APPENDIX VI - 11

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

Blenman Elementary School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	n
Mo Reports timely	y
Use of Disc. Data	y
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:

1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	n
3. Stakeholders are communic-ated with monthly	n
4. PBIS implemented w/fidelity	n

Restorative Practices:

1. Stakeholder have a shared vision for a restorative school	
2. Staff understands the paradigm shift from punitive to restorative	n
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:

1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	Hisp	NA	AS	M
Student Incid	15	2	5	4		1	3
Aggression	14	2	5	3		1	3
ISI	2			2			
Suspensions	13	2	5	2		1	3

C. Actions:

First Semester:

All Blenman students returning to campus will review, practice, and demonstrate PBIS expectations in every area of the school.

By November 9th, 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 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 1st, 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 High School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	y
Mo Reports timely	y
Use of Disc. Data	y
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	3
Formal Report	y

Level 2 Priorities

PBIS:

1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	n
3. Stakeholders are communic-ated with monthly	n
4. PBIS implemented w/fidelity	n

Restorative Practices:

1. Stakeholder have a shared vision for a restorative school	n
2. Staff understands the paradigm shift from punitive to restorative	n
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:

1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	y
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	ALL	White	AA	H	NA	AS	M
Student Incid	92	22	28	38	2		2
Aggression	27	8	8	10			1
ISI	23	1	12	10			
Suspensions	59	18	13	25	1		2

Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY

C. Actions:

First Semester:

Catalina would like to reduce the number of suspensions of African American and Hispanic students.

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 of 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 African American and Hispanic students to the Tucson Unified District 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 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. Catalina will have monthly discipline meetings with staff and share best practices. Implement the use of 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 comprehensive high schools by May 28, 2021.

| Cavett Elementary School | SAP | | Cragin Elementary School | SAP | |

Cavett Elementary School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	n
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:

1. Mentoring/Social Skills Grps	
Staff, Parents, Students,	n
2.Community embrace PBIS	n
3. Stakeholders are communicated with monthly	n
4. PBIS implemented w/fidelity	n

Restorative Practices:

1. Stakeholder have a shared vision for a restorative school	
2. Staff understands the paradigm shift from punitive to restorative	n
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:

1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	2	1		1			
Aggression	2	1		1			
ISI							
Suspension	2	1		1			

C. Actions:

Cavett

First Semester:

Cavett 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.

Who is involved? Monitor, Principal, MTSS, Teachers and Counselor

How will we accomplish targeted goal? Training of the staff and students with mini lessons. Mini lessons on recognizing body language, facial expressions or hearing screaming and yelling. Other lessons is teaching students Rock, Paper, Scissors to help solve a dispute during play and also how to use I statements when sharing their feelings when something has 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 hearing everything that is being said. Teaching adults how to intervene before it becomes and help student work through how to resolve conflict.

When? These lessons will be during pd/PLC, and can be administered during small group, whole group and one on one for repeated practice. This is an ongoing training and practice.

Second Semester:

Cavett 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

How will we accomplish targeted goal? Training of the staff and students with mini lessons. Mini lessons on recognizing body language, facial expressions or hearing screaming and yelling. Other lessons is teaching students Rock, Paper, Scissors to help solve a dispute during play and also how to use I statements when sharing their feelings when something has 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 hearing everything that is being said. Teaching adults how to intervene before it becomes and help student work through how to resolve conflict.

When? These lessons will be during pd/PLC, and can be administered during small group, whole group and one on one for repeated practice. This is an ongoing training and practice.

Cragin Elementary School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	n
Mo Reports timely	n
Use of Disc. Data	
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:

1. Mentoring/Social Skills Grps	
Staff, Parents, Students,	n
2.Community embrace PBIS	n
3. Stakeholders are communicated with monthly	n
4. PBIS implemented w/fidelity	n

Restorative Practices:

1. Stakeholder have a shared vision for a restorative school	n
2. Staff understands the paradigm shift from punitive to restorative	y
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:

1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	y
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	8	1	1	6			
Aggression	2			2			
ISI	2	1		1			
Suspension	6	1		5			

C. Actions:

First Semester:

By Dec 2020, Cragin student behavioral referrals will decrease by 10%. This is being accomplished through establishing clear virtual learning norms, school wide point system via Class Dojo, establishing a CICO system and recognizing model students daily on the school announcements.

By Dec 2020, Cragin students with three or more disciplinary referrals during the first semester of the previous year will reduce the number of cumulative referrals by 5%.

What do we want to accomplish? Lower behavioral distractions during instructional time and in common areas on 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.

When? Year long focus to be measured at the end of each semester.

Second Semester:

By May 2021, Cragin student behavioral referrals will decrease by 10%. This is being accomplished through establishing clear virtual learning norms, school wide point system via Class Dojo, establishing a CICO system and recognizing model students daily on the school announcements.

By May 2021, Cragin students with three or more disciplinary referrals during the first semester of the previous year will reduce the number of cumulative referrals by 5%.

What do we want to accomplish? Lower behavioral distractions during instructional time and in common areas on 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.

When? Year long focus to be measured at the end of each semester.

Davidson Elementary SAP		Doolen Middle School 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

			Level 2 Priorities	
			PBIS:	
Disc. Team	y		1. Mentoring/Social Skills Grps	
Disc. Flow Chart	y		Staff, Parents, Students,	n
PBIS Team	y		2.Community embrace PBIS	y
PBIS Matrix	y		3. Stakeholders are communic-	
SCOC Training			ated with monthly	y
Staff	y		4. PBIS implemented w/fidelity	y
Students	y		Restorative Practices:	
Referral Process	y		1. Stakeholder have a shared	
RP Training	y		vision for a restorative school	y
RP Revisited	y		2. Staff understands the	
PIC Room	n		paradigm shift from punitive	
Mo Reports timely	y		to restorative	y
Use of Disc. Data			3. Time is given to implement	
Mo Report	y		a restorative classroom	y
PD	y		4. Support structures are in	
Data input timely	y		place to implement Restora-	
Disc. Rating 1-5	4		ative Prac. w/ fidelity	
Formal Report			Coaching	n
			Mentoring	n
			PD/PLC's	y
			SCOC:	
			1. Data informs all discipline	
			meetings	y
			2. Hot spots, trends, are ident	y
			3. Discipline systems, policies,	
			procedures are in place	
			4. Mo. discipline reports are	
			communicated to fac/staff	y
			5. Periodic review of discipline	
			systems, policies, procedures	y

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

			Level 2 Priorities	
			PBIS:	
Disc. Team	y		1. Mentoring/Social Skills Grps	
Disc. Flow Chart	y		Staff, Parents, Students,	n
PBIS Team	y		2.Community embrace PBIS	n
PBIS Matrix	y		3. Stakeholders are communic-	
SCOC Training			ated with monthly	n
Staff	y		4. PBIS implemented w/fidelity	n
Students	y		Restorative Practices:	
Referral Process	y		1. Stakeholder have a shared	
RP Training	y		vision for a restorative school	n
RP Revisited	y		2. Staff understands the	
PIC Room	y		paradigm shift from punitive	
Mo Reports timely	n		to restorative	n
Use of Disc. Data			3. Time is given to implement	
Mo Report	y		a restorative classroom	y
PD			4. Support structures are in	
Data input timely	n		place to implement Restora-	
Disc. Rating 1-5	2		ative Prac. w/ fidelity	
Formal Report	y		Coaching	n
			Mentoring	n
			PD/PLC's	y
			SCOC:	
			1. Data informs all discipline	
			meetings	y
			2. Hot spots, trends, are ident	y
			3. Discipline systems, policies,	
			procedures are in place	n
			4. Mo. discipline reports are	
			communicated to fac/staff	n
			5. Periodic review of discipline	
			systems, policies, procedures	n

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	15	7	2	5			1
Aggression	10	5	1	3			1
ISI	2	1	1				
Suspensions	13	6	1				

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	201	38	49	94	6	7	7
Aggression	133	25	40	56	4	5	3
ISI	29	5	3	17	2	1	1
Suspensions	183	33	48	84	6	7	5

Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY

C. Actions:

First/Second Semester:

Background: The PAX (Peace, Productivity, Health, and Happiness) Good Behavior Game, is a research-based, nationally known Social Emotional Learning Program. Davidson earned a grant from ADE during the 2019-2020 SY for the training and implementation of PAX School-wide.

