educatio s Chool, all the while helping the of the first semester. 1 st semester et al educated about drugs, social m e gals to influence their lives for er while on campus. is to influence their lives for er while on campus. s to have a much lower rate of dru /PBIS, administration, Behavior Ir storative circles for physical and erariment as well as outside ager training at a local hospital where use we want our students to not in v they don't have to depend on ti oror if what geression. They struggle with drug issu ling with sageression. Be classroom with SRO and teache g will take place with all listed ad t involved with the discipline prot on classes directly related to drug partnership with Pueblo High Sci classroom. e better decision which affect the roally and have the skills to tak tt	sing students about drugs, social media, current iss th vs. fact. He is serving as an outlet for their quest h vs. fact. He is serving as an outlet for their quest h vs. fact. He is serving as an outlet for their quest students, not only as a policeman but as a mento tual classroom while we are on-line for our educat of the first semester. I st semester in the virtual clas of the first semester. I st semester in the virtual clas deducated about drugs, social media, franchising e goal is to influence their lives for the better, but a er while on campus. sins on campus, especially the use of vape pens us nober of fights and quarrels amongst students on c is to have a much lower rate of drug use, altercatio /PBIS, administration, Behavior Intervention Moni storative circles for physical and verbal confrontat epartment as well as outside agencies such as Sin training at a local hospital where they are educate use we want our students to not use drugs while ou whey don't have to depend on them to get throu, oror if nghts and quarter on the ot of tight, eith conversation. It is quilt take place with all listed adult stakeholders t involved with the discipline process. in on lasses directly related to drug use instructed t partmershy with Pueblo High School, such as Sin I classroom. Is better decision which affect their life. We don't verbally and have the skills to talk things out peacefit	te sake of informing and education our students on issues they is School, all the while helping them become better members in of the first semester. 1 st semester in the virtual classroom. Indeducated about drugs, social media, franchising all the while goal is to influence their lives for the better, but also to change er while on campus. ions on campus, especially the use of vape pens used to inhale hoer of fights and quarrels amongst students on campus. Is to have a much lower rate of drug use, altercations either /PBIS, administration, Behavior Intervention Monitors, Social storative circles for physical and verbal confrontations, education epartment as well as outside agencies such as Sin Puertas. We training at a local hospital where they are educated on the use we want our students to not use drugs while on campus and w they don't have to depend on them to get through life and its its for thry struggle with drug issues. Iing with aggression. They don't need to fight, either in person or conversation. the classroom with SRO and teachers co-teaching issues on drugs, ng will take place with all listed adult stakeholders building t involved with the discipline process. ion classes directly related to drug use instructed by social partnership with Pueblo High School, such as Sin Puertas.	 when? Depending completed Goal R who is involved? how of infuence their lives for the output lassroom. to have a much lower rate of drug use, altercation seither /PBIS, administration, Behavior Intervention Monitors, Social storative circles for physical and verbal confrontations, education they struggle with drug issues. ling with aggression. They don't need to fight, either in person or conversation. e classes directly related dou't sted dout stakeholders building ti nvolved with the discipline process. conserversion. e better decision which affect their life. We don't want them to rbally and have the skills to talk things out peacefully. We want 	 when 2 begending on teacher. Completed Goal Results: Study Scools Media, current issues with the vs. fact. He is serving as an outlet for their questions and shifter. It is serving as an outlet for their questions and shifter. It is usen to any sa policeman but as a mentor. tual classroom while we are on-line for our education to show while we are on-line for our education to show while we are on-line for our education to show while we are on-line for our education to show while we went to a scool. What do we want to a shool. When 2 being we want our students on issues they a clock of informing and education our students on issues they a clock out drugs, social media, franchising, elithe while eliging them become better members in both the sites, social media, franchising all the while eliging them become better members in so is to influence their lives for the better, but also to change er while on campus. s to influence their lives for the better, but also to change er while on campus. s to have a much lower rate of drug use, altercations either /PBIS, administration, Behavior Intervention Monitors, Social storative circles for physical and verbal confrontations, education epartmers a well as outside agencies such as Sin Puertas. We training at a local hospital where they are educated on the use we want our students to not use drugs while on campus and w they dor't have to depend on them to get through life and its sort if they struggle with drug issues. Ing with aggression. They don't make the skills to talk things out peacefully. We want 	 When? Depending on teacher and Admin thus, fact. He is serving as an outlet for their questions and h sides. In business class, he is discussing franchising, being a nutulents, not only as a policeman but as a mentor. tual classroom while we are on-line for our education to use want to accomplish targeted goal? Why is this goal important? It's important period. to be sake of informing and education our students on issues they a cloud educated about drugs, social media, franchising, all the while e goal is to influence their lives for the better, but also to change er while on campus. to not once you, especially the use of vape pens used to inhale mber of fights and quarrels amongst students on campus. to have a much lower rate of drug use, altercations either /PBIS, administration, Behavior Intervention Monitors, Social storative circles for physical and verbal confrontations, education pertment as well as outside agencies such as Sin Puertas. We training at a local hospital where they are educated on the use we want our students to not use drugs while on campus and w they don't have to depend on them to get through life and its fort if they struggle with drug issues. ling with aggression. They don't need to fight, either in person or conversation. to classes directly related to drug use instructed by social partnership with Pueblo High School, such as Sin Puertas. Classroom. better decision which affect their life. We don't twart them to robally and have the skills to talk things out peacefully. We want 	 when? Depending on teacher and Admin. Recognitions. Completed Goal Results: Student receive virtual acknowle Second Semester: Roskruge will continue to increase virtual PBIS acknowlees so chool. What do we want to accomplish? Virtual PBIS Who is involved? Principal, Asst. Principal, Behavior Speci How will we accomplish targeted goal? By reinforcing PB who is involved? Principal, Asst. Principal, Behavior Speci How will we accomplish targeted goal? By reinforcing PB who is involved? Principal, Asst. Principal, Behavior Speci How will we accomplish targeted goal? By reinforcing PB who is involved? Principal, Asst. Principal, Behavior Speci How will we accomplish targeted goal? By reinforcing PB who is involved? Principal, Asst. Principal, Behavior Speci How will we accomplish targeted goal? By reinforcing PB who is involved? Principal, Asst. Principal, Behavior Speci How will we accomplish targeted goal? By reinforcing PB who is involved? Principal, Asst. Principal, Behavior Speci How will we accomplish targeted goal? By reinforcing PB who is involved? Principal, Asst. Principal, Behavior Speci How will we accomplish targeted goal? By reinforcing PB who is involved? Principal, Asst. Principal, Behavior Speci How will we accomplish targeted goal? By reinforcing PB who is involved? Principal, Asst. Principal, Behavior to continue to period. When? Daily and quarterly depending on the recognition. Completed Goal Results: Student will feel connected to the use we want our students to not use drug will on campus and with y dorig agencies such as Sin Puertas. we want our students to not use drugs while on campus and with y drug issues on drugs, and with you chails and the adult stakeholders building ti involved with the discipline process. on classe directly rela	 When? Depending on teacher and Admin. Recognitions. Completed Goal Results: Student raceive virtual PBIS acknowledgment of being s second Semester: Roskruge will continue to increase virtual PBIS acknowledgments to suppor school what do we want to accomplish argeted goal? By reinforcing PBIS while working re who will the while helping them become better members in the virtual classroom. Mhen? Depending on teachers or advected to the working re who want to accomplish argeted goal? By reinforcing PBIS while working re who will the while helping them become better members in the virtual classroom. Mhen? Daily and quarterly depending on the recognition. Completed Goal Results: Student will feel connected to the school and their sensetser. Roskruge will continue to increase virtual PBIS while working re who will the or compus. Sto influence their lives for the better, but also to change er while on campus. Is to have a much lower rate of drug use, altercations either /PBIS, administration, Behavior Intervention Monitors, Social storative circles for physical and verbal confrontations, education epartmers well as outside agencies such as Sin Puertas. We training at a local hospital where they are educated on the use we want our students to not use drugs while on campus and w they don't have to depend on them to get through life and its corr if they struggle with drug issues. Ing with aggression. They don't need to fight, either in person or conversation. e classes directly related to drug use instructed by social guartersity with Pueblo High School, such as Sin Puertas. classroom. better decision which affect their life. We don't want them to riably and have the skills to tak things out peacefully. We want 	 When? Depending on teacher and Admin. Recognitions. Completed Goal Results: Student receive virtual acknowledgment of being safe, respect fishes. In business class, he is discussing franchising, being a is students, not only as a policeman but as a mentor. Tual classroom while we are on-line for our education to here. take of informing and education our students on issues thy is School, all the while helping them become better members in the virtual classroom. to fudence their lives for the better, but also to change er while on campus. to nampus, especially the use of vape pens used to inhale more of fights and quarrels amogts students on campus. to have a much lower rate of drug use, alterations either /PBIS, administration, Behavior Intervention Monitors, Social storative circles for physical and verbal confrontations, education the ray well as outside agencies such as Sin Puertas. We training at a local hospital where they are educated on the use we want our students to not use drugs while on campus and with we doepend on them to get through life and its orr if they struggle with drug issues. ling with aggression. They don't need to fight, either in person or conversation. be tert decision which affect their life. We don't want them to ribally and have the skills to talk things out peacefully. We want them to rabal want have the skills to talk things out peacefully. We want them to rabal want have the skills to talk things out peacefully. We want them to rabal want have the skills to talk things out peacefully. We want them to rabal want have the skills to talk things out peacefully. We want them to real want them to rabal want have the skills to talk things out peacefully. We want them to rabal want have the skills to talk things out peacefully. We want them to real want the more want the tore want the totic rea	 Ing students about drugs, social media, current issues with the singer students about drugs, social media, current issues with the sides. In business class, he is discussing franchising, being a students, not only as a policeman but as a mentor. Ital classroom while we are on-line for our education to is eake of informing and education our students on susce they is school, all the while helping them become better members in of deducated about drugs, social media, franchising all the while helping them become better members in or goals is to influence their lives for the better, but also to change er while on campus. Ior of the first semester. 1th semester in the virtual classroom. All deducated about drugs, social media, franchising all the while or fights and quarrels amongst students on campus. Ior on a mayus. Ior on a mayus. Is to have a much lower rate of drug use, altercations either /PBIS, administration, Behavior Intervention Monitors, Social toring the submer students to not use drugs while on campus and w they don't have to depend on them to get through life and its our fit they strugge with drug issues. Ing with aggression. They don't need to fight, either in person or conversation. In e classroom with SRO and teachers co-teaching issues on drugs, gut with aggression. They don't need to fight, either in person or conversation. In e classroom with SRO and teachers co-teaching issues on drugs, gut with aggression. They don't need to fight, either in person or conversation. In e classroom with SRO and teachers co-teaching issues on drugs, gut with aggression. They don't need to fight, either in person or conversation. In eclassroom with SRO and teachers co-teaching issues on drugs, gut with aggression. They don't need to fight, either in person or conversation. In eclassroom with SRO and teachers co-teaching issues on drugs, gut with aggression. They don't need to fight, either in person

			Saffo	ord Magnet H		SAP					Tucs		agnet School	SAP		
	A. Implementatio	n:]	Level 2 P				[A. Implement	ation:		Level	2 Priorities			
Single						 	7				ol			 		
						<u> </u>	4							I	ł	
decomposing base of the second	priorities (and by th	ne RP, PBIS,				n	1		priorities (and l	by the RP,				n	ļ	
	Code components)					n	4		PBIS, Code com					У	ļ	
	21					Ļ	4		SY2020-21						ļ	
	1. Level 1 Pr	orities				n	4		1. Level	1 Priorities				n	ļ	
		<u> </u>	J			n	4	-	Dia T		_			IU	ļ	
	Disc. Team	У	I			 	4			У	_			-	ļ	
	Disc. Flow Chart	у	I			 	1			y y	—				ļ	
	PBIS Team	У	I			μι Ι	1	ļ		У	—			ly.	ļ	
	PBIS Matrix	у	I			1	1	ł		У	_			1	ļ	
	SCOC Training Staff	v	I			In	1	ł		<u> </u>	—		nom punitive	v	ļ	
Interd Paral Interd Para Inter	Staff Students	v v	I) implement	+	1	ŀ		у	\neg		to implement	ľ	ļ	
		/ n	I			v	1	ŀ		у 	\neg			v	ļ	
	Reterral Process RP Training	v	I			,	1			- у 	\neg			ľ	ļ	
	RP Training RP Revisited	1/ In	I			1	1			y v	\neg			1	ļ	
	PIC Room	v	I			1	1			y v				1	1	
	Mo Reports timely	ý	I			n	1			ely v				n	1	
chapter har har har har har har har har har ha	Use of Disc. Data	T I	1			n	1							n	1	
	Mo Report	у	I			у	1	l		v				у	1	
Line large training in a line large trainin a line large training in a line large training in a li	PD	у	I		1	r	1	l	PD	v			<u> </u>	ľ	1	
But but to be a bit with a bit	Data input timely	n	I		Il discipline	<u> </u>	1	l	Data input time	ly v			s all discipline	1	1	
Immediation in the line of the	Disc. Rating 1-5	2	I			n	1				3		<u> </u>	у	1	
Image Image <th< td=""><td>Formal Report</td><td>y</td><td>I</td><td></td><td>nds, are ident</td><td>n</td><td>]</td><td></td><td></td><td></td><td></td><td></td><td>ends, are ident</td><td>у</td><td>1</td><td></td></th<>	Formal Report	y	I		nds, are ident	n]						ends, are ident	у	1	
			I	3. Discipline system	ems, policies,		1	ł							ļ	
A. Socied displayment partial matrix S. Level 2 Prioritie A. Level 2 Prioritie S. Level 2			I			у	1							у	ļ	
Immunicated to discription Immunicated to discription Immunicated to discription 1. Lord 2 Monthes Immunicated to discription			I				1					4. Mo. disciplin	ne reports are		ļ	
Image: market produce groups and source of discipling Image: market produce groups and source produce groups			I	communicated to	o fac/staff		1					communicated	to fac/staff	у	ļ	
2. Level 2 Priorities 5. Outcomes: 8. Outcomes: 5. Outcomes: 8. Outcomes: 5. Outcomes: 8. Outcomes: 6. Outcomes: 9. 2 5 5. 0 9. 2 5 6. 0 9. 2 5 6. 0 9. 2 5 6. 0 9. 2 5 6. 0 9. 2 5 6. 0 9. 0 2 5 6. 0 9. 0 2 5 6. 0 9. 0 2 5 6. 0 9. 0 2 5 6. 0 9. 0 2 5 6. 0 7 9. 0 2 5 6. 0 7 2 9. 0 2 5 6. 0 7 2 1 1 3 10 28 2 1 1 3 3 10 28 2 1 1 3 30 18 18 18 3 3 10 28 18 3 3 10 28 18 18			I	5. Periodic review	v of discipline		1								ļ	
A bit controls B controls Subconcess Image: solution of the sol						n	J							у		
A bit controls B controls Subconcess Image: solution of the sol	2. Level 2 P	riorities							2. Level	2 Priorities						
All When AA H NA AS M Supportion 23 3 32 5 2 2 Supportion 2 3 5 5 2 Supportion 2 3 5 5 2 Statistic into 1.0 1.0 1.0 4 7 Supportion 2 3 5 5 2 1.0 Statistic into 1.0 1.0 1.0 4 7 Supportion 2 3 5 5 2 1.0 Statistic into 1.0 1.0 1.0 4 7 Statistic into 1.0 1.0 1.0 1.0 4 7 Statistic into 1.0 1.0 1.0 1.0 1.0 1.0 Statistic into 1.0 1.0 1.0 1.0 1.0 1.0 1.0 Statistic into 1.0 1.0 1.0 1.0 1.0 1.0 1.0 1.0 Statistic into 1.0 1.0 1.0 1.0 1.0 1.0 1.0 1.0 Statistic into 1.0 1.0 1.0 1.0 1.0 1.0 1.0 1.0 Statistic into 1.0																
Student ind 75 4 5 57 2 5 77 4 10 3 3 30 12 3 3 30 12 3 3 30 12 3 3 30 12 3 3 30 12 3 3 10 18 2 1 1 3 3 30 10 18 2 1 1 3 3 30 10 18 2 1 1 3 3 30 10 18 2 1 1 1 1 1 1 1 1 3 3 10 18 1	B. Outcomes:								B. Outcomes	:						
Student ind 75 4 5 57 2 5 77 4 10 3 3 30 12 3 3 30 12 3 3 30 12 3 3 30 12 3 3 30 12 3 3 10 18 2 1 1 3 3 30 10 18 2 1 1 3 3 30 10 18 2 1 1 3 3 30 10 18 2 1 1 1 1 1 1 1 1 3 3 10 18 1			\//b:+	* *	ы	NI A	**			A11	1411.1			N/ A		
Aggression 39 2 5 27 4 1 Aggression 53 10 12 38 38 3 38 <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>AS</td> <td></td> <td>Studart</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>							AS		Studart							
Singensition 9 2 6 1 15 35 3 10 18 2 1 1 Singensition 7 2 5 5 5 5 3 10 18 2 1 1 Singensition 7 2 5 5 5 3 10 18 2 1 1 Singensition 6 5 5 5 5 3 10 18 2 1 1 Singensition 6 5 <td></td> <td>10</td> <td>4</td> <td></td>														10	4	
Singension 07 2 5 54 5 Singension 169 18 19 118 8 4 2 Singension 169 18 19 118 8 4 2				ر		-								2	1	-
Shool son Supportive Action Plan (SAP2) for 19-20 Styl2b-21SY C. Actions: First Semantic: Reaction in Exhavian Beforeas Second Density of Methods and Efforeas Second Density of Methods and Efforeas Second Density of Methods and Efforeas Second Density of Second D				5		5		-			-					
C. Actions: First Semanter: F											-	-	-			
C. Actions: First Semanter: F	Shool is on Suppo	rtive Action P	'lan (SAP2)	for 19-20 SY/20-21	1SY											
When?	reduce by 10% via What do we want Effective response impact of one's ac forward Reductior Teachers/Staff mu Who is involved? Teachers/Staff wi -Teachers/studen -Teachers/studen -Teachers/staff wi -Teachers/Staff wi support and share What do we wani Strategically utilizi daily attendance o Who is involved? Teachers, adminisi -Daily monitoring -Jaily monitoring Why is this goal in Attendance policie	effective sch to accomplis to conflict at tions on the s of the overa sit consistent tration, Resto mplish target ts will use Aff Affective Que II use Small in II use Formal mportant? ces will help b ararning outco in ch Absenteei ents with seve d accountabil t to accomplish trated th sevente attendance m d aily to stud tudents who ence. with severe ac of attendance mportant? es are imported	ool implem sh? ad behavio school com ill number of y utilize the ed goal? ective Stat sstions to c morative Prace de goal? unild capaci mes. To he sim/ Tardin ere and chility by all st sh? upport Teal ss that fall in orative Prace de goal? honitoring. lents who a have three hronic and e percentage ant becausa	mentation of the Re prinfractions using in mmunity and results of student suspens <i>le 'Restorative Praci</i> ctice Facilitator, stu- tements when digative l Conferences to add ces (Restorative Con- city to enable stude elp build healthy stu- ness ironic absences/taren- takeholders (paren are absent/late to c e or more absences, d chronic absences a ge and student lists se they can encoura	estorative Practice estorative Practice is in solutions that sions. udent, family, and cussing feelings. behaviors and ass ldress small negativ inferencing and Far ents to self regulat tudent/teacher rel rdy will decrease b ins, students and s implement restor- averely chronic att udent, family, and class (teachers, gu s/tardies per week and set individual s by all SST membra age students to sta	es Continuur oblem-solvi make thing l outside res ist those aff ve incidents mily Group te behavior lationships. by 50% throis school staff) ative practic rendance. l outside res idance, socc via parent goals and in ers and Adm ay in school	m. ing process that re is as right as possib isources fected. S. Conferencing) to a and contributes to ugh shared expect) ugh shared expect isources ial worker) liaison home visit i nterventions with : ninistration I. According to the	ecognizes the ble moving address larger o the tations, shared we the average or parent students and	2. Sy ure end		WII		aggression			
	Center for School I When?	Engagement,														