SMART GOAL: Students will increase their application of PAX behaviors, as measured during a 15-minute lesson in which The Good Behavior Game is played, and a decrease in the number of Spleems, as evidenced by BOY Spleem count in August, MOY Spleem count in January, and EOY Spleem count in May. Spleem counts will be graphed on an Excel document.

Who:

The PAX Sustainability Team includes the principal, counselor, MTSSF, and six teachers. The team meets monthly to plan professional development for colleagues, classroom visits, and ascertain progress towards goals.

Action Steps:

One PAX Kernel/week is the focus on daily announcements (Principal) and during daily class meeting discussions (Classroom Teachers).

The PAX Sustainability Team plans classroom visits to support the implementation of kernels and Good Behavior Game.

The PAX Sustainability Team plans monthly Professional Development for colleagues on PAX.

Why:

PAX is a research-based SEL program that reduces problematic behaviors, increases self-regulation, co-regulation, and improves pro-social behaviors. PAX works in concert with our PBIS program.

C. Actions:

First Semester:

Decrease inappropriate Zoom etiquette and hackers from 12 or more to zero by May, 2021.

What do we want to accomplish?

Reduce inappropriate zoom etiquette and remove Zoom hackers from 12 or more to Zero.

Who is involved?

Teachers, proctors, ISI, MTSS, monitors, administration, students, parents/guardians

How will we accomplish targeted goal?

Send letter home to parents/guardians, students keeping videos on when joining Zoom, students encouraged to change passwords once per grading period, teachers and proctors set clear standards for appropriate Zoom use

Why is this goal important?

To create less disturbance and more safety in the online classroom, help students stay focused, teaching digital citizenship

When?

Partial implementation immediately; Full implementation by Nov. 9th

Second Semester:

Reduce the number of black students being suspended by 25% from 120 suspensions to 90 black student suspensions. Reduce the number of suspensions of our black students.

Who is involved?

Teachers, proctors, ISI, MTSS, monitors, administration, students, parents/guardians, counselors

Teachers, proctors, ISI, MTSS, monitors, administration, students, parents/guardians, counselors

How will we accomplish targeted goal?

Letter to parents/guardians explaining discipline policy for aggressive behaviors, counselors working with students on conflict resolution, implementing SWPBIS, restorative practices – training teachers and students, encourage teachers to inform admin when they hear of things going on before it escalates and to discuss the issues with students as they come up, adult presence during transitions on campus

Parent/guardian communication and utilize district supports of African American and Refuge Student Services. Utilize SWPBIS, restorative practices and train staff on cultural sensitivity.

Why is this goal important?

Reduce repeat negative behaviors, promote culture of inclusion and acceptance throughout school, keep campus safe, improving instruction by having less disruptive behaviors in the classroom

To become compliant with district and court mandated student equity guidelines

When?

Start upon student return to school with hybrid model.

Howell Elementary School SAP	Lineweaver Elemenatry School 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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	
Mo Reports timely	n
Use of Disc. Data	y
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:

1. Mentoring/Social Skills Grps	
Staff, Parents, Students,	n
2.Community embrace PBIS	n
3. Stakeholders are communic-ated with monthly	n
4. PBIS implemented w/fidelity	n

Restorative Practices:

1. Stakeholder have a shared vision for a restorative school	y
2. Staff understands the paradigm shift from punitive to restorative	y
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:

1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	
5. Periodic review of discipline systems, policies, procedures	y

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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:

1. Mentoring/Social Skills Grps	
Staff, Parents, Students,	n
2.Community embrace PBIS	n
3. Stakeholders are communic-ated with monthly	n
4. PBIS implemented w/fidelity	n

Restorative Practices:

1. Stakeholder have a shared vision for a restorative school	n
2. Staff understands the paradigm shift from punitive to restorative	n
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:

1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	9	2	4	2			1
Aggression	9	2	4	2			1
ISI							
Suspensions	9	2	4	2			

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	13	4		8			
Aggression	10	2		6			
ISI	8	4		1			
Suspensions	5	1		8			

C. Actions:

First Semester:
Peter Howell's student conflict referrals will decrease by 10%.
What do we want to accomplish?
We want students to use self-regulating strategies to deescalate situations and solve problems.
Who is involved?
All staff is involved, but primarily Teachers, Counselor, MTSSF, and Principal.
How will we accomplish targeted goal?
We will accomplish this goal through continued Mindfulness, Restorative Practices, PBIS, and Trauma-informed trainings.
Why is this goal important?
This goal is important because it will help students develop social skills and problem solving skills.
When?
Trainings will occur during Wednesday Professional Development and Collaborative Team Meetings.
Second Semester:
Peter Howell's student conflict referrals will decrease by 10%.
What do we want to accomplish?
We want students to use self-regulating strategies to deescalate situations and solve problems.
Who is involved?
All staff is involved, but primarily Teachers, Counselor, MTSSF, and Principal.
How will we accomplish targeted goal?
We will accomplish this goal through continued Mindfulness, Restorative Practices, PBIS, and Trauma-informed trainings.
Why is this goal important?
This goal is important because it will help students develop social skills and problem solving skills.
When?
Trainings will occur during Wednesday Professional Development and Collaborative Team Meetings

C. Actions:

First Semester:
Lineweaver K-5 student positive behavior interventions will increase by 100 ROARS from last year 2019-2020 with 9,705 to this year 2020-2021 with 9,805 as measured by collected ROAR tickets of students submitting their count earned for incentives.
All teachers and staff will positively recognize students for following school -wise expectations of: Be Safe, Be Respectful, Be Responsible, Be Caring and distribute ROAR tickets to students. Students will exchange those tickets for incentives. We will monitor this on a monthly basis as part of a PBIS team agenda item. This goal is important as it measures the number of positive recognition which will have a positive effect of school and classroom climate and culture.
Second Semester:
Lineweaver K-5 student referrals of Level 2 and Level 3 incidents will decrease by 10% from last year 2019-2020 with 199 to this year 2020-2021 of 179 as measured by collected and processed referrals.
We will monitor this on a monthly basis as part of a PBIS team agenda item and hold professional development with teachers and staff regarding ways to address discipline.

Mansfeld Magnet Middle School   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

Item	
Disc. Team	y
Disc. Flow Chart	y
PBIS Team	y
PBIS Matrix	y
SCOC Training	y
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	y
Mo Reports timely	y
Use of Disc. Data	y
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:

Item	
1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	n
3. Stakeholders are communic-ated with monthly	n
4. PBIS implemented w/fidelity	n

Restorative Practices:

Item	
1. Stakeholder have a shared vision for a restorative school	
2. Staff understands the paradigm shift from punitive to restorative	n
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restora-ative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:

Item	
1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	90	8	9	65	6		2
Aggression	54	6	7	36	3		2
ISI	10	2	1	6			1
Suspensions	83	6	9	60	6		2

Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY

C. Actions:

First Semester:

By December 2020 80% of our Mansfeld staff will begin to utilize the new electronic version of the PBIS program as measured by the Live School Data.

Mansfeld will begin the electronic version of our PBIS program which will allow us to reach all our students not matter if they are learning remote or are on campus. The PBIS program is important because it will help to increase academic performance, increase attendance with both students and teachers, reduce problem behaviors and reduce staff turn around.

The PBIS program will allow all staff to participate and recognize students who are upholding our values in every capacity and area of our school campus. Masfeld's commitment is for all students to Be Safe, Be Smart and Belong. The Live School App we will be utilizing will allow all staff to create a positive learning environment virtually or in person. Staff members will be able to reward students immediately points the student can see. These points will allow student to purchase school rewards.

Completed Goal Results: December 2020

Second Semester:

By May 2021 100% of our staff will be participating in the electronic PBIS program and as a result our discipline data will improve meaning less students will be received discipline.

Mansfeld Leadership team will evaluate the effectiveness of the Live School PBIS program by looking at Live School data. Mansfeld will continue recognize students who are upholding our values in every capacity and area of our school campus. Mansfeld's commitment is for all students to Be Safe, Be Smart and Belong.

Completed Goal Results: May 2021

Miles K-8 School   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

Item	
Disc. Team	y
Disc. Flow Chart	y
PBIS Team	y
PBIS Matrix	y
SCOC Training	y
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	n
Mo Reports timely	y
Use of Disc. Data	y
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:

Item	
1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	n
3. Stakeholders are communic-ated with monthly	n
4. PBIS implemented w/fidelity	n

Restorative Practices:

Item	
1. Stakeholder have a shared vision for a restorative school	n
2. Staff understands the paradigm shift from punitive to restorative	n
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restora-ative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:

Item	
1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	5		1	3			1
Aggression	2			1			1
ISI	1			1			
Suspensions	1	1					

C. Actions:

First/Second Semester:

First Semester:

Review and revise PBIS Matrix and Discipline Flow chart. School will seek input from faculty, staff, students, parents, and the community.

Second Semester:

Discipline Team will report monthly to faculty and staff regarding rhe previous month's discipline report.

Project MORE High School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	n
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:

1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2. Community embrace PBIS	n
3. Stakeholders are communic-ated with monthly	n
4. PBIS implemented w/fidelity	n

Restorative Practices:

1. Stakeholder have a shared vision for a restorative school	n
2. Staff understands the paradigm shift from punitive to restorative	y
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restora-ative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:

1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	y
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	20	1	6	11	1		1
Aggression	2		2				
ISI	1		1				
Suspensions	19	1	5	11	1		1

C. Actions:

First Semester:
We will reduce the number of Out of School suspensions by 50% compared to number of suspensions during 1st semester of 2019-2020 SY: n=11.
Reduce the percent of students reporting "Very Strongly" (10.61%) in School Quality Survey that they have been victims of bullying or harassment to 5%.
What do we want to accomplish?
Reduction in suspensions, and students reporting they have been a victim of bulling and/or harassment.
Who is involved?
All Project MORE staff
How will we accomplish targeted goal?
Counselor will deliver anti-bullying lessons in classrooms.
PM will hold a school-wide assembly regarding bullying and the consequences that follow.
Teachers and staff will be trained on identifying bullying behaviors and recognize students who are withdrawing as a result.
Adhere to school's PBIS matrix.
Admin will communicate with parents via a newsletter/email regarding anti-bullying campaign.
Why is this goal important?
This goal will help us promote the positive learning/social emotional environment for all students. In return, this will increase student grades and attendance.
When?
This will be done at the start of the second quarter.
Second Semester:
We will reduce the number of Out of School suspensions by 25% compared to number of suspensions during 2nd semester of 2019-2020 SY: n=4.
Maintain the percent of students (90%) in our School Quality Survey reporting, "Agree" or "Strongly Agree" a positive learning environment exist at PMORE where students behave during class.
What do we want to accomplish?
Reduction in suspensions
Maintaining a healthy number of students who strongly agree/agree with a positive learning environment.
Who is involved?
Admin, counselor, and teachers
How will we accomplish targeted goal?
Individual classroom lessons on GSRR with counselor and principal.
Maintaining strong parent communication regarding student behaviors.
Teachers and staff will be trained on being trauma responsive and recognize students who are withdrawing and/or misbehaving as a result of being traumatized.
Cultural diversity training with staff and utilizing culturally responsive strategies.
Why is this goal important?
This goal will help us to maintain desired positive behaviors in class.
Students will be made aware of the consequences of potential negative behaviors.
When? Beginning of second semester.

Pueblo Gardens K-8 School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	n
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:

1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2. Community embrace PBIS	n
3. Stakeholders are communic-ated with monthly	n
4. PBIS implemented w/fidelity	n

Restorative Practices:

1. Stakeholder have a shared vision for a restorative school	n
2. Staff understands the paradigm shift from punitive to restorative	y
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restora-ative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:

1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	37	1	3	32	1		
Aggression	23	1	2	19	1		
ISI	18	1	1	15	1		
Suspensions	22		2	19	1		

Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY

C. Actions:
Pueblo Gardens will reduce the number of **first semester** K-8 suspensions by a minimum of 20%. **What do we want to accomplish?**
-Reduction of suspensions
Who is involved?
-Teachers, students, admin, intervention staff
How will we accomplish targeted goal?
-Hire a student support specialists to assist with PBIS and restorative practices.
-Implement new PBIS program in grades 6-8.
-Provide behavior interventions documented through MTSS process.
Why is this goal important?
-Student and staff safety
When?
-Immediately with results by 12/20/20
Second Semester:
Pueblo Gardens will increase participation of grade 6-8 teachers and students by 20% in our PBIS program that includes Monthly and Quarterly rewards.
What do we want to accomplish?
-Increased participation in PBIS program
Who is involved?
-Teachers, students, admin, intervention staff
How will we accomplish targeted goal?
-Hire a student support specialists to assist with PBIS and restorative practices.
-Implement new PBIS program in grades 6-8.
-Provide PD on PBIS and RP
Why is this goal important?
-Campus climate and culture as well as student and staff safety.
When?

Robison Elementary School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	n
Mo Reports timely	n
Use of Disc. Data	y
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:

1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	n
3. Stakeholders are communic-ated with monthly	n
4. PBIS implemented w/fidelity	n

Restorative Practices:

1. Stakeholder have a shared vision for a restorative school	
2. Staff understands the paradigm shift from punitive to restorative	n
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:

1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
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	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	10	2		8			
Aggression	8	2		6			
ISI	2	1		1			
Suspensions	10	2		8			

C. Actions:
First Semester:
Teachers and staff will implement respectful communication skills and conflict resolution through Class Dojo, modeling, restorative circles, instruction, and parent communication to create a positive school climate and culture in order to decrease referrals.
What do we want to accomplish? Decrease the number of teacher referral on defiance and disrespect.
Who is involved? Principal, Teachers, Staff, Students, Parents
How will we accomplish targeted goal? By end of first semester December 2020
Why is this goal important? PD training, student training in classroom on positive behavior and character
When? *Continuously in classroom lessons and PD trainings.*
Completed Goal Results: *Less referrals in discipline and defiance.*
Second Semester:
Teachers and staff will continue implementation of respectful communication skills and conflict resolution through Class Dojo, modeling, restorative circles, instruction, and parent communication to create a positive school climate and culture in order to decrease referrals.
What do we want to accomplish? Decrease the number of teacher referral on defiance and disrespect.
Who is involved? Principal, Teachers, Staff, Students, Parents
How will we accomplish targeted goal? PD training, student training in classroom on positive behavior and character
Why is this goal important? This goal is important to the climate and culture of our campus.
When? *Continuously in classroom lessons and PD trainings.*
Completed Goal Results: *Less referrals in discipline and defiance.*

Sam Hughes Elemenatary School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	
Mo Reports timely	y
Use of Disc. Data	y
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	4
Formal Report	

Level 2 Priorities

PBIS:

1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	y
3. Stakeholders are communic-ated with monthly	y
4. PBIS implemented w/fidelity	n

Restorative Practices:

1. Stakeholder have a shared vision for a restorative school	y
2. Staff understands the paradigm shift from punitive to restorative	y
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:

1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	y
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	14	2		10		2	
Aggression	8	1		6		1	
ISI	6			5		1	
Suspensions	1			1			