A. Implementation	. .		L	evel 2 Prior	ities	
summarize where the				PBIS:		
was relevel 1 and le			1. Mentor	ing/Social SI	kills Grps	
priorities (and by th	e RP. PBIS.		Staff, Pare	ents, Studen	ts,	n
Code components)			2.Commu	nity embrac	e PBIS	n
21			3. Stakeho	olders are co	mmunic-	
1. Level 1 Pri	orities		ated with	monthly		n
			4. PBIS im	plemented v	v/fidelity	n
Disc. Team	у	1	Restorativ	e Practices:		
Disc. Flow Chart	y]	1. Stakeho	older have a	shared	
PBIS Team	y		vision for	a restorative	e school	n
PBIS Matrix	у		2. Staff un	iderstands t	he	
SCOC Training			paradigm	shift from p	unitive	
Staff	у		to restora	tive		n
Students	у		3. Time is	given to imp	lement	
Referral Process	у		a restorat	ive classrooi	n	у
RP Training	у		4. Support	t structures	are in	
RP Revisited	у		place to in	nplement Re	estora-	
PIC Room	n		ative Prac.	. w/ fidelity		
Mo Reports timely	у			Coaching		n
Use of Disc. Data				Mentoring		n
Mo Report	у			PD/PLC's		у
PD	у		SCOC:			
Data input timely	у]	1. Data inf	forms all dis	cipline	
Disc. Rating 1-5	3]	meetings			у
Formal Report]	2. Hot spo	ots, trends, a	re ident	у
		-	3. Disciplin	ne systems,	policies,	
			procedure	es are in plac	e	у
			4. Mo. dis			
			communic	cated to fac/	/staff	

2. Level 2 Priorities

	All	White	AA	н	NA	AS	М
Student Incid	3	2		1			
Aggression	1			1			
ISI	3	2		1			
Suspensions	0						

5. Periodic review of discipline systems, policies, procedures

C. Actions: First Semester:

By the end of fall 2020, students at Van Buskirk will demonstrate responsibility in the area of school attendance by

showing up to school or online Zooms. The desired outcome is to stay in the green all semester, with less than 15% of our students demonstrating chronic absences. We will accomplish this goal by identifying students who have the highest number of absences of 10% on the

attendance summary. It is important to attend school because missing lessons results in falling behind in learning. We will look begin our data after quarter 1 and measure again in December 2020. Rationale: Teachers, the counselor, and the principal will develop an MTSS plan to address chronic absences. Students will have a

daily check-in check-out chart and be encouraged to come to school everyday. We will celebrate changes in attendance when improvement is noted on weekly logs.

Parents will receive notices and meet with teacher for parent conferences for education on the importance of attendance and parenting. We will contact parents by email, text, and voice mail and we will set up parent teacher conferences. We will begin the MTSS process for chronic absences once students show a pattern of absences. Second Semester:

By the end of spring of 2020, students at Van Buskirk will demonstrate responsibility for attendance by showing up to school or online Zooms.

The desired outcome is to stay in the green all semester, with less than 15% of our students demonstrating chronic absences. It is important to attend school because that is how students learn. We will accomplish this goal by identifying

students who need additional support. Students will have a check-in, check out chart to monitor their progress. We will identify any barriers to attendance and assist families through drop out prevention and Student Services Depts.

We will look begin our data after quarter 2 and measure our final progress in May 2021.

Case 4:74-cv-00090-DCB Document 2616-5 Filed 11/01/21 Page 180 of 188

	D.		tam. Cabaal	640			1				ahaal C			
	Ва	anks Elemen		SAP						Cholla High S		AP		
A. Implementation:			2 Priorities				A. Implement	ation:			Priorities			
summarize where the sch	hool	PB			-		summarize wh		bl	PBIS				
was re level 1 and level 2		1. Mentoring/	Social Skills Grps				was re level 1 a			1. Mentoring/So	cial Skills Grps			
priorities (and by the RP,	,	Staff, Parents	, Students,	n			priorities (and		IS,	Staff, Parents, S	tudents,	n		
PBIS, Code components)) in		embrace PBIS	n			Code compone			2.Community er		n		
SY2020-21			rs are communic-				21			Stakeholders				
1. Level 1 Prioritie	es	ated with mo		n			1. Level	1 Priorities		ated with mont		n		
		PBIS impler	mented w/fidelity	n						PBIS impleme		n		
Disc. Team y		Restorative P					Disc. Team	у		Restorative Prac				
Disc. Flow Chart y			r have a shared				Disc. Flow Char	t y		1. Stakeholder h				
PBIS Team y			storative school	n	-		PBIS Team	у		vision for a rest		n		
PBIS Matrix y		Staff under			-		PBIS Matrix	у		2. Staff understa				
SCOC Training			t from punitive				SCOC Training			paradigm shift f	rom punitive			
Staff y		to restorative		n			Staff	У		to restorative		n		
Students y			en to implement				Students	У		3. Time is given				
Referral Process y		a restorative		у			Referral Proces	s y		a restorative cla		У		
RP Training y			uctures are in				RP Training	У		Support struct				
RP Revisited y			ement Restora-		_		RP Revisited	у		place to implem				
PIC Room n		ative Prac. w/			_		PIC Room	у		ative Prac. w/ fi				
Mo Reports timely y			aching	n			Mo Reports tim			Coac		n		
Use of Disc. Data			entoring	n	-		Use of Disc. Dat	а			toring	n		
Mo Report y			/PLC's	у			Mo Report	y		PD/P	LC's	у		
PD y		SCOC:					PD	у		SCOC:				
Data input timely y			ns all discipline				Data input time			1. Data informs	all discipline			
Disc. Rating 1-5	3	meetings		у			Disc. Rating 1-5		3	meetings		У		
Formal Report			trends, are ident	у			Formal Report			2. Hot spots, tre		у		
			ystems, policies,		4					Discipline syst				
		procedures a		у	4					procedures are		у		
			ine reports are		4					4. Mo. discipline				
			d to fac/staff		1					communicated				
			view of discipline							5. Periodic revie				
		systems, polic	cies, procedures	у						systems, policie	s, procedures	у		
2. Level 2 Prioriti	ies						2. Level	2 Priorities						
B. Outcomes:							B. Outcomes							
All	White	AA	н	NA	AS	м		All	White	AA	н	NA	AS	м
Student Incid 14	3	1	10				Student Incid	96	4	4	75	13		
Aggression 14	3	1	10				Aggression	37	3	2	25	8		
ISI 8	2		6				ISI	12			12			
Suspensions 11	3	1	7				Suspensions	91	4	4	70	13		
C. Actions:							C. Actions:							
First Semester:								• This goal is	important fo	the overall succes	of our students	Isocial emo	tional mental n	hysical
As part of our PBIS at Ba	anks we have a	adanted specifice o	whertations for ass	mhlies an	d quest sneaker eve	onts We will				erall positive learn				
teach these expected be			expectations for ass	indies and	a guest speaker eve	ents. we will				iplinary rates in ou				
By November 2020, 100			vill have taught the	school-wid	le expectations for	assemblies				end of S1. With th				
and guest speakers as m						assemblies				acilitator, school p				
Second Semester:		p								le to assess/interp				
We will decrease office	referrals for ou	ur students who ha	we been shown to b	e at risk th	rough the use of a	check in				Specialist will also				
system (Bobcat Buddies					0					ddition, our PBIS te				
By May 2020, office refe	errals for stude	ents assigned to a c	laily check in with th	e Counsel	or, CSP, Principal or	other staff	reward/highlig	ht students.						
member will be reduced	d to 1 per quar	ter as measured by	the Synergy MTSS	system.			What do we w	ant to accor	n plish? This g	oal is important fo	the overall succ	ess of our st	udents (social, en	notional,
							mental, physic	al, academic	etc.) and the	success of the ove	rall positive lear	ning commu	nity (optimal lear	rning
									neasured by t	he school's Month	y Discipline data	, PBIS involv	ement and events	s, and School
							Quality Survey							
										incipal, Assistant P				
										amily Engagement				
										Native American S			specialist, Curricu	ulum Service
										Coordinator, and				
										? Number of studer tudent incident Le				
										events, End-of-yea			o or. Number of	i students and
										positive inclusive s				
										nonthly by MTSS Co			and Discipline Co	mmittee
							*Completed G	oal Results:	Monthly Disc	ipline Reports subi				
							and activities							
										oral incidents and				
										all HS district data				
										prevention, MTSS f				
										ill be able to asses				
										vention Specialist v Ident. In addition, I				
										iaent. in adaition, i s. This goal is impo				
										tc.) and the succes				
							learning enviro			,	,		,	,
										oal is important fo	r the overall suc	cess of our st	udents (social, er	motional,
							mental, physic	al, academic	etc.) and the	success of the ove	rall positive lear	ning commu	nity (optimal lear	rning
									neasured by t	he school's Month	y Discipline data	, PBIS involv	ement and events	s, and School
							Quality Survey							
										incipal, Assistant P				
										amily Engagement				
										Native American S			Specialist, Curricu	ulum Service
										Coordinator, and				
										Number of studer tudent incident Le				
										tudent incident Le events, End-of-yea			to st. Number Of	scouence and
										positive inclusive s				
										monthly by MTSS			, and Discipline C	Committee
										pline Reports subn				
							completed c	oar nesuits.					and activities car	noc
							submitted, Sch						and activities car	ii be
													and activities car	