C. Actions:
First Semester:
Sam Hughes student conflict referrals will decrease by 10%.
What do we want to accomplish?
Students to resolve conflict on the playground or in class.
Who is involved?
Teachers, monitors, Counselor, Principal
How will we accomplish targeted goal?
Training of the staff and students with mini lessons on how to use restorative practice strategies to resolve issues. Additionally, there will lessons and modeling on how to use I statements when sharing their feelings when something has transpired, either in class, or outside.
Why is this goal important?
There are times in both the classroom and on the playground when the students have the ability to socialize without an adult hearing everything that is being said. We want students to have productive tools to help them advocate for themselves when a conflict arises. Additionally, teaching adults how to intervene before it becomes a major issue and help students work through how to resolve conflict.
When?
These lessons will be during PD/PLC, and can be administered during small group, whole group and one on one for repeated practice. This is an ongoing training and practice.
Second Semester:
Sam Hughes student conflict referrals will decrease by 10%.
What do we want to accomplish?
Students to resolve conflict on the playground or in class.
Who is involved?
Teachers, monitors, Counselor, Principal
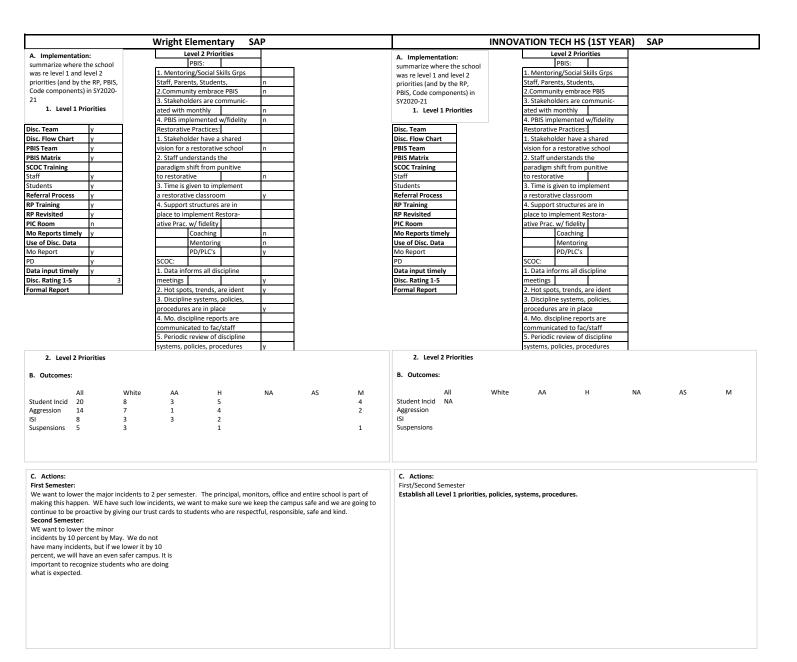**How will we accomplish targeted goal?**
Training of the staff and students with mini lessons on how to use restorative practice strategies to resolve issues. Additionally, there will lessons and modeling on how to use I statements when sharing their feelings when something has transpired, either in class, or outside.
Why is this goal important?
There are times in both the classroom and on the playground when the students have the ability to socialize without an adult hearing everything that is being said. We want students to have productive tools to help them advocate for themselves when a conflict arises. Additionally, teaching adults how to intervene before it becomes a major issue and help students work through how to resolve conflict.
When?
These lessons will be during PD/PLC, and can be administered during small group, whole group and one on one for repeated practice. This is an ongoing training and practice.

TAP High School   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	
Disc. Flow Chart	
PBIS Team	
PBIS Matrix	
SCOC Training	
Staff	
Students	
Referral Process	
RP Training	y
RP Revisited	n
PIC Room	
Mo Reports timely	n
Use of Disc. Data	
Mo Report	
PD	
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:

1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	n
3. Stakeholders are communic-ated with monthly	n
4. PBIS implemented w/fidelity	n

Restorative Practices:

1. Stakeholder have a shared vision for a restorative school	
2. Staff understands the paradigm shift from punitive to restorative	n
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:

1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	5			4	1		
Aggression	4			4			
ISI							
Suspensions	4			3	1		

C. Actions:

NA

Utterback Middle School School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	y
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	y
Mo Reports timely	n
Use of Disc. Data	n
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:

1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	n
3. Stakeholders are communic-ated with monthly	n
4. PBIS implemented w/fidelity	n

Restorative Practices:

1. Stakeholder have a shared vision for a restorative school	n
2. Staff understands the paradigm shift from punitive to restorative	n
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	y
PD/PLC's	y

SCOC:

1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	104	6	17	73	4		4
Aggression	46	3	6	33	3		1
ISI	68	4	9	50	3		2
Suspensions	53	2	10	37	3		1

Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY

C. Actions:

Utterback

First Semester:
By the end of the first semester, the classroom Office Discipline Referrals from 6th, 7 th , and 8 th grade students will decrease by 10% as measured by the Synergy Dashboard; MTSS Workflow; reports of [cyber] bully behavior will decline.
What do we want to accomplish? Decrease Office Discipline Referrals; Significant impact on bully behavior.
Who is involved? SLT; school staff
How will we accomplish targeted goal? Collaboration; communication; data assimilation; production of usable artifacts; deployment of efficient student management practices.
Why is this goal important? To impact culture and climate, hence impacting student achievement.
When? The beginning of each quarter; on-going
Completed Goal Results: Current data models for 1st quarter illustrate ODR activity is below 10%.
Second Semester:
By the end of the second semester, the classroom Office Discipline Referrals from 6th, 7 th , and 8 th grade students will decrease by 5% of the first semester data point as measured by the Synergy Dashboard;
MTSS Workflow; reports of [cyber] bully behavior will decline.
What do we want to accomplish? Decrease Office Discipline Referrals; Significant impact on bully behavior.
Who is involved? SLT; school staff
How will we accomplish targeted goal? Collaboration; communication; data assimilation; production of usable artifacts; deployment of efficient student management practices.
Why is this goal important? To impact culture and climate, hence impacting student achievement.
When? The beginning of each quarter; on-going
Completed Goal Results: Current data models for 2 nd quarter illustrate ODR activity is below 10%.

| Wright Elementary   SAP | | | | INNOVATION TECH HS (1ST YEAR)   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 (Wright Elementary)

Disc. Team	y
Disc. Flow Chart	y
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	n
Mo Reports timely	y
Use of Disc. Data	y
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities (Wright Elementary)

PBIS:
1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	
3. Stakeholders are communicated with monthly	n
4. PBIS implemented w/fidelity	n

Restorative Practices:
1. Stakeholder have a shared vision for a restorative school	n
2. Staff understands the paradigm shift from punitive to restorative	n
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:
1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	
5. Periodic review of discipline systems, policies, procedures	y

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 (Innovation Tech HS)

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	

Level 2 Priorities (Innovation Tech HS)

PBIS:
- 1. Mentoring/Social Skills Grps Staff, Parents, Students,
- 2.Community embrace PBIS
- 3. Stakeholders are communicated with monthly
- 4. PBIS implemented w/fidelity

Restorative Practices:
- 1. Stakeholder have a shared vision for a restorative school
- 2. Staff understands the paradigm shift from punitive to restorative
- 3. Time is given to implement a restorative classroom
- 4. Support structures are in place to implement Restorative Prac. w/ fidelity
  - Coaching
  - Mentoring
  - PD/PLC's

SCOC:
- 1. 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

2. Level 2 Priorities

B. Outcomes: (Wright Elementary)

	All	White	AA	H	NA	AS	M
Student Incid	20	8	3	5			4
Aggression	14	7	1	4			2
ISI	8	3	3	2			
Suspensions	5	3		1			1

2. Level 2 Priorities

B. Outcomes: (Innovation Tech HS)

	All	White	AA	H	NA	AS	M
Student Incid	NA						
Aggression							
ISI							
Suspensions							

C. Actions:
First Semester:
We want to lower the major incidents to 2 per semester. The principal, monitors, office and entire school is part of making this happen. WE have such low incidents, we want to make sure we keep the campus safe and we are going to continue to be proactive by giving our trust cards to students who are respectful, responsible, safe and kind.
Second Semester:
WE want to lower the minor
incidents by 10 percent by May. We do not
have many incidents, but if we lower it by 10
percent, we will have an even safer campus. It is
important to recognize students who are doing
what is expected.

C. Actions:
First/Second Semester
Establish all Level 1 priorities, policies, systems, procedures.

Blenman Elementary School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	n
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:

1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	n
3. Stakeholders are communicated with monthly	n
4. PBIS implemented w/fidelity	n

Restorative Practices:

1. Stakeholder have a shared vision for a restorative school	
2. Staff understands the paradigm shift from punitive to restorative	n
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:

1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	y
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	Hisp	NA	AS	M
Student Incid	15	2	5	4		1	3
Aggression	14	2	5	3		1	3
ISI	2			2			
Suspensions	13	2	5	2		1	3

C. Actions:

First Semester:

All Blenman students returning to campus will review, practice, and demonstrate PBIS expectations in every area of the school.

By November 9th, 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 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 1st, 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 High School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	y
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	
Data input timely	y
Disc. Rating 1-5	3
Formal Report	y

Level 2 Priorities

PBIS:

1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	n
3. Stakeholders are communicated with monthly	
4. PBIS implemented w/fidelity	n

Restorative Practices:

1. Stakeholder have a shared vision for a restorative school	n
2. Staff understands the paradigm shift from punitive to restorative	n
3. Time is given to implement a restorative classroom	
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:

1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	y
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	ALL	White	AA	H	NA	AS	M
Student Incid	92	22	28	38	2		2
Aggression	27	8	8	10			1
ISI	23	1	12	10			
Suspensions	59	18	13	25	1		2

Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY

C. Actions:

First Semester:

Catalina would like to reduce the number of suspensions of African American and Hispanic students.

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 of 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 African American and Hispanic students to the Tucson Unified District 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 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. Catalina will have monthly discipline meetings with staff and share best practices. Implement the use of 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 comprehensive high schools by May 28, 2021.

Cavett Elementary School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	
Mo Reports timely	n
Use of Disc. Data	
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:

1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2. Community embrace PBIS	n
3. Stakeholders are communicated with monthly	n
4. PBIS implemented w/fidelity	n

Restorative Practices:

1. Stakeholder have a shared vision for a restorative school	y
2. Staff understands the paradigm shift from punitive to restorative	n
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:

1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	2	1		1			
Aggression	2	1		1			
ISI							
Suspension	2	1		1			

C. Actions:
Cavett
First Semester:
Cavett 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.
Who is involved? Monitor, Principal, MTSS, Teachers and Counselor
How will we accomplish targeted goal? Training of the staff and students with mini lessons. Mini lessons on recognizing body language, facial expressions or hearing screaming and yelling. Other lessons is teaching students Rock, Paper, Scissors to help solve a dispute during play and also how to use I statements when sharing their feelings when something has 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 hearing everything that is being said. Teaching adults how to intervene before it becomes and help student work through how to resolve conflict.
When? These lessons will be during pd/PLC, and can be administered during small group, whole group and one on one for repeated practice. This is an ongoing training and practice.
Second Semester:
Cavett 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
How will we accomplish targeted goal? Training of the staff and students with mini lessons. Mini lessons on recognizing body language, facial expressions or hearing screaming and yelling. Other lessons is teaching students Rock, Paper, Scissors to help solve a dispute during play and also how to use I statements when sharing their feelings when something has 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 hearing everything that is being said. Teaching adults how to intervene before it becomes and help student work through how to resolve conflict.
When? These lessons will be during pd/PLC, and can be administered during small group, whole group and one on one for repeated practice. This is an ongoing training and practice.

Cragin Elementary School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	
Mo Reports timely	n
Use of Disc. Data	
Mo Report	y
PD	
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:

1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2. Community embrace PBIS	n
3. Stakeholders are communicated with monthly	n
4. PBIS implemented w/fidelity	n

Restorative Practices:

1. Stakeholder have a shared vision for a restorative school	n
2. Staff understands the paradigm shift from punitive to restorative	y
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:

1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	y
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	8	1	1	6			
Aggression	2			2			
ISI	2	1		1			
Suspension	6	1		5			

C. Actions:
First Semester:
By Dec 2020, Cragin student behavioral referrals will decrease by 10%. This is being accomplished through establishing clear virtual learning norms, school wide point system via Class Dojo, establishing a CICO system and recognizing model students daily on the school announcements.
By Dec 2020, Cragin students with three or more disciplinary referrals during the first semester of the previous year will reduce the number of cumulative referrals by 5%.
What do we want to accomplish? Lower behavioral distractions during instructional time and in common areas on 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.
When? Year long focus to be measured at the end of each semester.
Second Semester:
By May 2021, Cragin student behavioral referrals will decrease by 10%. This is being accomplished through establishing clear virtual learning norms, school wide point system via Class Dojo, establishing a CICO system and recognizing model students daily on the school announcements.
By May 2021, Cragin students with three or more disciplinary referrals during the first semester of the previous year will reduce the number of cumulative referrals by 5%.
What do we want to accomplish? Lower behavioral distractions during instructional time and in common areas on 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.
When? Year long focus to be measured at the end of each semester.

Davidson Elementary   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	
Mo Reports timely	n
Use of Disc. Data	
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	4
Formal Report	

Level 2 Priorities

PBIS:

1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2. Community embrace PBIS	y
3. Stakeholders are communicated with monthly	y
4. PBIS implemented w/fidelity	y

Restorative Practices:

1. Stakeholder have a shared vision for a restorative school	
2. Staff understands the paradigm shift from punitive to restorative	y
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	y
Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:

1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	y
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	15	7	2	5			1
Aggression	10	5	1	3			1
ISI	2	1	1				
Suspensions	13	6	1				

C. Actions:

First/Second Semester:

Background: The PAX (Peace, Productivity, Health, and Happiness) Good Behavior Game, is a research-based, nationally known Social Emotional Learning Program. Davidson earned a grant from ADE during the 2019-2020 SY for the training and implementation of PAX School-wide.

SMART GOAL: Students will increase their application of PAX behaviors, as measured during a 15-minute lesson in which The Good Behavior Game is played, and a decrease in the number of Spleems, as evidenced by BOY Spleem count in August, MOY Spleem count in January, and EOY Spleem count in May. Spleem counts will be graphed on an Excel document.

Who:

The PAX Sustainability Team includes the principal, counselor, MTSSF, and six teachers. The team meets monthly to plan professional development for colleagues, classroom visits, and ascertain progress towards goals.

Action Steps:

One PAX Kernel/week is the focus on daily announcements (Principal) and during daily class meeting discussions (Classroom Teachers).

The PAX Sustainability Team plans classroom visits to support the implementation of kernels and Good Behavior Game.

The PAX Sustainability Team plans monthly Professional Development for colleagues on PAX.

Why:

PAX is a research-based SEL program that reduces problematic behaviors, increases self-regulation, co-regulation, and improves pro-social behaviors. PAX works in concert with our PBIS program.

Doolen Middle School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	
Mo Reports timely	n
Use of Disc. Data	
Mo Report	y
PD	y
Data input timely	n
Disc. Rating 1-5	2
Formal Report	y

Level 2 Priorities

PBIS:

1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2. Community embrace PBIS	n
3. Stakeholders are communicated with monthly	
4. PBIS implemented w/fidelity	n

Restorative Practices:

1. Stakeholder have a shared vision for a restorative school	n
2. Staff understands the paradigm shift from punitive to restorative	n
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:

1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	n
4. Mo. discipline reports are communicated to fac/staff	n
5. Periodic review of discipline systems, policies, procedures	n

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	201	38	49	94	6	7	7
Aggression	133	25	40	56	4	5	3
ISI	29	5	3	17	2	1	1
Suspensions	183	33	48	84	6	7	5

Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY

C. Actions:

First Semester:

Decrease inappropriate Zoom etiquette and hackers from 12 or more to zero by May, 2021.

What do we want to accomplish?

Reduce inappropriate zoom etiquette and remove Zoom hackers from 12 or more to Zero.

Who is involved?

Teachers, proctors, ISI, MTSS, monitors, administration, students, parents/guardians

How will we accomplish targeted goal?