Case 4:74-cv-00090-DCB Document 2616-5 Filed 11/01/21 Page 181 of 188

nson Primary School SAF			Lawrence 3-8	School S	AP		
Level 2 Priorities			Level 2	Priorities			
PBIS:							
1. Mentoring/Social Skills Grps							
Staff, Parents, Students, n]				n		
		Code components) in SY2020-			n		
		21					
		1. Level 1 Priorities					
		2			n		
					11		
				ioni punitive	n		
3. Time is given to implement		Students y		to implement			
a restorative classroom y		Referral Process y	a restorative cla	ssroom	у		
4. Support structures are in		RP Training y	Support struct	tures are in			
place to implement Restora-		RP Revisited y					
ative Prac. w/ fidelity		PIC Room y					
					n		
					n		
				LC's	у		
				all dissipline			
				an discipline			
				nds aro ident	y V		
		y y			У		
	—				v		
					·		
communicated to fac/staff							
5. Periodic review of discipline							
systems, policies, procedures y			systems, policie	s, procedures	у		
		2. Level 2 Priorities					
		D. Outerman					
		b. Outcomes:					
AA H N	A AS M	All Whit	e AA	н	NA	AS	м
		Student Incid 33 1	1	18	12		1
		Aggression 26	1		9		1
					4.2		
		suspensions 33 1	1	18	12		1
		Shool is on Supportive Action Plan (S	AP2) for 19-20 SV/20-2	157			
		Sheer is on supportive Action 1 an (s	»« 2/101 13 20 51/20 1				
Il Culture as evaluated by a variety of m and PBIS Golden Tickets. and PBIS Golden Tickets. rease in student minor aggression behav behaviors necessary to become successf way that promotes positive behavior fro on how our students did in the fall)stud aviors that reflect a Respectful, Respons iols such as positive referrals, discipline, en all semester, a 10% reduction in discip	easurement tools such as positive line referrals and no student lors, and an increase in student ul and socially responsible. Our m all students. ents at Johnson Primary will ible, and a Safe School Culture as attendance records, and PBIS line referrals and no student	First Semester: Lawrence will work diligently to redu RPFF, and principal will conduct trainin student Behavior Flow Chart. The tra Whot is involved? Dean of students, Fi How will we accomplish targeted go Why is this goal important? We need When? First semester Completed Goal Results: Trainings w Second Semester: All students will participate in the PB following expectations. The dean of s Second Semester: All students will participate in the PB following expectations. The dean of s What do we want to accomplish? Im Who is involved? Dean of Students, F How will we accomplish targeted go.	ing and one on one con ining will be complete duce number of referr RPFF, Principal al? Training, One on or d to improve our effort ill be completed, and a SIS School program tha tudents and RPFF will plementation of PBIS RPFF al? Classroom Present s will understand school	versation to mak d at the beginning als ne meetings s to help support ill teachers will ur t includes the use present PBIS infor t includes the use present PBIS infor ation ol expectations	e sure that g of the sem students nderstand th e of Lobo Bu mation to a e of Lobo Bu mation to a	all teachers unde ester. He Behavior Flow cks for good beha II students in schr cks for good beha II students in schr	rstand th Chart. avior and ool. avior and ool.
	PBIS: 1. Mentoring/Social Skills Grps Staff, Parents, Students, n 2.Community embrace PBIS a. Stakeholders are communic- ated with monthly ated with monthly n 3. Stakeholders are communic- ated with monthly ated with monthly n A. Stakeholders are communic- ated with monthly n Natkeholder have a shared vision for a restorative school n Daradigm shift from punitive to restorative n a restorative classroom 4. Support structures are in place to implement Restora- ative Prac. w/ fidelity Coaching n A Support structures are in place to implement Restora- ative Structures are in place QCOC: 1. Data informs all discipline meetings 2. Hot spots, trends, are ident 3. Discipline systems, policies, procedures y 3. Discipline reports are </td <td>I. Mentoring/Social Skills Grps 1. Mentoring/Social Skills Grps Staff, Parents, Students, a. Grading and the state of the state of the state with monthly n. Stakeholders are communic- ated with monthly ated with monthly n. Bis implemented w/fidelity n. Restorative Practices] 1. Stakeholder have a shared vision for a restorative school paradigm shift from punitive to restorative n 3. Time is given to implement a restorative classroom vision for a restorative school a restorative classroom visopots s. Suppot structures are in place to implement Restora- ative Prac. w/ fidelity Coaching meetings y 2. Hot spots, trends, are ident y. Discipline systems, policies, procedures procedures are in place y 2. Hot spots, procedures A H NA AS M AA H NA AS M</td> <td>Pags: </td> <td>Pass: Pass: <td< td=""><td>A Implementation: Implementation: Suff, Parens, Sudents, n. Community embrance PBIS n. Staff, Parens, Sudents, n. Staff, Parens, Sudents, n. Staff, Parens, Sudents, n. Community embrance PBIS n. Staff, Parens, Sudents, n. A Implementation: Staff, Parens, Sudents, Staff, Parens, Sudents, n. L read PI Provides Parens, Sudents, Staff, Parens, N. Staff, Parens, Sudents, N. Staff, Parens, Sudents, N. Staff, Parens, Sudents, N. Discommune N. Staff, Parens, Sudents, N. Discommune N. Staff, Parens, Sudents, N. Discommune N. Staff, Parens, Paren</td><td>A. Implementation: Implementation: Implementation: Staff, Parents, Students, n. Implementation: Staff, Parents, Students, n. J. Tree in given components in SY2020-72 Implementation: Staff, Parents, Students, n. J. Tree in given to implement in parents in the paradigm shift from puntice. Implementation: Staff, Parents, Students, n. J. Tree in given to implement in parents, Students, in methods in the paradigm shift from puntice. Implementation: Staff, Parents, Students, n. J. Tree is given to implement in a restorative school in discipline methods in the paradigm shift from puntice. Staff, Parents, Students, n. Staff, Parents, Students, n. J. Tree is given to implement in a restorative classroom y Implementation: Implementation: Implementation: Staff, Parents, Students, the paradigm shift from puntice. No. Students, n. Implementation: Implementation: Staff, Parents, Students, the paradigm shift from puntice. No. Students, n. Implementation: Implementa</td><td>Implicit A. Implementation: and the provided in the provided in</td></td<></td>	I. Mentoring/Social Skills Grps 1. Mentoring/Social Skills Grps Staff, Parents, Students, a. Grading and the state of the state of the state with monthly n. Stakeholders are communic- ated with monthly ated with monthly n. Bis implemented w/fidelity n. Restorative Practices] 1. Stakeholder have a shared vision for a restorative school paradigm shift from punitive to restorative n 3. Time is given to implement a restorative classroom vision for a restorative school a restorative classroom visopots s. Suppot structures are in place to implement Restora- ative Prac. w/ fidelity Coaching meetings y 2. Hot spots, trends, are ident y. Discipline systems, policies, procedures procedures are in place y 2. Hot spots, procedures A H NA AS M AA H NA AS M	Pags:	Pass: Pass: <td< td=""><td>A Implementation: Implementation: Suff, Parens, Sudents, n. Community embrance PBIS n. Staff, Parens, Sudents, n. Staff, Parens, Sudents, n. Staff, Parens, Sudents, n. Community embrance PBIS n. Staff, Parens, Sudents, n. A Implementation: Staff, Parens, Sudents, Staff, Parens, Sudents, n. L read PI Provides Parens, Sudents, Staff, Parens, N. Staff, Parens, Sudents, N. Staff, Parens, Sudents, N. Staff, Parens, Sudents, N. Discommune N. Staff, Parens, Sudents, N. Discommune N. Staff, Parens, Sudents, N. Discommune N. Staff, Parens, Paren</td><td>A. Implementation: Implementation: Implementation: Staff, Parents, Students, n. Implementation: Staff, Parents, Students, n. J. Tree in given components in SY2020-72 Implementation: Staff, Parents, Students, n. J. Tree in given to implement in parents in the paradigm shift from puntice. Implementation: Staff, Parents, Students, n. J. Tree in given to implement in parents, Students, in methods in the paradigm shift from puntice. Implementation: Staff, Parents, Students, n. J. Tree is given to implement in a restorative school in discipline methods in the paradigm shift from puntice. Staff, Parents, Students, n. Staff, Parents, Students, n. J. Tree is given to implement in a restorative classroom y Implementation: Implementation: Implementation: Staff, Parents, Students, the paradigm shift from puntice. No. Students, n. Implementation: Implementation: Staff, Parents, Students, the paradigm shift from puntice. No. Students, n. Implementation: Implementa</td><td>Implicit A. Implementation: and the provided in the provided in</td></td<>	A Implementation: Implementation: Suff, Parens, Sudents, n. Community embrance PBIS n. Staff, Parens, Sudents, n. Staff, Parens, Sudents, n. Staff, Parens, Sudents, n. Community embrance PBIS n. Staff, Parens, Sudents, n. A Implementation: Staff, Parens, Sudents, Staff, Parens, Sudents, n. L read PI Provides Parens, Sudents, Staff, Parens, N. Staff, Parens, Sudents, N. Staff, Parens, Sudents, N. Staff, Parens, Sudents, N. Discommune N. Staff, Parens, Sudents, N. Discommune N. Staff, Parens, Sudents, N. Discommune N. Staff, Parens, Paren	A. Implementation: Implementation: Implementation: Staff, Parents, Students, n. Implementation: Staff, Parents, Students, n. J. Tree in given components in SY2020-72 Implementation: Staff, Parents, Students, n. J. Tree in given to implement in parents in the paradigm shift from puntice. Implementation: Staff, Parents, Students, n. J. Tree in given to implement in parents, Students, in methods in the paradigm shift from puntice. Implementation: Staff, Parents, Students, n. J. Tree is given to implement in a restorative school in discipline methods in the paradigm shift from puntice. Staff, Parents, Students, n. Staff, Parents, Students, n. J. Tree is given to implement in a restorative classroom y Implementation: Implementation: Implementation: Staff, Parents, Students, the paradigm shift from puntice. No. Students, n. Implementation: Implementation: Staff, Parents, Students, the paradigm shift from puntice. No. Students, n. Implementation: Implementa	Implicit A. Implementation: and the provided in

Case 4:74-cv-00090-DCB Document 2616-5 Filed 11/01/21 Page 182 of 188

	onado Elementary School	SAP	N	Aanzo Elmentary School	SAP
. Implementation:	Level 2 Priorities		A. Implementation:	Level 2 Priorities	
ummarize where the school	PBIS:		summarize where the school	PBIS:	+
as relevel 1 and level 2	1. Mentoring/Social Skills Grps		was re level 1 and level 2	1. Mentoring/Social Skills Grps	
orities (and by the RP,	Staff, Parents, Students, n		priorities (and by the RP,	Staff, Parents, Students,	n
IS, Code components) in	2.Community embrace PBIS n		PBIS, Code components) in	2.Community embrace PBIS	У
2020-21	3. Stakeholders are communic-		SY2020-21	3. Stakeholders are communic-	
1. Level 1 Priorities	ated with monthly n		1. Level 1 Priorities	ated with monthly	n
	4. PBIS implemented w/fidelity n			PBIS implemented w/fidelity	n
c. Team y	Restorative Practices:		Disc. Team y	Restorative Practices:	
c. Flow Chart y	1. Stakeholder have a shared		Disc. Flow Chart y	1. Stakeholder have a shared	
S Team y	vision for a restorative school n		PBIS Team y	vision for a restorative school	у
S Matrix y	2. Staff understands the		PBIS Matrix y	2. Staff understands the	
OC Training	paradigm shift from punitive		SCOC Training	paradigm shift from punitive	
ff y	to restorative n		Staff y	to restorative	У
dents y	3. Time is given to implement		Students y	3. Time is given to implement	
erral Process y	a restorative classroom y		Referral Process y	a restorative classroom	У
Training y	4. Support structures are in		RP Training y	4. Support structures are in	
Revisited y	place to implement Restora-		RP Revisited y	place to implement Restora-	
Room n	ative Prac. w/ fidelity		PIC Room n	ative Prac. w/ fidelity	
Reports timely y	Coaching n		Mo Reports timely y	Coaching	n
of Disc. Data	Mentoring n		Use of Disc. Data	Mentoring	n
Report y	PD/PLC's y		Mo Report y	PD/PLC's	y
у	SCOC:		PD y	SCOC:	
a input timely y	1. Data informs all discipline		Data input timely y	1. Data informs all discipline	
c. Rating 1-5 3	meetings y		Disc. Rating 1-5 4	meetings	У
mal Report	2. Hot spots, trends, are ident y	\neg	Formal Report	2. Hot spots, trends, are ident	y .
	3. Discipline systems, policies,	—		3. Discipline systems, policies,	<u>i'</u>
	procedures are in place y			procedures are in place	v
	4. Mo. discipline reports are			4. Mo. discipline reports are	r I
	communicated to fac/staff	—		communicated to fac/staff	<u> </u>
	5. Periodic review of discipline			5. Periodic review of discipline	
	systems, policies, procedures y	—		systems, policies, procedures	v
2. Level 2 Priorities			2. Level 2 Priorities		
Outcomes:			B. Outcomes:		
All White	AA H N	A AS M	All White		NA AS M
tudent Incid 4	1 3		Student Incid 5	2 3	
ggression 3	1 2		Aggression 4 ISI 3	2 2 1 2	
uspensions 4	1 3		Suspensions 2	1 1	
C. Actions:			C. Actions:		
Valdonado			First Semester:		
First Semester:			By the end of the first semester, the M	Janzo PBIS team along with the Staff v	vill decrease the amount of defiance a
	rate of 11.54 % compared to the district	4.2% of suspensions for the Native	disrespect referrals to no more than or		
American demographic.			What do we want to accomplish?		
	f suspensions for the Native American de	nographic to less than 5% for the	Decrease defiance and disrespect		
	ear based on the monthly discipline repor		Who is involved?		
rst semester of the 2020-2021 school ve	ded in a service log maintained by the adr		PBIS teams with support from the Tead	chers and staff	
	• · · · · · · · · · · · · · · · · · · ·				
amily, student, and staff supports record			How will we accomplish targeted goal		
amily, student, and staff supports record Vhat do we want to accomplish?	11.54% to below 5%.		Modeling appropriate behavior		
amily, student, and staff supports record Vhat do we want to accomplish? ower suspensions of NA students from 1	11.54% to below 5%.				
mily, student, and staff supports record /hat do we want to accomplish? ower suspensions of NA students from 1 /ho is involved? rincipal, MTSS, CSP, Counselor, Regional	11.54% to below 5%. I Social Worker, Service Providers, Teache	rs, Families	Modeling appropriate behavior Why is this goal important? Students demonstrate respectful beha	1?	ening and more time on instruction.
mily, student, and staff supports record /hat do we want to accomplish? ower suspensions of NA students from 1 /ho is involved? incipal, MTSS, CSP, Counselor, Regional ow will we accomplish targeted goal?	l Social Worker, Service Providers, Teache	rs, Families	Modeling appropriate behavior Why is this goal important? Students demonstrate respectful beha When? By the end of first semester	I? vior which allows for less time intervention	ening and more time on instruction.
amily, student, and staff supports record Vhat do we want to accomplish? ower suspensions of NA students from 1 Vho is involved? rincipal, MTSS, CSP, Counselor, Regional low will we accomplish targeted goal? estorative Conferences/Relationship Bu	l Social Worker, Service Providers, Teache	rs, Families	Modeling appropriate behavior Why is this goal important? Students demonstrate respectful beha When? By the end of first semester Completed Goal Results: No more tha	I? vior which allows for less time intervention	ening and more time on instruction.
amily, student, and staff supports record vhat do we want to accomplish? ower suspensions of NA students from 1 vho is involved? rincipal, MTSS, CSP, Counselor, Regional tow will we accomplish targeted goal? estorative Conferences/Relationship Bu MTSS Process (as needed)	l Social Worker, Service Providers, Teache	rs, Families	Modeling appropriate behavior Why is this goal important? Students demonstrate respectful beha When? By the end of first semester Completed Goal Results: No more tha Second Semester:	P vior which allows for less time interve n three referrals per month.	-
mily, student, and staff supports record /hat do we want to accomplish? wore suspensions of NA students from 1 /ho is involved? rincipal, MTSS, CSP, Counselor, Regional ow will we accomplish targeted goal? estorative Conferences/Relationship Bu ITSS Process (as needed) ounselor/Social Worker Support	l Social Worker, Service Providers, Teache	rs, Families	Modeling appropriate behavior Why is this goal important? Students demonstrate respectful beha When? By the end of first semester Completed Goal Results: No more tha Second Semester: By the end of the second semester, thh	Provide the second s	th the staff will decrease the amount of
mily, student, and staff supports record /hat do we want to accomplish? were suspensions of NA students from 1 /ho is involved? rincipal, MTSS, CSP, Counselor, Regional ow will we accomplish targeted goal? estorative Conferences/Relationship Bu ITSS Process (as needed) ounselor/Social Worker Support /hy is this goal important?	l Social Worker, Service Providers, Teache ilding	rs, Families	Modeling appropriate behavior Why is this goal important? Students demonstrate respectful beha When? By the end of first semester Completed Goal Results: No more tha Second Semester: By the end of the second semester, thy minor aggressive act referrals to no that	P wior which allows for less time interve n three referrals per month. e Manzo PBIS team in cooperation wii an four per month by modeling appro	th the staff will decrease the amount of priate behavior using PBIS strategies a
amily, student, and staff supports record /hat do we want to accomplish? were suspensions of NA students from 1 /ho is involved? rincipal, MTSS, CSP, Counselor, Regional ow will we accomplish targeted goal? estorative Conferences/Relationship Bu ITSS Process (as needed) ounselor/Social Worker Support /hy is this goal important? Individual student short-term and long-te	l Social Worker, Service Providers, Teache ilding	rs, Families	Modeling appropriate behavior Why is this goal important? Students demonstrate respectful beha When? By the end of first semester Completed Goal Results: No more tha Second Semester: By the end of the second semester, the minor aggressive act referrals to no that increasing adult support in trouble are	P wior which allows for less time interve n three referrals per month. e Manzo PBIS team in cooperation wii an four per month by modeling appro	th the staff will decrease the amount of priate behavior using PBIS strategies a
mily, student, and staff supports record /hat do we want to accomplish? worr suspensions of NA students from 1 /ho is involved? rincipal, MTSS, CSP, Counselor, Regional ow will we accomplish targeted goal? estorative Conferences/Relationship Bu ITSS Process (as needed) ounselor/Social Worker Support /hy is this goal important? ridividual student short-term and long-te econd Semester:	l Social Worker, Service Providers, Teache ilding erm success.	rs, Families	Modeling appropriate behavior Why is this goal important? Students demonstrate respectful beha When? By the end of first semester Completed Goal Results: No more tha Second Semester: By the end of the second semester, the minor aggressive act referrals to no the increasing adult support in trouble are What do we want to accomplish?	P wior which allows for less time interve n three referrals per month. e Manzo PBIS team in cooperation wii an four per month by modeling appro	th the staff will decrease the amount of priate behavior using PBIS strategies a
amily, student, and staff supports record vhat do we want to accomplish? ower suspensions of NA students from 1 vho is involved? rincipal, MTSS, CSP, Counselor, Regional low will we accomplish targeted goal? estorative Conferences/Relationship Bu dTSS Process (as needed) ounselor/Social Worker Support vhy is this goal important? addividual student short-term and long-te eccond Semester: iven the ongoing number of suspension	l Social Worker, Service Providers, Teache ilding erm success. Is for the Native American demographic:		Modeling appropriate behavior Why is this goal important? Students demonstrate respectful beha When? By the end of first semester Completed Goal Results: No more tha Second Semester: By the end of the second semester, the minor aggressive act referrals to no that increasing adult support in trouble are	P wior which allows for less time interve n three referrals per month. e Manzo PBIS team in cooperation wii an four per month by modeling appro	th the staff will decrease the amount of priate behavior using PBIS strategies a
mily, student, and staff supports recorc /hat do we want to accomplish? wer suspensions of NA students from 1 /ho is involved? rincipal, MTSS, CSP, Counselor, Regional ow will we accomplish targeted goal? estorative Conferences/Relationship Bu ITSS Process (as needed) bunselor/Social Worker Support /hy is this goal important? /hy is this goal important? wind the ongoing number of suspension laldonado will reduce the overall rate of	l Social Worker, Service Providers, Teache ilding erm success. Is for the Native American demographic: f suspensions for the Native American de	nographic to less than 11.54% for	Modeling appropriate behavior Why is this goal important? Students demonstrate respectful beha When? By the end of first semester Completed Goal Results: No more tha Second Semester: By the end of the second semester, the minor aggressive act referrals to no th increasing adult support in trouble are What do we want to accomplish? Decrease minor aggression	P wior which allows for less time interve n three referrals per month. e Manzo PBIS team in cooperation wii an four per month by modeling appro	th the staff will decrease the amount of priate behavior using PBIS strategies a
mily, student, and staff supports record hat do we want to accomplish? wwer suspensions of NA students from 1 ho is involved? incipal, MTSS, CSP, Counselor, Regional ow will we accomplish targeted goal? storative Conferences/Relationship Bu TSS Process (as needed) junselor/Social Worker Support hy is this goal important? dividual student short-term and long-te cond Semester: wen the ongoing number of suspension ladonado will reduce the overall rate o' e first semester of the 2020-2021 schoo	l Social Worker, Service Providers, Teache ilding erm success. Is for the Native American demographic:	nographic to less than 11.54% for	Modeling appropriate behavior Why is this goal important? Students demonstrate respectful beha When? By the end of first semester Completed Goal Results: No more tha Second Semester: By the end of the second semester, the minor aggressive act referrals to no the increasing adult support in trouble are What do we want to accomplish? Decrease minor aggression Who is involved? PBIS team and Staff	Provide the set of	th the staff will decrease the amount of priate behavior using PBIS strategies a
mily, student, and staff supports record that do we want to accomplish? were suppensions of NA students from 1 tho is involved? inicipal, MTSS, CSP, Counselor, Regional ow will we accomplish targeted goal? estorative Conferences/Relationship Bu TSS Process (as needed) sunselor/Social Worker Support thy is this goal important? dividual student short-term and long-te econd Semester: iven the ongoing number of suspension laldonado will reduce the overall rate of the first semester of the 2020-2021 school rough family, student, and staff.	l Social Worker, Service Providers, Teache ilding erm success. Is for the Native American demographic: f suspensions for the Native American de	nographic to less than 11.54% for	Modeling appropriate behavior Why is this goal important? Students demonstrate respectful beha When? By the end of first semester Completed Goal Results: No more tha Second Semester: By the end of the second semester, the minor aggressive act referrals to no that increasing adult support in trouble are What do we want to accomplish? Decrease minor aggression Who is involved?	Provide the set of	th the staff will decrease the amount of priate behavior using PBIS strategies a und.
mily, student, and staff supports record hat do we want to accomplish? wer suspensions of NA students from 1 ho is involved? incipal, MTSS, CSP, Counselor, Regional ow will we accomplish targeted goal? storative Conferences/Relationship Bu TSS Process (as needed) unuselor/Social Worker Support hy is this goal important? dividual student short-term and long-te cond Semester: ven the ongoing number of suspension aldonado will reduce the overall rate o e first semester of the 2020-2021 schoor rough family, student, and staff. hat do we want to accomplish?	l Social Worker, Service Providers, Teache ilding erm success. Is for the Native American demographic: f suspensions for the Native American de ol year based on the monthly discipline re	nographic to less than 11.54% for	Modeling appropriate behavior Why is this goal important? Students demonstrate respectful beha When? By the end of first semester Completed Goal Results: No more tha Second Semester: By the end of the second semester, the minor aggressive act referrals to no thu increasing adult support in trouble are What do we want to accomplish? Decrease minor aggression Who is involved? PBIS team and Staff How will we accomplish targeted goal	Provide the set of	th the staff will decrease the amount of priate behavior using PBIS strategies a und.
mily, student, and staff supports record hat do we want to accomplish? wer suspensions of NA students from 1 ho is involved? incipal, MTSS, CSP, Counselor, Regional ow will we accomplish targeted goal? storative Conferences/Relationship Bu ITSS Process (as needed) sunselor/Social Worker Support thy is this goal important? dividual student short-term and long-te scond Semester: iven the ongoing number of suspension ladonado will reduce the overall rate o' le first semester of the 2020-2021 schor rough family, student, and staff. (hat do we want to accomplish? wer suspensions of NA students from 1	l Social Worker, Service Providers, Teache ilding erm success. Is for the Native American demographic: f suspensions for the Native American de ol year based on the monthly discipline re	nographic to less than 11.54% for	Modeling appropriate behavior Why is this goal important? Students demonstrate respectful beha When? By the end of first semester Completed Goal Results: No more tha Second Semester: By the end of the second semester, the minor aggressive act referrals to no the increasing adult support in trouble are What do we want to accomplish? Decrease minor aggression Who is involved? PBIS team and Staff How will we accomplish targeted goal Modeling appropriate behavior, use ta	 Provide the set of t	th the staff will decrease the amount of priate behavior using PBIS strategies a und.
amily, student, and staff supports record vhat do we want to accomplish? ower suspensions of NA students from 1 vho is involved? rincipal, MTSS, CSP, Counselor, Regional low will we accomplish targeted goal? estorative Conferences/Relationship Bu dTSS Process (as needed) ounselor/Social Worker Support vhy is this goal important? dividual student short-term and long-te econd Semester: iven the ongoing number of suspension faldonado will reduce the overall rate of he first semester of the 2020-2021 school rough family, student, and staff. vhat do we want to accomplish? ower suspensions of NA students from 1 vho is involved?	l Social Worker, Service Providers, Teache ilding erm success. Is for the Native American demographic: f suspensions for the Native American de ol year based on the monthly discipline re	nographic to less than 11.54% for ports from August to December	Modeling appropriate behavior Why is this goal important? Students demonstrate respectful beha When? By the end of first semester Completed Goal Results: No more tha Second Semester: By the end of the second semester, the minor aggressive act referrals to no thi increasing adult support in trouble are What do we want to accomplish? Decrease minor aggression Who is involved? PBIS team and Staff How will we accomplish targeted goal Modeling appropriate behavior, use ta Why is this goal important?	 Provide the set of t	th the staff will decrease the amount of priate behavior using PBIS strategies a und.
amily, student, and staff supports record vhat do we want to accomplish? ower suspensions of NA students from 1 vho is involved? rrincipal, MTSS, CSP, Counselor, Regional dow will we accomplish targeted goal? lestorative Conferences/Relationship Bu ATSS Process (as needed) iounselor/Social Worker Support vhy is this goal important? adividual student short-term and long-te econd Semester: iiven the ongoing number of suspension Aldonado will reduce the overall rate o he first semester of the 2020-2021 school hrough family, student, and staff. vhat do we want to accomplish? ower suspensions of NA students from 1 vho is involved? rincipal, MTSS, CSP, Counselor, Regional	l Social Worker, Service Providers, Teache ilding erm success. Is for the Native American demographic: f suspensions for the Native American de ol year based on the monthly discipline re	nographic to less than 11.54% for ports from August to December	Modeling appropriate behavior Why is this goal important? Students demonstrate respectful beha When? By the end of first semester Completed Goal Results: No more tha Second Semester: By the end of the second semester, the minor aggressive act referrals to no this increasing adult support in trouble are What do we want to accomplish? Decrease minor aggression Who is involved? PBIS team and Staff How will we accomplish targeted goal Modeling appropriate behavior, use ta Why is this goal important?	 Provide the set of t	th the staff will decrease the amount of priate behavior using PBIS strategies a und.
amily, student, and staff supports record Vhat do we want to accomplish? ower suspensions of NA students from 1 Vho is involved? Vho is involved? testorative Conferences/Relationship Bu ATSS Process (as needed) Sounselor/Social Worker Support Vhy is this goal important? ndividual student short-term and long-te iecond Semester: Given the ongoing number of suspension Aldonado will reduce the overall rate of he first semester of the 2020-2021 school hrough family, student, and staff. Vhat do we want to accomplish? ower suspensions of NA students from 1 Vho is involved?	l Social Worker, Service Providers, Teache ilding erm success. Is for the Native American demographic: f suspensions for the Native American de ol year based on the monthly discipline re 11.54 % to below 5%. I Social Worker, Service Providers, Teache	nographic to less than 11.54% for ports from August to December	Modeling appropriate behavior Why is this goal important? Students demonstrate respectful beha When? By the end of first semester Completed Goal Results: No more tha Second Semester: By the end of the second semester, the minor aggressive act referrals to no this increasing adult support in trouble are What do we want to accomplish? Decrease minor aggression Who is involved? PBIS team and Staff How will we accomplish targeted goal Modeling appropriate behavior, use ta Why is this goal important?	 Provide the set of t	th the staff will decrease the amount of priate behavior using PBIS strategies a und.
amily, student, and staff supports record vhat do we want to accomplish? ower suspensions of NA students from 1 vho is involved? vhrincipal, MTSS, CSP, Counselor, Regional dow will we accomplish targeted goal? lestorative Conferences/Relationship Bu ATSS Process (as needed) counselor/Social Worker Support vhy is this goal important? ndividual student short-term and long-te econd Semester: iiven the ongoing number of suspension Aldonado will reduce the overall rate of he first semester of the 2020-2021 school hrough family, student, and staff. Vhat do we want to accomplish? over suspensions of NA students from 1 Vho is involved? how sill we accomplish targeted goal? Lestorative Conferences/Relationship Bu ATSS Process (as needed)	l Social Worker, Service Providers, Teache ilding erm success. Is for the Native American demographic: f suspensions for the Native American de ol year based on the monthly discipline re 11.54 % to below 5%. I Social Worker, Service Providers, Teache	nographic to less than 11.54% for ports from August to December	Modeling appropriate behavior Why is this goal important? Students demonstrate respectful beha When? By the end of first semester Completed Goal Results: No more tha Second Semester: By the end of the second semester, the minor aggressive act referrals to no this increasing adult support in trouble are What do we want to accomplish? Decrease minor aggression Who is involved? PBIS team and Staff How will we accomplish targeted goal Modeling appropriate behavior, use ta Why is this goal important?	 Provide the set of t	th the staff will decrease the amount of priate behavior using PBIS strategies a und.
amily, student, and staff supports record What do we want to accomplish? ower suspensions of NA students from 1 Who is involved? Irrincipal, MTSS, CSP, Counselor, Regional dow will we accomplish targeted goal? Lestorative Conferences/Relationship Bu ATSS Process (as needed) Jourselor/Social Worker Support Why is this goal important? Individual student short-term and long-te <i>iecond Semester:</i> Jiven the ongoing number of suspension Alaldonado will reduce the overall rate of he first semester of the 2020-2021 schor hrough family, student, and staff. What do we want to accomplish? Ower suspensions of NA students from 1 Who is involved? Irrincipal, MTSS, CSP, Counselor, Regional dow will we accomplish targeted goal? Lestorative Conferences/Relationship Bu ATSS Process (as needed) Jourselor/Social Worker Support	l Social Worker, Service Providers, Teache ilding erm success. Is for the Native American demographic: f suspensions for the Native American de ol year based on the monthly discipline re 11.54 % to below 5%. I Social Worker, Service Providers, Teache	nographic to less than 11.54% for ports from August to December	Modeling appropriate behavior Why is this goal important? Students demonstrate respectful beha When? By the end of first semester Completed Goal Results: No more tha Second Semester: By the end of the second semester, the minor aggressive act referrals to no this increasing adult support in trouble are What do we want to accomplish? Decrease minor aggression Who is involved? PBIS team and Staff How will we accomplish targeted goal Modeling appropriate behavior, use ta Why is this goal important?	 Provide the set of t	th the staff will decrease the amount of priate behavior using PBIS strategies a und.
mily, student, and staff supports record that do we want to accomplish? were suspensions of NA students from 1 tho is involved? rincipal, MTSS, CSP, Counselor, Regional ow will we accomplish targeted goal? estorative Conferences/Relationship Bu TSS Process (as needed) ounselor/Social Worker Support thy is this goal important? Mixidual student short-term and long-te econd Semester: iven the ongoing number of suspension faldonado will reduce the overall rate of hat do we want to accomplish? mover suspensions of NA students from 1 tho is involved? rincipal, MTSS, CSP, Counselor, Regional ow will we accomplish targeted goal? estorative Conferences/Relationship Bu TSS Process (as needed) ounselor/Social Worker Support thy is this goal important?	I Social Worker, Service Providers, Teache ilding erm success. Is for the Native American demographic: f suspensions for the Native American de ol year based on the monthly discipline re 11.54 % to below 5%. I Social Worker, Service Providers, Teache ilding	nographic to less than 11.54% for ports from August to December	Modeling appropriate behavior Why is this goal important? Students demonstrate respectful beha When? By the end of first semester Completed Goal Results: No more tha Second Semester: By the end of the second semester, the minor aggressive act referrals to no this increasing adult support in trouble are What do we want to accomplish? Decrease minor aggression Who is involved? PBIS team and Staff How will we accomplish targeted goal Modeling appropriate behavior, use ta Why is this goal important?	 Provide the set of t	th the staff will decrease the amount of priate behavior using PBIS strategies a und.
mily, student, and staff supports record that do we want to accomplish? were suppensions of NA students from 1 tho is involved? inicipal, MTSS, CSP, Counselor, Regional ow will we accomplish targeted goal? estorative Conferences/Relationship Bu ITSS Process (as needed) ounselor/Social Worker Support thy is this goal important? idividual student short-term and long-te econd Semester: iven the ongoing number of suspension laldonado will reduce the overall rate of the first semester of the 2020-2021 schor rough family, student, and staff. /hat do we want to accomplish? wer suspensions of NA students from 1 /ho is involved? rincipal, MTSS, CSP, Counselor, Regional ow will we accomplish targeted goal? estorative Conferences/Relationship Bu ITSS Process (as needed) sunselor/Social Worker Support	I Social Worker, Service Providers, Teache ilding erm success. Is for the Native American demographic: f suspensions for the Native American de ol year based on the monthly discipline re 11.54 % to below 5%. I Social Worker, Service Providers, Teache ilding	nographic to less than 11.54% for ports from August to December	Modeling appropriate behavior Why is this goal important? Students demonstrate respectful beha When? By the end of first semester Completed Goal Results: No more tha Second Semester: By the end of the second semester, the minor aggressive act referrals to no this increasing adult support in trouble are What do we want to accomplish? Decrease minor aggression Who is involved? PBIS team and Staff How will we accomplish targeted goal Modeling appropriate behavior, use ta Why is this goal important?	 Provide the set of t	th the staff will decrease the amount of priate behavior using PBIS strategies a und.