Send letter home to parents/guardians, students keeping videos on when joining Zoom, students encouraged to change passwords once per grading period, teachers and proctors set clear standards for appropriate Zoom use

Why is this goal important?

To create less disturbance and more safety in the online classroom, help students stay focused, teaching digital citizenship

When?

Partial implementation immediately; Full implementation by Nov. 9th

Second Semester:

Reduce the number of black students being suspended by 25% from 120 suspensions to 90 black student suspensions. Reduce the number of suspensions of our black students.

Who is involved?

Teachers, proctors, ISI, MTSS, monitors, administration, students, parents/guardians, counselors
Teachers, proctors, ISI, MTSS, monitors, administration, students, parents/guardians, counselors

How will we accomplish targeted goal?

Letter to parents/guardians explaining discipline policy for aggressive behaviors, counselors working with students on conflict resolution, restorative practices – implementing SWPBIS, restorative practices – training teachers and students, encourage teachers to inform admin when they hear of things going on before it escalates and to discuss the issues with students as they come up, adult presence during transitions on campus

Parent/guardian communication and utilize district supports of African American and Refuge Student Services. Utilize SWPBIS, restorative practices and train staff on cultural sensitivity.

Why is this goal important?

Reduce repeat negative behaviors, promote culture of inclusion and acceptance throughout school, keep campus safe, improving instruction by having less disruptive behaviors in the classroom
To become compliant with district and court mandated student equity guidelines

When?

Start upon student return to school with hybrid model.

Howell Elementary School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	n
Mo Reports timely	n
Use of Disc. Data	
Mo Report	y
PD	
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:	
1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2. Community embrace PBIS	n
3. Stakeholders are communicated with monthly	n
4. PBIS implemented w/fidelity	n
Restorative Practices:	
1. Stakeholder have a shared vision for a restorative school	y
2. Staff understands the paradigm shift from punitive to restorative	y
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y
SCOC:	
1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	9	2	4	2			1
Aggression	9	2	4	2			1
ISI							
Suspensions	9	2	4	2			

C. Actions:

First Semester:
Peter Howell's student conflict referrals will decrease by 10%.
What do we want to accomplish?
We want students to use self-regulating strategies to deescalate situations and solve problems.
Who is involved?
All staff is involved, but primarily Teachers, Counselor, MTSSF, and Principal.
How will we accomplish targeted goal?
We will accomplish this goal through continued Mindfulness, Restorative Practices, PBIS, and Trauma-informed trainings.
Why is this goal important?
This goal is important because it will help students develop social skills and problem solving skills.
When?
Trainings will occur during Wednesday Professional Development and Collaborative Team Meetings.
Second Semester:
Peter Howell's student conflict referrals will decrease by 10%.
What do we want to accomplish?
We want students to use self-regulating strategies to deescalate situations and solve problems.
Who is involved?
All staff is involved, but primarily Teachers, Counselor, MTSSF, and Principal.
How will we accomplish targeted goal?
We will accomplish this goal through continued Mindfulness, Restorative Practices, PBIS, and Trauma-informed trainings.
Why is this goal important?
This goal is important because it will help students develop social skills and problem solving skills.
When?
Trainings will occur during Wednesday Professional Development and Collaborative Team Meetings

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Lineweaver Elementary School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	n
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:	
1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2. Community embrace PBIS	n
3. Stakeholders are communicated with monthly	n
4. PBIS implemented w/fidelity	n
Restorative Practices:	
1. Stakeholder have a shared vision for a restorative school	n
2. Staff understands the paradigm shift from punitive to restorative	n
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y
SCOC:	
1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	13	4		8			
Aggression	10	2		6			
ISI	8	4		1			
Suspensions	5	1		8			

C. Actions:

First Semester:
Lineweaver K-5 student positive behavior interventions will increase by 100 ROARS from last year 2019-2020 with 9,705 to this year 2020-2021 with 9,805 as measured by collected ROAR tickets of students submitting their count earned for incentives.
All teachers and staff will positively recognize students for following school-wise expectations of: Be Safe, Be Respectful, Be Responsible, Be Caring and distribute ROAR tickets to students. Students will exchange those tickets for incentives. We will monitor this on a monthly basis as part of a PBIS team agenda item. This goal is important as it measures the number of positive recognition which will have a positive effect of school and classroom climate and culture.
Second Semester:
Lineweaver K-5 student referrals of Level 2 and Level 3 incidents will decrease by 10% from last year 2019-2020 with 199 to this year 2020-2021 of 179 as measured by collected and processed referrals.
We will monitor this on a monthly basis as part of a PBIS team agenda item and hold professional development with teachers and staff regarding ways to address discipline.

Mansfeld Magnet Middle School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	y
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:

1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2. Community embrace PBIS	n
3. Stakeholders are communic-ated with monthly	n
4. PBIS implemented w/fidelity	n

Restorative Practices:

1. Stakeholder have a shared vision for a restorative school	
2. Staff understands the paradigm shift from punitive to restorative	n
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restora-ative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:

1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	y
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	90	8	9	65	6		2
Aggression	54	6	7	36	3		2
ISI	10	2	1	6			1
Suspensions	83	6	9	60	6		2

Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY

C. Actions:

First Semester:

By December 2020 80% of our Mansfeld staff will begin to utilize the new electronic version of the PBIS program as measured by the Live School Data.

Mansfeld will begin the electronic version of our PBIS program which will allow us to reach all our students not matter if they are learning remote or are on campus. The PBIS program is important because it will help to increase academic performance, increase attendance with both students and teachers, reduce problem behaviors and reduce staff turn around.

The PBIS program will allow all staff to participate and recognize students who are upholding our values in every capacity and area of our school campus. Masfeld's commitment is for all students to Be Safe, Be Smart and Belong. The Live School App we will be utilizing will allow all staff to create a positive learning environment virtually or in person. Staff members will be able to reward students immediately points the student can see. These points will allow student to purchase school rewards.

Completed Goal Results: December 2020

Second Semester:

By May 2021 100% of our staff will be participating in the electronic PBIS program and as a result our discipline data will improve meaning less students will be received discipline.

Mansfeld Leadership team will evaluate the effectiveness of the Live School PBIS program by looking at Live School data. Mansfeld will continue recognize students who are upholding our values in every capacity and area of our school campus. Mansfeld's commitment is for all students to Be Safe, Be Smart and Belong.

Completed Goal Results: May 2021

Miles K-8 School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:

1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2. Community embrace PBIS	n
3. Stakeholders are communic-ated with monthly	n
4. PBIS implemented w/fidelity	n

Restorative Practices:

1. Stakeholder have a shared vision for a restorative school	n
2. Staff understands the paradigm shift from punitive to restorative	n
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restora-ative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:

1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	5		1	3			1
Aggression	2			1			1
ISI	1			1			
Suspensions	1		1				

C. Actions:

First/Second Semester:

First Semester:

Review and revise PBIS Matrix and Discipline Flow chart. School will seek input from faculty, staff, students, parents, and the community.

Second Semester:

Discipline Team will report monthly to faculty and staff regarding rhe previous month's discipline report.