Case 4:74-cv-00090-DCB Document 2616-5 Filed 11/01/21 Page 183 of 188

Automatical field Morgan Maxwell 4 Schools SAP Automatical field Morgan Maxwell 4 Schools Morgan Maxwell 4 Schools Automatical field Morgan Maxwell 4 Schools Morgan Maxwell 4 Schools Morgan Maxwell 4 Schools Morgan Maxwell 4 Schools Morgan Maxwell 4 Schools Morgan Maxwell 4 Schools Morgan Maxwell 4 Schools Morgan Maxwell 4 Schools Morgan Maxwell 4 Schools Morgan Maxwell 4 Schools	Length Products Lengt 2 Monitors Line of 2 Monitors Line of 2 Monitors Line of 2 Monitors										1								
A minimization of a minimizati	A method			Mille			SAP							Mor			SAP		
<pre> arrow use of a cited output provincy of a prior by the Priory priory (a priory by the Priory priory (a priory) priory (a prio</pre>	An experiment of the stand of the st	A. Implementation	:]			_				A. Implement	tatio	n:]					
<pre>money building the prime.</pre>	minimize is only if error regis Image: Second	summarize where the	e school				.	_			summarize wh	ere t	he school						
Construction 1 2000000000000000000000000000000000000	Calce Company (N) NY2020 2 1 Lear 1 Proteins 1 Description of the protein of the prot						n										n		
21 Lotal Proteins Subject Network Subject Networ	1 Local Products 1 Local Products <td></td> <td></td> <td></td> <td></td> <td></td> <td>n</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>n</td> <td></td> <td></td>						n										n		
State State <th< td=""><td>Autom Autom <th< td=""><td></td><td>. 5.2520</td><td></td><td></td><td></td><td>-</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></th<></td></th<>	Autom Autom <th< td=""><td></td><td>. 5.2520</td><td></td><td></td><td></td><td>-</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></th<>		. 5.2520				-												
Base Team Instruction Instruction Instruction Instruction Bite Team Instruction Instruc	Num Num <td>1. Level 1 Prio</td> <td>rities</td> <td></td> <td></td> <td></td> <td>n</td> <td></td> <td></td> <td></td> <td>1. Level</td> <td>1 Pri</td> <td>iorities</td> <td></td> <td></td> <td></td> <td>n</td> <td></td> <td></td>	1. Level 1 Prio	rities				n				1. Level	1 Pri	iorities				n		
Disk. Have here Disk. Have here	Disk Disk <thdisk< th=""> Disk Disk <thd< td=""><td></td><td>-</td><td></td><td></td><td></td><td>/ n</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>n</td><td></td><td></td></thd<></thdisk<>		-				/ n										n		
Ties Team Ties Team <t< td=""><td>Notes Notes <th< td=""><td></td><td>У</td><td></td><td></td><td></td><td>+</td><td>_</td><td></td><td></td><td></td><td>+</td><td>У</td><td>4</td><td></td><td></td><td><u> </u></td><td></td><td></td></th<></td></t<>	Notes Notes <th< td=""><td></td><td>У</td><td></td><td></td><td></td><td>+</td><td>_</td><td></td><td></td><td></td><td>+</td><td>У</td><td>4</td><td></td><td></td><td><u> </u></td><td></td><td></td></th<>		У				+	_				+	У	4			<u> </u>		
Piels Matrix Description Description <thdescription< th=""> <thdescription< th=""></thdescription<></thdescription<>	Piels Matrix Description Description <thdescription< th=""> <thdescription< th=""></thdescription<></thdescription<>		y V	1			n	_					y V	1			n		
SGC Training	SOC Training		y V					_					v	1					
States Image: States </td <td>Students Image of the products of the student of the stu</td> <td></td> <td>,</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>/</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>	Students Image of the products of the student of the stu		,										/						
Interval Prima	Iteration Iteration <thiteration< th=""> <thiteration< th=""> <thi< td=""><td></td><td>у</td><td></td><td></td><td></td><td>n</td><td></td><td></td><td></td><td></td><td></td><td>у</td><td></td><td></td><td></td><td>n</td><td></td><td></td></thi<></thiteration<></thiteration<>		у				n						у				n		
IP Training I IP Training IP IP IP	Pir Tailing C Pir Tailing C Pir Tailing V Pir Tailing V <td< td=""><td></td><td>у</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>у</td><td>-</td><td></td><td></td><td></td><td></td><td></td></td<>		у										у	-					
air Reading processing structure processi	air Revailed p fit Revailed p </td <td></td> <td>y v</td> <td></td> <td></td> <td></td> <td>У</td> <td></td> <td></td> <td></td> <td></td> <td>S</td> <td>У</td> <td>-</td> <td></td> <td></td> <td>y</td> <td></td> <td></td>		y v				У					S	У	-			y		
C. Ration Image: State of the control of the contr	Pice Room In No Report timely Image: Note of the set of the		y V										y V	-					
Non-Register timely Image: State of the costs Image: S	Note register time is provided in the provided interval of the provided inthe provide provided inthe provide interval of the provided interv		n										n						
And Region Image: Second	An Theory Image: The state of the sta	Mo Reports timely	у				n				Mo Reports tim	nely	у				n		
100 y y 101 Data input inety y 1 Data input inety y 101 Data input inety y 1 Data input inety y 101 Data input inety y 1 Data input inety y 101 Data input inety y 1 Data input inety y 101 Data input inety y 1 Data input inety y 101 Data input inety y 1 Data input inety y 101 Data input inety y 1 Data input inety y 101 Data input inety y 1 Data input inety y 101 Data input inety y Data information inety y Data information inety y 101 Data information inety y Data information inety y Data information inety y 101 Data information inety y Data information inety y Data information inety y 101 Data information inety y Data information inety y Data information inety y 101 Data information inety y Data information inety y Data information inety y 101 Data information inety y Data information inety y Data information inety y 101 <t< td=""><td>30 x 302 x 302 x 302 x 302 x 302 x 302 x 303 x 304 x 304 x 305 x</td><td>Use of Disc. Data</td><td></td><td></td><td></td><td></td><td>n</td><td></td><td></td><td></td><td>Use of Disc. Dat</td><td>ta</td><td></td><td></td><td></td><td></td><td>n</td><td></td><td></td></t<>	30 x 302 x 302 x 302 x 302 x 302 x 302 x 303 x 304 x 304 x 305 x	Use of Disc. Data					n				Use of Disc. Dat	ta					n		
Data Imput Timesh Data Imput Timesh <thdata imput="" th="" timesh<=""> Data Imput Timesh</thdata>	Data Imput Timesh In Data Imput Tim		у			/PLC's	у						у	4		D/PLC's	у		
Disc. Rating 1.5 3 Formal Report 3 Description y and	Disc. Rating 1:5 3 Semail Report 3 Discipline systems, policies, and with y 3. Discipline systems, policies, and with y 3 Discipline systems, policies, and with y 3. Discipline systems, policies, and with y 3 Discipline systems, policies, and with y 4. Mo. discipline reports are incomminated to bryother the policy system, policies,		У			a all disciplination of the		_				sh:	У	4		ne all district	├ ──┤		
Fermal Report Image: A lot spoks, trends, are ident in a procedures are in place in a procedures are in place in a procedure are in place in a spoke in a procedure are in place in a procedure are in place in a spoke in a procedure are in place in a spoke in a sp	Termal Report 2 2 2 2 4 0 3. Display system, policies, procedures are in place y		y o	1		is all discipline	v	_					y n	-		ns an discipline	v		
1 Discipline system, police, procedures are in place 2 Discipline system, police, procedures are in place 4 M.G. discipline reports are 0 Discipline reports are 1 Discipline re	1 Discipline system, police, procedures are in place 4 Mod. Sicipline reports are 2 Decommunicated to fac/staff 5 Periodic review of dicipline 7. Level 2 Priorities 8. Outcomes: All White All White All White All Notacipline reports are Aggression 2 2 2 10 2 10 2 10 2 11 2 12 2 13 1 2 2 14 White 0 2 15 4 16 0 17 3 18 Student incid 19 2 10 2 10 2 10 2 10 2 11 2 10 2 10 2 10 2		5	1		rends. are ident	v						3	H		trends, are ident	y V		
Implementary are in place Implementary 4. Mo. discipline regorts are inplace Implementary 4. Mo. discipline regorts are inplace Implementary 1. Leed 2 Priorities Implementary 8. Outcomes: Implementary All White AA H NA AS M Implementary Aggression 2 Implementary 0 Implementary Supersion 3 1 2. Leed 2 Priorities Implementary Supersion 3 1 2. Leed 3 Priorities Implementary Supersion 3 1 2. Actions: Implementary First Sensetz: Implementary Mile program Implementary Mile program Implementary Mile program Implementary Mile program Implementary First Sensetz: Implementary Mile program	Improvementa are in place Improvementa are in place Improvementa are in place 4. Mo. discipline regorts are in place Improvementa are in place Improvementa are in place 4. Mo. discipline regorts are in place Improvementa are in place Improvementa are in place 1. Level 2 Priorities Supervised Improvementa are in place Improvementa are in place 8. Outcomes: Improvementa are in place Improvementa are in place Improvementa are in place 3. Level 2 Priorities Improvementa are in place Improvementa are in place Improvementa are in place 3. Level 2 Priorities Improvementa are in place Improvementa are in place Improvementa are in place 3. Level 2 Priorities Improvementa are in place Improvementa are in place Improvementa are in place 3. Level 2 Priorities Improvementa are in place Improvementa are in place Improvementa are in place 3. Local 2 Monthe A Improvementa are in place Improvementa are in place Improvementa are in place 3. Local 2 Monthe A Improvementa are in place Improvementa are in place Improvementa are in place 3. Local 2 Monthe A Improvementa are in place Improvementa are in place <						Ĺ							-			Ľ		
Intermediated to fac/taff Intermediated to fac/taff 2. Level 2 Priorities E. evel 2 Priorities 8. Outcomes: Image: Communicated to fac/taff 1 White AA H NA AS M Student Incid 3 1 2 Student Incid 3 17 Aggression 2 2 3 17 3 2 9 Student Incid 3 1 2 9 18 7 3 1 3 Supersion 3 1 2 17 3 2 9 Supersion 3 1 2 17 3 1 3 Supersion 3 1 2 17 3 1 3 Supersion 1 2 17 3 1 2 17 White wave more baces and the students to recomplaint priority and the student to recomplaint priori	communicated to fac/staff is periodic review of discipline is ystems, policies, procedures is the source and policies, procedures is				procedures an	re in place	у								procedures a	re in place	у		
Supervision review of discipline Supervision review of discipline 2. Level 2 Priorities Supervision review of discipline B. Outcomes: All White AA H NA AS M Subpervision 2 2 3 1 2 All Supervision 2 3 1 3 Supervision 3 1 2 3 1 3 3 1 2 C. Actions: First Semente: Supervision 4 2 3 2 3 2 3 2 3 2 3	Supervision Special creative of discipline yttems, policie, procedures y 2. Level 2 Priorities B. Outcomes: All White A H NA AS M Subert Indi 3 1 2 Supersion 3 1 2 Aggression 2 2 3 3 1 2 3 3 1 4 2 9 Supersions 3 1 2 3 2 3 2 3 3 1 2 3 3 1 2 3 3 1 2 3 3 1 2 3 3 1 2 3 3 1 2 3 3 1 2 3 3 1 3 3 1 2 3 3 1 2 3 3 1 2 3 3 1 3 3 1 2 3 3 1 1 4 2 9 3 3 3 1																		
systems, policies, procedures y S. Level 2 Priorities S. Level 2 Priorities B. Outcomes: B. Outcomes: All White AA H NA AS M Student Incid 3 1 2 Call Call White AA H NA AS M Student Incid 3 1 2 Call White AA H NA AS M Student Incid 3 1 2 Call White AA H NA AS M Student Incid 3 1 2 Call White AA H NA AS M Supervision 3 1 2 Call	systems, policies, procedures y 2. Level 2 Priorities 9. B. Outcomes: C. Level 2 Priorities B. Outcomes: B. Outcomes: All White AA H NA AS M Student Incid 3 1 2 Outcomes: B. Outcomes: Student Incid 3 1 2 Outcomes: B. Outcomes: Student Incid 3 1 2 Outcomes: B. Outcomes: C. Actions: First Semester: B. Outcomes: C. Actions: First Semester: Miler playground referals will decrease by 15% by the end of December 2020. Mile tabout the out to accompliabra 25d outper 200 contints: C. Actions: First Semester: Student (freerals will decrease by 15% outper 200 contints) C. Actions: First Semester: When W was concervation to accompliabra 25d outper 200 contints: White in Outper 200 contints Mile stabout the outper 200 contints Mile playground. When W was to accompliabra 25d outper 200 contints: C. Actions: First Semester: Mile playground is a time when the student scores an issue and help student when the student scores an issue and help students when the student scores an issue and help student when the s							_									<u> </u>		
2. Level 2 Priorities B. Outcomes: All White AA H NA AS M Subdent locid 3 1 2 B. Outcomes: B. Outcomes: Subdent locid 3 1 2 B. Outcomes: B. Outcomes: Supensions 3 1 2 B. Outcomes: B. Outcomes: First Senset: B. Outcomes: B. Outcomes: B. Outcomes: B. Outcomes: First Senset: B. Outcomes: C. Actions: First Senset: First Senset: Mile playround referrals will decrease by 15% by the end of December 2020. White to we want caccomplish Targeted goal? Training the staff and students with mini lessons on recognitio body language, ficial exploration at dout use gift statements' when sharing ther referrals will decrease by 5% overall compared to the 19-20 school year. What do we want caccomplish Targeted goal? Training the statements' when sharing ther referrals will decrease by 5% overall compared to the 19-20 school year. Why is this goal important? The playround is a time when the students an oscialize without an adult hering when sharing there were sharing the student were sharing there were	2. Level 2 Priorities B. Outcomes: All White AA H NA AS M Student find (1) 1 2 B. Outcomes: B. Outcomes: Student find (1) 1 2 B. Outcomes: B. Outcomes: Supersion 3 1 2 B. Outcomes: B. Outcomes: C. Actions: First Senset: B. Outcomes: B. Outcomes: Mile playground referrals will decrease by 15% by the end of December 2020. MVH at we average play and the students to resolve conflict on the playground. Whot is involved? Monitors, Principal, MTSS, Teachers and Counselor How will we accomplish traget dgap? Training of the staff and students with mini lessons on recogning body language, fical expressions or hearing screaming and yelling. Other lessons are tacking students works, tight teacher expectation Who's this gaal important? The playoround is to use multiments' when sharing their refersions or therease bus to the student screame is the students can socialize without an adult hearing when the students are not at recess while they are not at recess						v	_									v		
B. Outcomes: B. Outcomes: All White AA H NA AS M Student Incid 3 1 2 3 17 Agression 2 3 17 3 17 Supersions 3 1 2 9 51 7 3 1 3 Supersions 3 1 2 9 51 7 3 1 3 Supersions 2 2 3 2 17 3 1 3 Supersions 2 3 2 17 3 1 3 </td <td>B. Outcomes: B. Outcomes: B. Uncomes: B. Outcomes: Student Incid: 3 1 2 Student Incid: 3 1 2 ISI 0 3 17 3 17 Suspension: 3 1 2 9 15 7 3 1 3 Suspension: 3 1 2 9 15 7 3 1 3 Suspension: 2 3 2 17 3 1 3 Suspension: 3 1 0</td> <td>) Louis 2 Det</td> <td>orition</td> <td></td> <td>systems, polic</td> <td></td> <td>17</td> <td></td> <td></td> <td></td> <td></td> <td>2</td> <td>lovitio-</td> <td></td> <td>systems, polit</td> <td></td> <td>7</td> <td></td> <td></td>	B. Outcomes: B. Outcomes: B. Uncomes: B. Outcomes: Student Incid: 3 1 2 Student Incid: 3 1 2 ISI 0 3 17 3 17 Suspension: 3 1 2 9 15 7 3 1 3 Suspension: 3 1 2 9 15 7 3 1 3 Suspension: 2 3 2 17 3 1 3 Suspension: 3 1 0) Louis 2 Det	orition		systems, polic		17					2	lovitio-		systems, polit		7		
All White AA H NA AS M Student Incid 3 1 2 3 17 Aggression 2 2 3 17 3 3 17 Supersions 3 1 2 9 15 7 3 1 3 Supersions 3 1 2 2 3 2 17 Supersions 3 1 2 2 3 2 17 Vib is involved/ingauge, facial expressions or tracing or the playround. Kine playround referrals will decrease by 5% overall compared to the 19-20 school year. White is done want to accomplish Pacerase student referrals White is done want to accomplish Pacerase student referrals White is done want to accomplish Pacerase student referrals White is being sail. Notes white mode and pacerase student referrals White is bein sail most referrals White is being sail. Notes white mode and pacerase student referrals White is being sail. Notes white mode and pacerase student referrals White is being sail. Notes white mode and pacerase student referrals White is being sail. Notes white accomplish Pacerase student referrals White is being sail. Notes white accomplish Pacerase student r	All White AA H NA AS M Student Incid 3 Aggression 2 1 2 3 supervisions 3 1 2 C. Actions: First Semster: Hise playgound referals will decrease by 15% by the end of December 2200. What do we want to accomplish Process student referrals will decrease by 5% overall compared to the 19-20 school year. Hise playgound referals will decrease by 15% by the end of December 2200. What do we want to accomplish Process and Students with mail lessons. Mini lessons on recognizing body language, facial expressions or hearing screaming and yelling. Other lessons are teaching students work, through how to resolve conflic. When the sing addit Facial for monitors will be during PD/PC, and can be administered during small group, whole group and one on one concepting body language, facial expressions on hearing screaming and yelling. Other lessons are teaching students work through how to resolve conflic. Why is this goal Important? The playgound a time when the students are not at recess while they are one for repeated practice. Training for monitors will be during they are that find students with mail essons. Mini lessons on neconglish body screaming and yelling. Other lessons are teaching students work through how to resolve conflic. Why is this goal Important? The playgound is a time when the students can socialize without an adult hearing revery thing that is being skill. Teaching adults how to intervene before I becomes an issue and help students work. When the goal contains that the administered during small group, whole group and one on necongisting body haroguage, facial expressions on hearing screaming and yelling. Other lessons are teaching students work hier playgound if farmis do find that far distuits are not at recess while they are on there welling they for the start and students work while they are on there play to be a successful school. Why is this goal Important? The playpound is a time when the students can socialize without an adult hearing revery this that is disputed with the well s	2. Level 2 Pri	unues								2. Level	2 Pri	orities						
Student Incid 3 1 2 Aggression 3 17 March Sigpensions 3 1 2 Aggression 15 4 2 9 Sigpensions 3 1 2 3 1 3 C. Actions: First Semester: First Semester: First Semester: C. Actions: First Semester: First Semester: C. Actions: First Semester: Suppension S 22 3 2 17 What do we want to accomplish Tstudent St and Student with mini lessons. Mini lessons on recogniting body language, fical expressions or hearing screaming and yelling. Other lessons are teaching students with resoluted minip and how tous or Statements' when sharing their feeling: What do we want to accomplish Tstudent deal Training of the were the staff and Student with mini lessons. Mini lessons on recogniting body language, fical expressions or hearing screaming and yelling. Other lessons are teaching students were the student start student start start with travelets and adult haring their feeling. What do we want to accomplish Tstudent deal for the start and student struce and their start as or at a student struce and their start as or at a student struce and their start as or at a student struce and their start as or at a student struce and their start as or at a student struce and their start as or at a student struce and their start as or at a student struce and their start as or at a student struce and their struce and their struce and their struce and thei	Student Incid 3 1 2 Aggression 2 2 3 17 Month Suppensions 3 1 2 9 Stimulation 5 4 2 9 Suppensions 3 1 2 3 1 3 Suppensions 3 1 2 3 2 17 Suppensions 3 1 2 3 2 3 2 17 Suppensions 3 1 2 3 2 17 3	B. Outcomes:									B. Outcomes	:							
Student Incid 3 1 2 Aggression 3 17 March Sigpensions 3 1 2 Aggression 15 4 2 9 Sigpensions 3 1 2 3 1 3 C. Actions: First Semester: First Semester: First Semester: C. Actions: First Semester: First Semester: C. Actions: First Semester: Suppension S 22 3 2 17 What do we want to accomplish Tstudent St and Student with mini lessons. Mini lessons on recogniting body language, fical expressions or hearing screaming and yelling. Other lessons are teaching students with resoluted minip and how tous or Statements' when sharing their feeling: What do we want to accomplish Tstudent deal Training of the were the staff and Student with mini lessons. Mini lessons on recogniting body language, fical expressions or hearing screaming and yelling. Other lessons are teaching students were the student start student start start with travelets and adult haring their feeling. What do we want to accomplish Tstudent deal for the start and student struce and their start as or at a student struce and their start as or at a student struce and their start as or at a student struce and their start as or at a student struce and their start as or at a student struce and their start as or at a student struce and their start as or at a student struce and their start as or at a student struce and their struce and their struce and their struce and thei	Student Incid 3 1 2 Aggression 2 2 3 17 Month Suppensions 3 1 2 9 Stimulation 5 4 2 9 Suppensions 3 1 2 3 1 3 Suppensions 3 1 2 3 2 17 Suppensions 3 1 2 3 2 3 2 17 Suppensions 3 1 2 3 2 17 3			Whit-					45	M									
Aggression 2 2 3 2 9 Suspensions 3 1 2 3 2 1 Suspensions 3 1 2 3 2 1 C. Actions: First Semester: Suspensions 22 3 2 17 Who is involved? Montors, Principal, MTSS, reachers and Counselor Note is involved? First Semester: Suspensions 22 3 2 17 Who is involved? Montors, Principal, MTSS, reachers and Counselor Note is involved? Note is involved? <td>Aggression 2 2 9 Suppensions 3 1 2 Suppensions 3 1 2 C. Actions: First Semester: Suppensions 2 3 2 17 Who is involved? Monitors, Principal, MTSS, reachers and Counselor Not semester: Statements** will decrease by 15% by the end of December 2020. What do we want to accomplish? Students to resolve conflict on the playground. What do we want to accomplish? Students to resolve conflict on the playground. Mob is involved? Mindians, Principal, MTSS, reachers and Counselor Who is involved? Mindians, Principal, MTSS, reachers and counselor Who is involved? Mindians, Principal, MTSS, reachers and counselor Mow ill we accomplish trageted goal? Training of the staff and students with mini lessons on recognitish post practice, Taking and praking practing and praking practice, Taking</td> <td></td> <td></td> <td>write</td> <td></td> <td></td> <td>NA</td> <td></td> <td>AD</td> <td>IVI</td> <td>Student Incid</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>NA</td> <td>AS</td> <td>IVI</td>	Aggression 2 2 9 Suppensions 3 1 2 Suppensions 3 1 2 C. Actions: First Semester: Suppensions 2 3 2 17 Who is involved? Monitors, Principal, MTSS, reachers and Counselor Not semester: Statements** will decrease by 15% by the end of December 2020. What do we want to accomplish? Students to resolve conflict on the playground. What do we want to accomplish? Students to resolve conflict on the playground. Mob is involved? Mindians, Principal, MTSS, reachers and Counselor Who is involved? Mindians, Principal, MTSS, reachers and counselor Who is involved? Mindians, Principal, MTSS, reachers and counselor Mow ill we accomplish trageted goal? Training of the staff and students with mini lessons on recognitish post practice, Taking and praking practing and praking practice, Taking			write			NA		AD	IVI	Student Incid						NA	AS	IVI
Singerstores 3 1 2 Suppressions 3 1 2 Suppressions 3 1 2 Suppressions 3 2 3 2 17	Singerstores 3 1 2 Suppressions 3 1 2 Suppressions 3 2 3 2 17 Suppressions 22 3 2 17				-														
 C. Actions: First Semester: Miler playground referrals will decrease by 15% by the end of December 2020. What do we want to accomplish Students to resolve conflict on the playground. What do we want to accomplish targeted goal? Training of the staff and students with mini lessons. Mini lessons on tecognizing body language, facial expressions or hearing screaming and yelling. Other lessons are teaching students when something has transpired, ethers in a dourselor When Y these lessons will be during tripes that students are not at recess while they are on dive who is involved? Monitors, Principal, MTSS, Teachers and Courselor What do we want to accomplish targeted goal? Training of the staff and students with the students are not at recess while they are one for repeated practice. Training for monitors will be during times that students are not at recess while they are on divergentian body language, facial expressions or hearing screaming and yelling. Other lessons are teaching students work through how to resolve conflict. When Y These lessons will be during tripes that students are not at recess while they are on of or repeated practice. Training of monitors will be during times that students are not at recess while they are on for repeated practice. Training for monitors will be during times that students are not at recess while they are on thor is involved? Monitors, Principal, MTSS, Teachers and Courselor Who is involved? Monitors, Principal, MTSS, Teachers and Courselor Who is involved? Monitors, Principal, MTSS, Teachers and Courselor Who is involved? Monitors, Principal, MTSS, Teachers and to coursely attements? When sharing their feeling when something has transpired, either in class, or outside. Who is involved? Monitors, Principal, MTSS, Teachers and Courselor How will we accomplish taregeted goal? Training of the staff and students with	 C. Actions: First Semester: Miler playground referrals will decrease by 15% by the end of December 2020. What do we want to accomplish Students for the 20-21 school year will decrease student referrals who is involved? Monitors, Principal, MTS5, Teachers and Counselor How will we accomplish targeted goal? Training of the staff and students with mini lessons. Mini lessons on the ownell we accomplish targeted goal? Training of the staff and students without an adult hearing verything that is being said. Teaching adults how to use "1 statements" when sharing theri feeling when something for monitors will decrease by 15% by the end of the May 2020. Who is involved? Monitors, Principal, MTS5, Teachers and Counselor When? These lessons will be during ptive tables to accounsile. C. Actions: First Semester: Second Semester: Who is involved? Minada, Snith, Yoy, Eddleman, Teachers and students with init lessons sont through how to resolve conflict. When? These lessons will be during ptive tables and accounsiles the accomplish targeted goal? Training of monitors will be during times that students are not at recess while they are on one for repeated practice. Training for monitors will be during times that students are not at recess while they are on they will we accomplish targeted goal? Training of the staff and students with mini lessons. Mini lessons on recognizing body language, facial expressions or hearing screening and yelling. Other lessons are teaching students to resolve conflict. Who is involved? Monitors, Principal, MTSTs, Teachers and Outperformance and the students can socialize without an adult hearing reverything that is being said. Teaching adults how to use ''s tatements' when sharing their feeling when something has transpired, either in class, or outside. Who is involved? Leadership team, classroom teachers Who is involved? Monitors, Pr	ISI O									ISI	7		3	1	3			
First Semester: First Semester: Willer playround referrals will decrease by 15% by the end of December 2020. What dow evant to accomplish? Students to resolve conflict on the playround. What dow evant to accomplish? Students to resolve conflict on the playround. Student referrals for the 20-21 school year will decrease by 5% overall compared to the 19-20 school year. Mow will we accomplish targeted goal? Training of the staff and students with mini lessons on recenting screaming and yelling. Other lessons are teaching students with mini lessons on some thing has transpired, either in class, or outside. What do we want to accomplish? Discipline decrease by 5% overall compared to the 19-20 school year. Why is this goal important? The playground is a time when the students ans ocialize without an adult hearing everything that is being said. Teaching and privative. Second Semester: Student referrals will be crease by 15% by the end of the May 2020. What do we want to accomplish? Students or solve conflict on the playground. Who is involved? Minitors, Principal, MTSS, Teachers and Students with mini lessons. Mini lessons on resong inspreted plant Training and practice. Second Semester: Miller playground referrals will be crease by 15% by the end of the May 2020. What do we want to accomplish? Students or nearing screaming and yelling. Other lessons are teaching students with site all eccase in the adjust be were asserting and welling. Other lessons are teaching students and students with mini lessons. Mini lessons on recenting the vertine class consider. Why is this goal important? The playground is a time when the stud	First Semester: First Semester: Willer playround referrals will decrease by 15% by the end of December 2020. What dow ewant to accomplish? Students to resolve conflict on the playround. What do we want to accomplish? Students to resolve conflict on the playround. Student referrals for the 20-21 school year will decrease by 5% overall compared to the 19-20 school year. More simulation of the staff and students with mini lessons on record in the playround in the view of the staff and students with mini lessons and staff. What do we want to accomplish? Decrease student referrals Why is this goal important? The playround is a time when the students as ocialize without an adult hearing everything that is being staff. Teaching and playting: What do we want to accomplish? Decrease by 5% overall compared to the 19-20 school year. Why is this goal important? The playround is a time when the students are not at recess while they are on one for repeated practice. Training and practice. Student referrals for the 20-21 school year will decrease the 19-20 school year. Repeat offender: Student referrals or the 20-21 school year will decrease the 20 school year. Repeat offender: Student referrals or the 20-21 school year will decrease the 20 school year. Repeat offender: Student referrals or the 20 school year. What do we want to accomplish? Students to resolve conflict. What do we want to accomplish? Students to resolve conflict. Why is this an ongoing training and practice. Student referrals or the	Suspensions 3			1	2					Suspensions	22		3	2	17			
First Semester: First Semester: Willer playround referrals will decrease by 15% by the end of December 2020. What dow evant to accomplish? Students to resolve conflict on the playround. What dow evant to accomplish? Students to resolve conflict on the playround. Student referrals for the 20-21 school year will decrease by 5% overall compared to the 19-20 school year. Mow will we accomplish targeted goal? Training of the staff and students with mini lessons on recenting screaming and yelling. Other lessons are teaching students with mini lessons on some thing has transpired, either in class, or outside. What do we want to accomplish? Discipline decrease by 5% overall compared to the 19-20 school year. Why is this goal important? The playground is a time when the students ans ocialize without an adult hearing everything that is being said. Teaching and privative. Second Semester: Student referrals will be crease by 15% by the end of the May 2020. What do we want to accomplish? Students or solve conflict on the playground. Who is involved? Minitors, Principal, MTSS, Teachers and Students with mini lessons. Mini lessons on resong inspreted plant Training and practice. Second Semester: Miller playground referrals will be crease by 15% by the end of the May 2020. What do we want to accomplish? Students or nearing screaming and yelling. Other lessons are teaching students with site all eccase in the adjust be were asserting and welling. Other lessons are teaching students and students with mini lessons. Mini lessons on recenting the vertine class consider. Why is this goal important? The playground is a time when the stud	First Semester: First Semester: Willer playround referrals will decrease by 15% by the end of December 2020. What dow ewant to accomplish? Students to resolve conflict on the playround. What do we want to accomplish? Students to resolve conflict on the playround. Student referrals for the 20-21 school year will decrease by 5% overall compared to the 19-20 school year. More simulation of the staff and students with mini lessons on record in the playround in the view of the staff and students with mini lessons and staff. What do we want to accomplish? Decrease student referrals Why is this goal important? The playround is a time when the students as ocialize without an adult hearing everything that is being staff. Teaching and playting: What do we want to accomplish? Decrease by 5% overall compared to the 19-20 school year. Why is this goal important? The playround is a time when the students are not at recess while they are on one for repeated practice. Training and practice. Student referrals for the 20-21 school year will decrease the 19-20 school year. Repeat offender: Student referrals or the 20-21 school year will decrease the 20 school year. Repeat offender: Student referrals or the 20-21 school year will decrease the 20 school year. Repeat offender: Student referrals or the 20 school year. What do we want to accomplish? Students to resolve conflict. What do we want to accomplish? Students to resolve conflict. Why is this an ongoing training and practice. Student referrals or the																		
First Semester: First Semester: Willer playround referrals will decrease by 15% by the end of December 2020. What dow evant to accomplish? Students to resolve conflict on the playround. What dow evant to accomplish? Students to resolve conflict on the playround. Student referrals for the 20-21 school year will decrease by 5% overall compared to the 19-20 school year. Mow will we accomplish targeted goal? Training of the staff and students with mini lessons on recenting screaming and yelling. Other lessons are teaching students with mini lessons on some thing has transpired, either in class, or outside. What do we want to accomplish? Discipline decrease by 5% overall compared to the 19-20 school year. Why is this goal important? The playground is a time when the students ans ocialize without an adult hearing everything that is being said. Teaching and privative. Second Semester: Student referrals will be crease by 15% by the end of the May 2020. What do we want to accomplish? Students or solve conflict on the playground. Who is involved? Minitors, Principal, MTSS, Teachers and Students with mini lessons. Mini lessons on resong inspreted plant Training and practice. Second Semester: Miller playground referrals will be crease by 15% by the end of the May 2020. What do we want to accomplish? Students or nearing screaming and yelling. Other lessons are teaching students with site all eccase in the adjust be were asserting and welling. Other lessons are teaching students and students with mini lessons. Mini lessons on recenting the vertine class consider. Why is this goal important? The playground is a time when the stud	First Semester: First Semester: Willer playround referrals will decrease by 15% by the end of December 2020. What dow ewant to accomplish? Students to resolve conflict on the playround. What do we want to accomplish? Students to resolve conflict on the playround. Student referrals for the 20-21 school year will decrease by 5% overall compared to the 19-20 school year. More simulation of the staff and students with mini lessons on record in the playround in the view of the staff and students with mini lessons and staff. What do we want to accomplish? Decrease student referrals Why is this goal important? The playround is a time when the students as ocialize without an adult hearing everything that is being staff. Teaching and playting: What do we want to accomplish? Decrease by 5% overall compared to the 19-20 school year. Why is this goal important? The playround is a time when the students are not at recess while they are on one for repeated practice. Training and practice. Student referrals for the 20-21 school year will decrease the 19-20 school year. Repeat offender: Student referrals or the 20-21 school year will decrease the 20 school year. Repeat offender: Student referrals or the 20-21 school year will decrease the 20 school year. Repeat offender: Student referrals or the 20 school year. What do we want to accomplish? Students to resolve conflict. What do we want to accomplish? Students to resolve conflict. Why is this an ongoing training and practice. Student referrals or the																		
		First Semester: Miller playground re What do we want t Who is involved? M How will we accom recognizing body lar Rock, Paper, Scissor when something ha Why is this goal img everything that is be through how to resc When? These lesson one for repeated pry duty. This is an ong Second Semester: Miller playground re Who is involved? M How will we accom recognizing body lar Rock, Paper, Scissor feelings when some Why is this goal img everything that is be through how to resc When? These lesson for repeated practic	o accomplib Aonitors, Pr plish target nguage, faci s to help so s to help so s to help so s to help so ting said. T blve conflict s will be du actice. Trainin eferrals will o accomplib target nguage, faci s to help so thing has tr oortant? Th plue conflict nes will be du e. Training	sh? Studen incipal, MT ted goal? T ial expressi- lyce a disput J, either in e playgrou eaching add t. uring PD/PL incipal, MT incipal, MT incipal, MT incipal, MT incipal, MT eaching add t. uring pd/PL incipal, MT eaching add t. uring pd/PL for monito	ts to resolve cc SS, Teachers an ining of the s ons or hearing te during play a class, or outging the during play a class, or outging tasks of the sec during play a unit of the sec sector of the sec sector of the sec during play a either in class, of the sector of the dis a time wh ults how to intro C, and can be a construction of the sec during play a either in class, of the sector of the dis a time wh ults how to intro C, and can be a	anflict on the pla off courselor taff and student screaming and y and how to use ' e. e. ten the students ervene before it administered du uring times that and of the May 2 onflict on the pla and courselor taff and student screaming and y and also how to or outside. ervene before it administered du	yground. s with min elling. Oth I statemer can socialis becomes a ring small (students a 020. yground. s with min elling. Oth use "I state can socialis becomes a ring small (er lessons ts" when s ze without n issue an group, who re not at r lessons. N er lessons ments" wi ze without n issue an group, who	are teachin, sharing their t an adult he d help stude ole group an eccess while Alini lessons are teachin, hen sharing t an adult he d help stude ole group an	g students reelings earing ents work d one on they are on g students their earing ents work d one on one	First Semester Student referr What do we w Who is involve How will we a Utilize new MT Why is this go When? Qt 1 – Second Semes Student referr Repeat offend What do we w Who is involve How will we a deemed repeat Why is this go	als fo vant t ed? N ccom TSS Fa al im Qt 2 ster: als fo er ref vant t ed? L ccom it offe al im	to accompli Airanda, Sm splish targe acilitator se portant? Di or the 20-21 ferrals will c to accompli eadership tu pplish targed enders. portant? W	sh? Decree ith, Hoy, E ted goal? rvices, tigh scipline di school ye lecrease in sh? Decre eam, class ted goal? 'e at MM f	ase student refe (ddleman, Teach Implementation ten teacher exp rectly relates to ar will decrease n the 2 nd semest ase student refe room teachers Focus on MTSS p	rrals ers and students of new PBIS progra ectation academic performa by 5% overall comp er by 10%. rrals overall by foci process and PBIS Tie	m that will i ince and can bared to the using specifi er 2 & Tier 3	ncrease student i deter from stud 19-20 school yea cally on repeat of interventions for	nvolvement. ent success. r. fenders. students