Project MORE High School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	n
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:

1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	n
3. Stakeholders are communicated with monthly	n
4. PBIS implemented w/fidelity	n

Restorative Practices:

1. Stakeholder have a shared vision for a restorative school	n
2. Staff understands the paradigm shift from punitive to restorative	y
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:

1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	y
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	20	1	6	11	1		1
Aggression	2		2				
ISI	1		1				
Suspensions	19	1	5	11	1		1

C. Actions:

First Semester:
We will reduce the number of Out of School suspensions by 50% compared to number of suspensions during 1st semester of 2019-2020 SY: n=11.
Reduce the percent of students reporting "Very Strongly" (10.61%) in School Quality Survey that they have been victims of bullying or harassment to 5%.
What do we want to accomplish?
Reduction in suspensions, and students reporting they have been a victim of bulling and/or harassment.
Who is involved?
All Project MORE staff
How will we accomplish targeted goal?
Counselor will deliver anti-bullying lessons in classrooms.
PM will hold a school-wide assembly regarding bullying and the consequences that follow.
Teachers and staff will be trained on identifying bullying behaviors and recognize students who are withdrawing as a result.
Adhere to school's PBIS matrix.
Admin will communicate with parents via a newsletter/email regarding anti-bullying campaign.
Why is this goal important?
This goal will help us promote the positive learning/social emotional environment for all students. In return, this will increase student grades and attendance.
When?
This will be done at the start of the second quarter.
Second Semester:
We will reduce the number of Out of School suspensions by 25% compared to number of suspensions during 2nd semester of 2019-2020 SY: n=4.
Maintain the percent of students (90%) in our School Quality Survey reporting, "Agree" or "Strongly Agree" a positive learning environment exist at PMORE where students behave during class.
What do we want to accomplish?
Reduction in suspensions
Maintaining a healthy number of students who strongly agree/agree with a positive learning environment.
Who is involved?
Admin, counselor, and teachers
How will we accomplish targeted goal?
Individual classroom lessons on GSRR with counselor and principal.
Maintaining strong parent communication regarding student behaviors.
Teachers and staff will be trained on being trauma responsive and recognize students who are withdrawing and/or misbehaving as a result of being traumatized.
Cultural diversity training with staff and utilizing culturally responsive strategies.
Why is this goal important?
This goal will help us to maintain desired positive behaviors in class.
Students will be made aware of the consequences of potential negative behaviors.
When? Beginning of second semester.

Pueblo Gardens K-8 School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	n
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:

1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	n
3. Stakeholders are communicated with monthly	n
4. PBIS implemented w/fidelity	n

Restorative Practices:

1. Stakeholder have a shared vision for a restorative school	n
2. Staff understands the paradigm shift from punitive to restorative	y
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:

1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	37	1	3	32	1		
Aggression	23	1	2	19	1		
ISI	18	1	1	15	1		
Suspensions	22		2	19	1		

Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY

C. Actions:
Pueblo Gardens will reduce the number of **first semester** K-8 suspensions by a minimum of 20%. **What do we want to accomplish?**
-Reduction of suspensions
Who is involved?
-Teachers, students, admin, intervention staff
How will we accomplish targeted goal?
-Hire a student support specialists to assist with PBIS and restorative practices.
-Implement new PBIS program in grades 6-8.
-Provide behavior interventions documented through MTSS process.
Why is this goal important?
-Student and staff safety
When?
-Immediately with results by 12/20/20
Second Semester:
Pueblo Gardens will increase participation of grade 6-8 teachers and students by 20% in our PBIS program that includes Monthly and Quarterly rewards.
What do we want to accomplish?
-Increased participation in PBIS program
Who is involved?
-Teachers, students, admin, intervention staff
How will we accomplish targeted goal?
-Hire a student support specialists to assist with PBIS and restorative practices.
-Implement new PBIS program in grades 6-8.
-Provide PD on PBIS and RP
Why is this goal important?
-Campus climate and culture as well as student and staff safety.
When?

Robison Elementary School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	n
Mo Reports timely	n
Use of Disc. Data	
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:	
1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2. Community embrace PBIS	n
3. Stakeholders are communicated with monthly	n
4. PBIS implemented w/fidelity	n
Restorative Practices:	
1. Stakeholder have a shared vision for a restorative school	
2. Staff understands the paradigm shift from punitive to restorative	n
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y
SCOC:	
1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	y
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	10	2		8			
Aggression	8	2		6			
ISI	2	1		1			
Suspensions	10	2		8			

C. Actions:

First Semester:

Teachers and staff will implement respectful communication skills and conflict resolution through Class Dojo, modeling, restorative circles, instruction, and parent communication to create a positive school climate and culture in order to decrease referrals.

What do we want to accomplish? Decrease the number of teacher referral on defiance and disrespect.
Who is involved? Principal, Teachers, Staff, Students, Parents
How will we accomplish targeted goal? By end of first semester December 2020
Why is this goal important? PD training, student training in classroom on positive behavior and character
When? *Continuously in classroom lessons and PD trainings.*
Completed Goal Results: *Less referrals in discipline and defiance.*

Second Semester:

Teachers and staff will continue implementation of respectful communication skills and conflict resolution through Class Dojo, modeling, restorative circles, instruction, and parent communication to create a positive school climate and culture in order to decrease referrals.

What do we want to accomplish? Decrease the number of teacher referral on defiance and disrespect.
Who is involved? Principal, Teachers, Staff, Students, Parents
How will we accomplish targeted goal? PD training, student training in classroom on positive behavior and character
Why is this goal important? This goal is important to the climate and culture of our campus.
When? *Continuously in classroom lessons and PD trainings.*
Completed Goal Results: *Less referrals in discipline and defiance.*

Sam Hughes Elemenatary School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	n
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	4
Formal Report	

Level 2 Priorities

PBIS:	
1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2. Community embrace PBIS	y
3. Stakeholders are communicated with monthly	y
4. PBIS implemented w/fidelity	n
Restorative Practices:	
1. Stakeholder have a shared vision for a restorative school	y
2. Staff understands the paradigm shift from punitive to restorative	y
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y
SCOC:	
1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are	y
4. Mo. discipline reports are communicated to fac/staff	y
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	14	2		10		2	
Aggression	8	1		6		1	
ISI	6			5		1	
Suspensions	1			1			

C. Actions:

First Semester:

Sam Hughes student conflict referrals will decrease by 10%.
What do we want to accomplish?
Students to resolve conflict on the playground or in class.
Who is involved?
Teachers, monitors, Counselor, Principal
How will we accomplish targeted goal?
Training of the staff and students with mini lessons on how to use restorative practice strategies to resolve issues. Additionally, there will lessons and modeling on how to use I statements when sharing their feelings when something has transpired, either in class, or outside.
Why is this goal important?
There are times in both the classroom and on the playground when the students have the ability to socialize without an adult hearing everything that is being said. We want students to have productive tools to help them advocate for themselves when a conflict arises. Additionally, teaching adults how to intervene before it becomes a major issue and help students work through how to resolve conflict.
When?
These lessons will be during PD/PLC, and can be administered during small group, whole group and one on one for repeated practice. This is an ongoing training and practice.

Second Semester:

Sam Hughes student conflict referrals will decrease by 10%.
What do we want to accomplish?
Students to resolve conflict on the playground or in class.
Who is involved?
Teachers, monitors, Counselor, Principal
How will we accomplish targeted goal?
Training of the staff and students with mini lessons on how to use restorative practice strategies to resolve issues. Additionally, there will lessons and modeling on how to use I statements when sharing their feelings when something has transpired, either in class, or outside.
Why is this goal important?
There are times in both the classroom and on the playground when the students have the ability to socialize without an adult hearing everything that is being said. We want students to have productive tools to help them advocate for themselves when a conflict arises. Additionally, teaching adults how to intervene before it becomes a major issue and help students work through how to resolve conflict.
When?
These lessons will be during PD/PLC, and can be administered during small group, whole group and one on one for repeated practice. This is an ongoing training and practice.