Case 4:74-cv-00090-DCB Document 2616-5 Filed 11/01/21 Page 184 of 188

	Oyama Elementary School	SAP		Pistor Mido	le School SAP		
Jumphanese 1, 11	Level 2 Priorities			Leve	2 Priorities		
. Implementation:	PBIS:	1	A. Implementation:		BIS:		
ummarize where the school	1. Mentoring/Social Skills Grps		summarize where the school		/Social Skills Grps		
as relevel 1 and level 2	Staff, Parents, Students,	n	was re level 1 and level 2	Staff, Parent			
iorities (and by the RP,		n	priorities (and by the RP,		/ embrace PBIS y		
BIS, Code components) in	2.Community embrace PBIS	n	PBIS, Code components) in				
2020-21	3. Stakeholders are communic-	↓	SY2020-21		ers are communic-		
1. Level 1 Priorities	ated with monthly	n	1. Level 1 Priorities	ated with mo			
	PBIS implemented w/fidelity	n		4. PBIS imple	mented w/fidelity n		
c. Team y	Restorative Practices:		Disc. Team y	Restorative F	ractices:		
c. Flow Chart y	1. Stakeholder have a shared		Disc. Flow Chart y	1. Stakehold	er have a shared		
S Team y		n	PBIS Team y		estorative school y		
S Matrix y	2. Staff understands the	<u> </u>	PBIS Matrix y	2. Staff unde			
DC Training		├──── ┤					
·	paradigm shift from punitive	↓	SCOC Training		ft from punitive		
ff y	to restorative	n	Staff y	to restorativ			
dents y	Time is given to implement		Students y		en to implement		
ferral Process y	a restorative classroom	У	Referral Process y	a restorative	classroom y		
Training y	Support structures are in	1	RP Training y	Support st	ructures are in		
Revisited y	place to implement Restora-		RP Revisited y	place to imp	ement Restora-		
Room n	ative Prac. w/ fidelity		PIC Room y	ative Prac. w	/ fidelity		
Reports timely y	Coaching	n	Mo Reports timely		paching n		
of Disc. Data	Mentoring	n	Use of Disc. Data		lentoring n		
Report y	PD/PLC's	У	Mo Report y		D/PLC's y		
у	SCOC:	I	PD y	SCOC:			
ta input timely y	1. Data informs all discipline	<u> </u>	Data input timely y		ms all discipline		
c. Rating 1-5 3	meetings	У	Disc. Rating 1-5	4 meetings	у		
mal Report	2. Hot spots, trends, are ident	У	Formal Report y	2. Hot spots,	trends, are ident y		
	3. Discipline systems, policies,		····		systems, policies,		
	procedures are in place	v		procedures a	/ // /		
	4. Mo. discipline reports are	ř – – – I			line reports are		
	communicated to fac/staff	├────┤			ed to fac/staff y		
		├ ────┥					
	5. Periodic review of discipline	 			view of discipline		
	systems, policies, procedures	У		systems, pol	cies, procedures y		
2. Level 2 Priorities			2. Level 2 Priorities				
Outcomes:			B. Outcomes:				
All	White AA H	NA AS	M All	White AA	н	NA AS	м
udent Incid 1	1		Student Incid 227	21 9	181	12	4
ggression 1	1		Aggression 178	17 8	140	10	3
6I O			ISI 77	10 4	54	6	3
uspensions 1	1		Suspensions 129	10 6	104	7	2
•							
			Shool is on Supportive Action	Plan (SAP2) for 19-20 SY/2	0-21SY		
expectations with students and j rrincipal. Teachers will report to nappropriate behaviors during 2 iaid behavior in student notes in jurposes if an attendance or dis 12/18/2020. What do we want to accomplish tho is involved? Students, teacl dow will we accomplish targeter Why is this goal important? To li When? Continued to 12/18. <i>eiecond Semester</i> While teaching online or in pers incipal. Teachers will report to nappropriate behaviors during 2 iaid behavior in student notes in surposes if an attendance or dis 5/5/27/21. What do we want to accomplish Who is involved? Students, teac	er goal? Relationship building, expectations mit distractions on, teachers will use the app DoJo to comm and parents a minimum of 3 times a week. T the Principal if a student is struggling to get com lessons, or in person, more than 3 tim Synergy. Data from these communications cipline plan is needed for an individual stude 1? Action levels 3 or below her, administration d goal? Relationship building, expectation, f	hers will share their accounts with in , or stay, online, pay attention, or 1 es in a given week. Teachers will di ; will be used, if necessary, for MTS ent. This plan will continue through the state of the state of the state of the state is a given week. Teachers will di ; will be used, if necessary, for MTS ent. This plan will continue through	the aggression/ fighting, and illeg Involved: Students Grades 6-8 Sourcent We will target this goal by: SS Using the newly installed cam We will use PBIS approaches a We have 4 campus monitors a strategic locations on campus We will use our NFF to host out problems with words. Teachers will get frequent trai interventions prior to referral We will initiate early support f students showing signs of agg with the has ocument dat changes from week to we SS Completed Goal Results:	al substance use or distribi , Staff, Teachers and Admi era system across campus ind rewards for positive be ind 2 Assistant Principals, a and address discipline inci estorative conferences as ining on PBIS, Code of Com- , rom the school social worl ression with an IEP. afety and well-being of stu data weekly, monthly and aeek. and again in January of 20 decrease the overall discipl al substance use or distribu , Staff, Teachers and Admi era system across campus ind rewards for positive be and address discipline inci restorative conferences as ning on PBIS, Code of Com-	tion on our campus by 5 instration in using prevent to monitor and deter neg- haviors across grade lever and a Dean of Students to dents. a preventative measure to duct and use of the progra- ter, IEP Teams and Case of dents on our campus. quarterly to adjust goals 21 to assess data and re- ine incidents at Pistor Mi- tion on our campus by 5 instration in using preven- to monitor and deter neg- haviors across grade lever and a Dean of Students to dents. a preventative measure	50% for the 1 st seminative approaches. gative student activi els. o supervise the safet to reduce student cor ressive discipline app Carriers to provide s s, strategies and inter -establish a plan for iddle School especia 50% for the 1 st seminative approaches. gative student activi els. o supervise the safet to reduce student of	ester. ty. ty of students i onflict and wor aroach in ente upport for reventions as the <i>Spring Semess</i> ester. ty. ty. ty of students i conflict and wor
			We have 4 campus monitors a strategic locations on campus We will use our RPFF to host out problems with words. Teachers will get frequent trai	nd 2 Assistant Principals, a and address discipline inci restorative conferences as ning on PBIS, Code of Cond	nd a Dean of Students to dents. a preventative measure	o supervise the safet	onflict and

Case 4:74-cv-00090-DCB Document 2616-5 Filed 11/01/21 Page 185 of 188

			Robins K-8	School SA	Р					To	lson Eleme	ntary School	SAP		
Incolour.	·!		Leve	2 Priorities							Lev	el 2 Priorities	T		
 Implementa ummarize whe 				BIS:				A. Implement				BIS:			
vas re level 1 ar			1. Mentoring	/Social Skills Grps				summarize who was re level 1 a		01	1. Mentorin	g/Social Skills Grps			
riorities (and b			Staff, Parents		n			priorities (and			Staff, Paren		n		
BIS, Code com				embrace PBIS	v			PBIS, Code com				ty embrace PBIS	n		
Y2020-21	someries, in			rs are communic-	,			SY2020-21	iponents) in			lers are communic-			
1. Level 1	Priorities		ated with mo		n				1 Priorities		ated with m		n		
				mented w/fidelity	n			1. 2000	1 mondes			emented w/fidelity	n		
sc. Team	v		Restorative P					Disc. Team	v		Restorative				
sc. Flow Chart	y V			r have a shared				Disc. Flow Char	y v			ler have a shared			
IS Team	y V			storative school	v			PBIS Team	· y			restorative school	n		
IS Matrix	y V	-	2. Staff unde		у			PBIS Matrix	y V			erstands the			
OC Training	y	-		ft from punitive				SCOC Training	У			lift from punitive	1		
aff		-	to restorative					Staff	v		to restorativ				
	y	-		en to implement	У			Students	y V			ven to implement			
udents	У	-							,						
ferral Process	У	_	a restorative		У			Referral Process	s y			e classroom	У		
Training	У	-		ructures are in				RP Training	У	_		tructures are in			
Revisited	У	-		ement Restora-				RP Revisited	у	_		lement Restora-			
C Room	у	-	ative Prac. w					PIC Room	n	_	ative Prac. v		<u> </u>		
o Reports time		_		baching	n			Mo Reports tim				Coaching	n		
e of Disc. Data		_		entoring	n			Use of Disc. Dat	а			Mentoring	n		
o Report	У			D/PLC's	у			Mo Report	у			PD/PLC's	у		
)	у	_	SCOC:					PD	у		SCOC:				
ata input timel	y y		1. Data inform	ns all discipline				Data input time			1. Data info	rms all discipline			
sc. Rating 1-5		4	meetings		у			Disc. Rating 1-5		3	meetings		У		
rmal Report			2. Hot spots,	trends, are ident	у			Formal Report			2. Hot spots	, trends, are ident	у		
		_	3. Discipline	ystems, policies,							3. Discipline	systems, policies,			
			procedures a	re in place	y						procedures	are in place	у		
			4. Mo. discip	ine reports are							4. Mo. disci	oline reports are			
			communicate	ed to fac/staff	v						communica	ted to fac/staff			
				view of discipline								eview of discipline			
				cies, procedures	v							licies, procedures	v		
2. Level 2	Priorities							2 Level	2 Priorities						
3. Outcomes:	All	White	AA	н	NA	AS	м	B. Outcomes:	All	White	АА	н	NA	AS	м
	20	3	~~~	17	11/1			Student Incid		2	AA 1	13	INPA	AS	IVI
	11	1		10				Aggression	10	2	1	9			
	13	2		11				ISI	1	2	1	5			
	6	1		5					3		1	2			
the use of CLEV sent to student earning remot and administra Second Semest Overall school g grades K-8 give	ER. Teachers a s in recognitio ely, teachers v tion will condu er: goal to reach 1 n by all K-8 sta	and Admini n of their e vill conduct uct quarter 0,000 posit	stration will ind fforts within or weekly review y class present ive recognition 2021. This will	l using our PBIS pro rease the weekly ni rr PBIS program. To s with students of P ations. tickets of students decrease the negati ID-19 pandemic.	imber of po decrease o BIS expecta following o	ssitive acknowled our behavior incid tions for remote ur PBIS expectati	gements lents while learning, ons for	Cooperative le December 18 th What do we w Who is involve How will we a Why is this go When? Contin Second Semess Anticipated re at a level no rn each month. What do we w Who is involve	n teacher w arning with ant to accoo dd? Student: ccomplish t al importan ued to 12/1 ter: - e-entry of sit iore than 3, ant to accoo dd? Student: ccomplish t	little to no di mplish? Limit s, teacher argeted goala t? To limit dis 8 e to students thus limiting mplish? Actic s, teacher, ad argeted goala	stractions direc of 5 Relationship by tractions 5. Student beha time away fron on levels 3 or be ministration Relationship by	ipline incidents per ly impacts achiever uilding, expectations viors that cause dis n direct instruction low uilding, expectation,	nent. Measur ciplinary acti Measured b	ed by synergy er	ntries unti

Case 4:74-cv-00090-DCB Document 2616-5 Filed 11/01/21 Page 186 of 188

	Implementation: Immarize where the school as re level 1 and level 2 iorities (and by the RP, 35, Code components) in (2020-21 1. Level 1 Priorities	PBIS: 1. Mentoring/Social Skills Grps					ation:	[
	Immarize where the school as re level 1 and level 2 iorities (and by the RP, 315, Code components) in /2020-21	1. Mentoring/Social Skills Grps	I											
In the other and holds In	as re level 1 and level 2 iorities (and by the RP, 3IS, Code components) in /2020-21													
	BIS, Code components) in 2020-21		L											
	2020-21		n									n		
			n				ponent	s) in				n		
	1. Level 1 Priorities	3. Stakeholders are communic-								3. Stakeholders	are communic-			
Number Numer Numer Numer <td></td> <td>ated with monthly</td> <td>n</td> <td></td> <td></td> <td>1. Level</td> <td>1 Priori</td> <td>ties</td> <td></td> <td>ated with mon</td> <td>thly</td> <td>n</td> <td></td> <td></td>		ated with monthly	n			1. Level	1 Priori	ties		ated with mon	thly	n		
		4. PBIS implemented w/fidelity	n							4. PBIS implem	ented w/fidelity	n		
	c. Team y	Restorative Practices:				Disc. Team	у			Restorative Pra	ictices:			
	c. Flow Chart y	1. Stakeholder have a shared				Disc. Flow Chart	: y			1. Stakeholder	have a shared			
	S Team y	vision for a restorative school	n			PBIS Team	y			vision for a res	torative school	y		
	S Matrix y	2. Staff understands the				PBIS Matrix	v			2. Staff unders	tands the			
	OC Training	paradigm shift from punitive				SCOC Training	- I			paradigm shift	from punitive			
			n				v					v		
						Students	ý				to implement			
Tamba Control Subject traditions are in the complexity of the control of the con			v				s v					v		
			<i>'</i>				v					í		
Note Note <th< td=""><td></td><td></td><td>1</td><td></td><td></td><td></td><td>v</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></th<>			1				v							
							v							
atom atom <th< td=""><td></td><td></td><td>n</td><td></td><td></td><td></td><td>elv</td><td></td><td></td><td></td><td></td><td>n</td><td></td><td></td></th<>			n				elv					n		
			n									n l		
Imput timely exercise Imput timely mark exercise Impu			u v				u					u v		
Imput timely input timely <td< td=""><td>v</td><td></td><td>у</td><td></td><td></td><td></td><td>y ,,</td><td></td><td></td><td></td><td>1 20 3</td><td>ý</td><td></td><td></td></td<>	v		у				y ,,				1 20 3	ý		
Listing: 15 in 13 in million Description Discipline system, policies, in reports and million in the policy of	a input timely					Data insut time -	<u>у</u>				all discipling	+		
Image register 2. Hot rights, register, and dem variable in place with a specific in procedures are in place with a specific in procedure are in place with a specific in the out of the specific in								-			an uiscipiine			
Account Description systems, policing, inclusion, inc			у				<u> </u>	3			onde president	У У		
procedures are in place incommunicated to fac/staff procedures are inplace incommunicated to fac/staff 1. Leed 2 Priorities 2. Leed 2 Priorities 2. Leed 2 Priorities 0. Leed 2 Priorities 3. Leed 2 Priorities 3. Leed 2 Priorities 0. Leed 2 Priorities 0. Leed 2 Priorities 3. Leed 2 Priorities 0. Leed 2 Priorities 0. Leed 2 Priorities 9. Decomposities are inplace inpresenting of the priorities in the priorities			У			Formai Report	У					У		
A. decision												+		
Immunicate to find/staff Immunicate to find/staff Note Note </td <td></td> <td></td> <td>У</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>У</td> <td></td> <td></td>			У									У		
Image: special review of discipline hyperbolic 0. Level 2 Priorities 0. Level 2 Priorities 0. Level 2 Priorities 0. Level 2 Priorities 0. Intermediation of the special control of the specia			<u> </u>									<u> </u>		
instant instant <t< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>+</td><td></td><td></td></t<>												+		
2. Level 2 Priorities Outcomes: All White AA H NA AS M grassion 4 1 3 M AS M grassion 4 1 3 M Agression 100 14 6 127 9 1 3 spensions 1 1 3 Supersion 143 6 127 9 1 3 Supersions 1.0 1.0 1.0 1.0 2. 2. 4 Actions: Finite Strenger Line Control Contr			L											
Outcomesite Description all White AA H AA AS M spension 1 3 3 100 1		systems, policies, procedures	у							systems, polici	es, procedures	У		
udent indice13a13bis indice13construction13construction13construction13construction13construction13construction13construction13construction13construction13construction13construction13construction13construction13construction13construction13construction13construction13construction11<								ues						
udent indicide 1 3 spension 4 1 3 spension 1 3 spension 1 3 5 98 7 1 3 spension 1 3 5 58 7 1 3	-													
gression413spensions13spensions11 <tr< td=""><td></td><td></td><td>NA</td><td>AS</td><td>M</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr<>			NA	AS	M									
413598718359871859871859871861001001001006100100100100100100100100100101100100100100101 </td <td></td>														
spension 1 1 Spension 14 7 18 8 2 2 Actions: Stability on Supportive Action Plan (SAP2) for 19-20 SV/20-21SV Stability on Supportive Action Plan (SAP2) for 19-20 SV/20-21SV Stability on Supportive Action Plan (SAP2) for 19-20 SV/20-21SV Stability on Supportive Action Plan (SAP2) for 19-20 SV/20-21SV Stability on Plan (SAP2) for 10-21SV														
Actions: Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY Actions: First Semester. Actions: First Semester. the of of the first semester, Tully Elementary will adjust the current PBIS matrix, and positive reinforcement state on improve our patient is an online learning practices. First Semester: Shad to evant to accomplish? We want to create an online learning environment that is focused on learning, and if coal students will participate in the Digital Citizenship program. We will add a dimection in regoons to misbehavior online. Norm if the 2019 Fail semester, Valencia had 213 aggression incidents. During the 2020 Fail semester. Shool is no Supportant? By reinforcing online best practices, we will reduce the number of discipline incidents and reach out will we accomplish trageted goal? Cole of Conduct presentation to student body during grade level direction in regoons to misbehavior online. Internet Elemanting on the PBIS matrix. We want to create an on-campus environment that values the safety of others and instration terget discipline incidents. What is is an ongoing process. Internet Elemanting on the restorement on the set practices. We will have a wreekly focus on healthy habits along with our standard farmed for outpring this discipline data and turing around that negative perception is important to augression vicidents. Now will we accomplish trageted goal? Cole of Conduct presentation on duggression incidents. What is tigge aligned matrix and partices. Now will we accomplish trageted goal? We will have a scheol-wide														
rst Semester: First Semester: View end of the first semester, Yully Elementary will adjust the current PBIS matrix, and positive reinforcement First Semester: 2020 Fall semester. 2020 Fall semester, Yulencia had 213 aggression incidents. wo will we accomplish targeted goal? All students will participate in the Digital Citizenship program. We will ad a liumn for remote learning on the PBIS matrix. We will communicate our expectations to families and reach out with exacomplish targeted goal? All students will reduce the number of discipline incidents and frexto our spectations to families and reach out with exacomplish targeted goal? Code of Conduct presentation to student tody during grade level presentations, incidents. Who is involved? Nalexci, and Families. Who is involved? Nalexci, and Families, so angoing process. word if we accomplish targeted goal? View mit to create an on-campus environment that values the safety of others and is a presence throughout school. Guidance uscoss to visobaeva. Who is involved? View mit add a listor call specific conduct presentation to student tody during grade level presentations, first mematation of school wide PBIS, building positive relationships with all students and strong ad presence throughout school. Guidance uscoss to subeava. Why is this goal important? By reinforcing on line best practices. Will be accomplish targeted goal? We will have a school-wide presentation on school tody during grade level presentations, informating culturally the presonse/Levensite Training. Why is this goal important? By reinforcing on line best practices. Will be accomplish targeted goal? We will have a school-wide prese	тэрснэндну т	1										٥	2	2
Informed Education Training Culturally Responsive/Sensitive Training.	y the end of the first semester, Tully Eler ystem to improve online learning practic What do we want to accomplish? We wa : safe for all students. tho is involved? All staff, Students, and F iow will we accomplish targeted goal? A olumn for remote learning on the PBIS m esources to support safe learning at hom Why is this goal important? By reinforcing edirection in response to misbehavior on Vhen? This is an ongoing process. econd Semester: irus mitigation practices. Vhat do we want to accomplish? We wa tilizes best practices for virus mitigation. Allow will we accomplish targeted goal? We ed to utilize best virus mitigation practi BIS focus. Vhy is this goal important? By setting up ver safety procedures, and reduce on ca	es. nt to create an online learning env ramilies. Il students will participate in the D harrix. We will communicate our es- te. g online best practices, we will red line. nt to create an on-campus environ ramilies. Ye will have a school-wide present ices. We will have a weekly focus of these systems, we will hopefully n mpus distractions.	ironment th Digital Citize xpectations uce the nun mment that w ation educa on healthy h educe the n	hat is focused on lea nship program. We to families and reac ober of discipline inc ralues the safety of o ting our students or abits along with our umber of conflicts t	rrning, and will add a ch out with cidents and others and n why we r standard hat arise	SMART Goal: I 2020 Fall seme *During the 20 Middle School What do we wi the Fall of 2015 Who is involve Counselors (Co How will we ac presence throu Informed Educ: Why is this goa Improving this stake holders. and culture. When? Valenci Completed Goo have no more the Second Semest SMART Goal: R 2021 Spring see * During the 20 Valencia Middle What do we wi from the Spring Who is involve Counselors (Co How will we ac presentations, presence throu	Reduce ster. 19 Fall 19 Fall 19 Fall 19 Fall 19 Fall 19 Fall 19 Fall 19 Fall 19 Fall 10 Fall 19 Fall 19 Fall 10 Fall 19 Fall 19 Fall 19 Fall 10 Fall 19 Fall 19 Fall 19 Fall 10 Fall 19 Fall 1	semester, ve no more ccomplish Fall 2020 S ncia admir ux, Van Hois sh targetee nentation o cchool. Gui aining Cult tant? Hist ne data and sing the an each our fir ts: In the F 0 Aggressic the amoun ing semest of with have ccomplish 0 to the Sp ncia admir ux, Van Hoo sh targetee ientation o chool. Gui	Valencia h t than 160 ? Valencia y. mistration f esen, Berr dance Les: urally Res orically, V. d turning a nount of a st semest all of 2019 n inciden t of Other ter, Valencia ring 2021 inistration f esen, Berr and State State and State State State State and State State State State State and State State State State State State and State State State State State State and State State and State Stat	and 213 aggress aggression inci a Middle School team (Gist, Lohr ihard), ISI Teach wide PBIS, build sons by counsel ponsive/Sensiti alencia's discipil ggression incide er goal by Decer 9, Valencia had ts. • School Violatio cia had 69 Other than 52 Other 1 Middle School SY. (Gist, Lohr ihard), ISI Teach de of Conduct p vide PBIS, buildi sons by counsel	ion incidents. Du dents. will reduce the al o, Gabaldon), Dea er (Mr. Moore) resentation or presentation or resentation or reating, ne data shows a h ative perception is ative perception is most not solution continue mber 18, 2020. 213 aggression in continue mber 18, 2020. 213 aggression in continue continue mber 18, 2020. 213 aggression in continue co	ring the 202 mount of Agg n of Students udent body co onships with g, Social/Emo high amount is important t to improve o cidents. In the s. So from the s. During the mount of Oth n of Students udent body co onships with	0 Fall semester, gression incident is (Mrs. Rashad) f luring grade leve all students and stional lessons, T of aggression vito o our school, co ur positive schoo he Fall of 2020, N 2020 Spring set e 2021 Spring set her School Violat is (Mrs. Rashad) f luring grade leve all students and	Valencia ts by 25% RPF (TBD), el strong ad frauma olations. mmunity a olations. mmunity a ol environ /alencia w mester to emester, tions by 25 RPF (TBD), el strong ad

Case 4:74-cv-00090-DCB Document 2616-5 Filed 11/01/21 Page 187 of 188

ve	sey Elemntary School	SAP	Wakefield I	Middle School (reopens SY2020	0-21) SAP
Implementation:	Level 2 Priorities		A. Implementation:	Level 2 Priorities	
Implementation: Immarize where the school	PBIS:		A. Implementation: summarize where the school	PBIS:	
as re level 1 and level 2	1. Mentoring/Social Skills Grps		was re level 1 and level 2	1. Mentoring/Social Skills Grps	
	Staff, Parents, Students,	n		Staff, Parents, Students,	
orities (and by the RP, IS, Code components) in	2.Community embrace PBIS	n	priorities (and by the RP, PBIS, Code components) in	2.Community embrace PBIS	
IS, Code components) in 2020-21	3. Stakeholders are communic-		PBIS, Code components) in SY2020-21	3. Stakeholders are communic-	
1. Level 1 Priorities	ated with monthly		1. Level 1 Priorities	ated with monthly	
	PBIS implemented w/fidelity	n		PBIS implemented w/fidelity	
. Team y	Restorative Practices:			Restorative Practices:	
c. Flow Chart y	1. Stakeholder have a shared		Disc. Team	1. Stakeholder have a shared	
S Team y	vision for a restorative school	n	Disc. Flow Chart	vision for a restorative school	
S Matrix y	2. Staff understands the		PBIS Team	2. Staff understands the	
OC Training	paradigm shift from punitive		PBIS Matrix	paradigm shift from punitive	
f y	to restorative	p	SCOC Training	to restorative	
dents y	3. Time is given to implement		Staff	3. Time is given to implement	
erral Process y	a restorative classroom	y	Students	a restorative classroom	
Training y	4. Support structures are in		Referral Process	4. Support structures are in	
Revisited y	place to implement Restora-		RP Training	place to implement Restora-	
Room n	ative Prac. w/ fidelity		RP Revisited	ative Prac. w/ fidelity	
Reports timely y	Coaching	n	PIC Room	Coaching	
of Disc. Data	Mentoring	n	Mo Reports timely	Mentoring	
Report y	PD/PLC's	v	Use of Disc. Data	PD/PLC's	
······································	SCOC:	·	Mo Report	SCOC:	
a input timely y	1. Data informs all discipline	├────┤	PD		
			· -	1. Data informs all discipline	
c. Rating 1-5 3	meetings	У	Data input timely	meetings	
mal Report	2. Hot spots, trends, are ident	Υ	Disc. Rating 1-5	2. Hot spots, trends, are ident	
	Discipline systems, policies,		Formal Report	3. Discipline systems, policies,	
	procedures are in place	y		procedures are in place	
	4. Mo. discipline reports are			4. Mo. discipline reports are	
	communicated to fac/staff			communicated to fac/staff	
	5. Periodic review of discipline			5. Periodic review of discipline	
	systems, policies, procedures	v		systems, policies, procedures	
2. Level 2 Priorities	· · · · · · · · · · · · · · · · · · ·		2. Level 2 Priorities		
			2. Level 2 Priorities		
Outcomes:			B. Outcomes:		
All White	AA H	NA AS M	All White	e AA H NA	A AS M
udent Incid 28 7	2 27	2	Student Incid NA		
ggression 25 5	2 17	1	Aggression		
I 20 1	18	1	ISI		
uspensions 20 5	2 11	2	Suspensions		
taff and parents, providing PD to staff m eed, and reinforcing positive behavior. <i>Vhy</i> is this goal important? This goal is tudents and staff as well as academic le <i>vhen</i> ? Aug. Dec. 2020 econd Semester: he number of office discipline referrals aduction in the number of discipline ref <i>vho</i> is involved? All Staff ow will we accomplish targeted goal?	egarding behavior interventions and important to ensure student safety earning time. received from staff each month will ferrals in comparison with last year. We will accomplish target goal by c egarding behavior interventions and important to ensure student safety	no exceed 5% of our total enrollment. ommunicating expectations with students, I reporting procedures, targeting areas of	Who is involved? The PBIS Committee, site administratic How will we accomplish targeted goa To facilitate PBIS professional develop: Why is this goal important? In order to help ensure horizontal and When? By the end of the first semester SMART Goal:	IP ment, and provide job embedded coaching. vertical compassionate discipline practices, th f Wakefield MS teachers will have their classr ee walkthroughs.	
			How will we accomplish targeted goa Provide site based classroom manager compossionate discipline and PBIS Why is this goal important? When students feel safe and discipline SMART Goal: By May 25 th , 2021, there will be a 10 p	committee, the discipline team, site administ IP ment professional development, and job embe incidents are minimized, the climate and cult bercent reduction in discipline incidents comp ports obtained by the site discipline committe	edded coaching related to ure is supported in a positive w

Case 4:74-cv-00090-DCB Document 2616-5 Filed 11/01/21 Page 188 of 188

	Warı	ren Elementar	y School	SAP					Wh	ite Element	tary School	SAP		
Implementation		Level 2 Price					A. Implement	ation:			2 Priorities			
 Implementation: ummarize where the school 		PBIS:	T	1			summarize whe			PBI		1		
vas re level 1 and level 2		1. Mentoring/Socia	l Skills Grøs		1		was re level 1 a			· · · · · ·	Social Skills Grps			
vas relevel 1 and level 2 priorities (and by the RP, PBIS,		Staff, Parents, Stud		n	1		priorities (and b			Staff, Parents,		n		
Code components) in SY2020-		2.Community embr	race PBIS	n			PBIS, Code com			2.Community		у		
21		3. Stakeholders are	communic-				SY2020-21			3. Stakeholder	s are communic-			
1. Level 1 Priorities		ated with monthly		n			1. Level	1 Priorities		ated with mon		n		
		4. PBIS implemente		n							nented w/fidelity	n		
Disc. Team y		Restorative Practice					Disc. Team	у		Restorative Pr				
Disc. Flow Chart y		1. Stakeholder have					Disc. Flow Chart	у			have a shared			
PBIS Team y		vision for a restorat		у			PBIS Team	у			storative school	n		
PBIS Matrix y		2. Staff understand					PBIS Matrix	У		2. Staff unders				
COC Training		paradigm shift fron	n punitive				SCOC Training				from punitive			
taff y	_	to restorative		у	-		Staff	У		to restorative		n		
tudents y	_	3. Time is given to i			-		Students	У			n to implement	<u> </u>		
eferral Process y	_	a restorative classr		у	-		Referral Process	y		a restorative c 4. Support stru		У		
RP Training y RP Revisited y	_	 Support structur place to implement 			-		RP Training RP Revisited	У		place to imple		<u> </u>		
PIC Room n	-	ative Prac. w/ fideli					PIC Room	y n		ative Prac. w/		<u> </u>		
	-	Coachin		n							aching	n		
No Reports timely y Jse of Disc. Data		Mentori		11 n	1		Mo Reports time Use of Disc. Data				entoring	n		
No Report y	-	PD/PLC'		11 V			Mo Report				/PLC's	11 V		
	-	SCOC:	5	у			PD	y V		SCOC:	PLCS	У		
Data input timely y	-	1. Data informs all	discipline				Data input time	,			is all discipline	<u> </u>		
Disc. Rating 1-5	3	meetings	aiscipiirie	v			Disc. Rating 1-5	, ,	3	meetings	is an alsophile	v		
ormal Report	5	2. Hot spots, trends	s, are ident	v			Formal Report		5		rends, are ident	v		
		3. Discipline system		/				1			stems, policies,	<i>'</i>		
		procedures are in p		y	1					procedures ar		у		
		4. Mo. discipline re		ľ	1					4. Mo. disciplin				
		communicated to f		y	1					communicated				
		5. Periodic review of		ľ							iew of discipline			
		systems, policies, p		у						systems, polici	ies, procedures	у		
2. Level 2 Priorities							2. Level	2 Priorities						
B. Outerman														
B. Outcomes:							B. Outcomes:							
All	White	AA	н	NA	AS	М		All	White	AA	н	NA	AS	м
Student Incid 15		2	11	2			Student Incid	34	4	5	17	8		
Aggression 10		1	7	2			Aggression	33	4	5	16	8		
ISI 14		2	10	2			ISI	26	3	4	13	6		
Suspensions 2		1	1				Suspensions	15	2	3	7	3		
 Discipline Team will report hotspots and trends. 	monthly to	faculty and staff rega	Irding the prev	vious month	n's discipline repo	rt noting	basis. This occu daily in their cla will be involved We also have a	rs during our assrooms with I. "Leader in M	quarterly sc their stude e" consultar	hool wide PBIS st nts. · Our school t assigned to ou	ategies that are ta tations (matrix). Te counselors, MTSS r school that meet n -solving skills; the	eachers also ir F, CSP, Primar s with admin	nplement Resto y and Intermed and staff on a co	orative Cir liate teacl onsistent
								oblem-solve. ser: and build win- nent with "Lea ice as a schoo ue with teach and Restorat quarterly PBI	• Admin and ctive leaders -win situatio ader in Me," il. her PD's in ive Practice. S stations	l additional supp	n-solving skills; the			
							celebrations. • Admin and ad review "Leader in school (areas teachers) with create a plan o • We want stud help them be s life. • We'll be revie basis with our committee, as committee	in Me" lessor s of the schoo the discipline f action. ents to gain sl uccessful in sc wing our plan school's discip	ns, discipline I and specifi team to kills that will chool and on a month line					