TAP High School   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	
Disc. Flow Chart	
PBIS Team	
PBIS Matrix	
SCOC Training	
Staff	
Students	
Referral Process	
RP Training	y
RP Revisited	n
PIC Room	
Mo Reports timely	n
Use of Disc. Data	
Mo Report	
PD	
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:

1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	n
3. Stakeholders are communicated with monthly	n
4. PBIS implemented w/fidelity	n

Restorative Practices:

1. Stakeholder have a shared vision for a restorative school	
2. Staff understands the paradigm shift from punitive to restorative	n
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:

1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	5			4	1		
Aggression	4			4			
ISI							
Suspensions	4			3	1		

C. Actions:
NA

Utterback Middle School School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	y
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	y
Mo Reports timely	n
Use of Disc. Data	
Mo Report	n
PD	y
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:

1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	n
3. Stakeholders are communicated with monthly	n
4. PBIS implemented w/fidelity	n

Restorative Practices:

1. Stakeholder have a shared vision for a restorative school	n
2. Staff understands the paradigm shift from punitive to restorative	n
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	y
PD/PLC's	y

SCOC:

1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	104	6	17	73	4		4
Aggression	46	3	6	33	3		1
ISI	68	4	9	50	3		2
Suspensions	53	2	10	37	3		1

Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY

C. Actions:
Utterback
First Semester:
By the end of the first semester, the classroom Office Discipline Referrals from 6th, 7 th , and 8 th grade students will decrease by 10% as measured by the Synergy Dashboard; MTSS Workflow; reports of [cyber] bully behavior will decline.
What do we want to accomplish? Decrease Office Discipline Referrals; Significant impact on bully behavior.
Who is involved? SLT; school staff
How will we accomplish targeted goal? Collaboration; communication; data assimilation; production of usable artifacts; deployment of efficient student management practices.
Why is this goal important? To impact culture and climate, hence impacting student achievement.
When? The beginning of each quarter; on-going
Completed Goal Results: Current data models for 1st quarter illustrate ODR activity is below 10%.
Second Semester:
By the end of the second semester, the classroom Office Discipline Referrals from 6th, 7 th , and 8 th grade students will decrease by 5% of the first semester data point as measured by the Synergy Dashboard;
MTSS Workflow; reports of [cyber] bully behavior will decline.
What do we want to accomplish? Decrease Office Discipline Referrals; Significant impact on bully behavior.
Who is involved? SLT; school staff
How will we accomplish targeted goal? Collaboration; communication; data assimilation; production of usable artifacts; deployment of efficient student management practices.
Why is this goal important? To impact culture and climate, hence impacting student achievement.
When? The beginning of each quarter; on-going
Completed Goal Results: Current data models for 2 nd quarter illustrate ODR activity is below 10%.

Wright Elementary SAP			INNOVATION TECH HS (1ST YEAR) 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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	n
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:	
1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	n
3. Stakeholders are communicated with monthly	n
4. PBIS implemented w/fidelity	n

Restorative Practices:	
1. Stakeholder have a shared vision for a restorative school	n
2. Staff understands the paradigm shift from punitive to restorative	n
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:	
1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	
5. Periodic review of discipline systems, policies, procedures	y

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	

Level 2 Priorities

PBIS:	
1. Mentoring/Social Skills Grps Staff, Parents, Students,	
2.Community embrace PBIS	
3. Stakeholders are communicated with monthly	
4. PBIS implemented w/fidelity	

Restorative Practices:	
1. Stakeholder have a shared vision for a restorative school	
2. Staff understands the paradigm shift from punitive to restorative	
3. Time is given to implement a restorative classroom	
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	
Mentoring	
PD/PLC's	

SCOC:	
1. 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	

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	20	8	3	5			4
Aggression	14	7	1	4			2
ISI	8	3	3	2			
Suspensions	5	3		1			1

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	NA						
Aggression							
ISI							
Suspensions							

C. Actions:

First Semester:
We want to lower the major incidents to 2 per semester. The principal, monitors, office and entire school is part of making this happen. WE have such low incidents, we want to make sure we keep the campus safe and we are going to continue to be proactive by giving our trust cards to students who are respectful, responsible, safe and kind.

Second Semester:
WE want to lower the minor incidents by 10 percent by May. We do not have many incidents, but if we lower it by 10 percent, we will have an even safer campus. It is important to recognize students who are doing what is expected.

C. Actions:

First/Second Semester

Establish all Level 1 priorities, policies, systems, procedures.

Bloom Elementary School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	
RP Training	y
RP Revisited	y
PIC Room	n
Mo Reports timely	n
Use of Disc. Data	
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	4
Formal Report	

Level 2 Priorities

PBIS:	
1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	y
3. Stakeholders are communic-ated with monthly	n
4. PBIS implemented w/fidelity	n
Restorative Practices:	
1. Stakeholder have a shared vision for a restorative school	y
2. Staff understands the paradigm shift from punitive to restorative	y
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y
SCOC:	
1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	29	10	8	7	1		3
Aggression	19	6	5	6	1		1
ISI	4		2		1		
1Suspensions	6		2	2			2

C. Actions:

First Semester:
Beginning October 19th, students will come to the learning environments prepared to learn with their materials and participate in learning with no more than 5 reminders from the adult present to be on task in the classroom environment during semester 1 in order to be self-regulating members of the learning community.
What do we want to accomplish?
 Self motivated, self- regulating, responsible and caring students
Who is involved?
All stakeholders including students, families, faculty, staff and administration
 How will we accomplish targeted goal? Illustrating and modeling the stated vision.
Why is this goal important?
As a community, it is important to nurture opportunities in a culturally sensitive environment, inspiring students to grow into responsible, caring and self-motivated individuals.
When?
Ongoing throughout the schoolyear. Ongoing in Semester 1
Completed Goal Results: Students come to class prepared, take part in the classroom learning, self-directed, and responsible students.
Second Semester:
Beginning January 4, 2021, , students will come to the learning environments prepared to learn with their materials and participate in both online and in-person learning, with no more than 5 reminders from the adult present to be on task in the classroom environment in order to beself-motivating and self-regulating members of the learning community
What do we want to accomplish?
 Self motivated, self- regulating, responsible and caring students
 Who is involved?
 All stakeholders including students, families, faculty, staff and administration
 How will we accomplish targeted goal? Illustrating and modeling the stated vision.
Why is this goal important?
 As a community, it is important to nurture opportunities in a culturally sensitive environment, inspiring students to grow into responsible, caring and self-motivated individuals.
When?
Ongoing throughout the schoolyear.

Collier Elementary School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	
RP Training	y
RP Revisited	y
PIC Room	n
Mo Reports timely	n
Use of Disc. Data	
Mo Report	y
PD	y
Data input timely	n
Disc. Rating 1-5	4
Formal Report	

Level 2 Priorities

PBIS:	
1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	y
3. Stakeholders are communic-ated with monthly	n
4. PBIS implemented w/fidelity	y
Restorative Practices:	
1. Stakeholder have a shared vision for a restorative school	
2. Staff understands the paradigm shift from punitive to restorative	y
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y
SCOC:	
1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	0						
Aggression	0						
ISI	0						
Suspensions	0						

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

Dietz K-8 School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	y
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	3
Formal Report	y

Level 2 Priorities

PBIS:	
1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	n
3. Stakeholders are communic-ated with monthly	n
4. PBIS implemented w/fidelity	n

Restorative Practices:	
1. Stakeholder have a shared vision for a restorative school	y
2. Staff understands the paradigm shift from punitive to restorative	y
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restor-ative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:	
1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	74	14	24	31			4
Aggression	56	7	20	26			2
ISI	46	8	20	15			2
Suspensions	35	5	10	18			2

Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY

C. Actions:

First Semester:
Data results dropping into the target range of the KPI Index featuring semester one comparison to semester two. Implementation of robust, efficient PBIS and MTSS student supports will provide foundational elements to manage both student behavior and achievement.

What do we want to accomplish?
Move each of the following racial categories: Hispanic, African American, and Multi-Racial students from the Red to the Green on the USP discipline data report.

Who is involved?
Admin Team; PBIS/MTSS Team

How will we accomplish targeted goal?
Adherence to discipline documentation Tips Items 6 thru 8; Implementation of robust, efficient PBIS and MTSS student supports will provide foundational elements to manage both student behavior and achievement. Monitor discipline data and entry practices and adjust per culture and climate leadership.

Why is this goal important?
While the implicitness of the Goal is to ensure there is not any racial bias towards any one racial category on campus, the Goal will also improve on the school's climate and culture. The Goal highlights extra reassurance for each student, in which, students will be able to feel that they are stakeholders too at the school.

When?
10/14/2019

Completed Goal Results:
Semester one and semester two data results highlight success factors associated with adherence to Discipline Documentation and meeting with parents.

Second Semester:
Data results dropping into the target range of the KPI Index featuring semester one comparison to semester two. Implementation of robust, efficient PBIS and MTSS student supports will provide foundational elements to manage both student behavior and achievement. A representative from African American Student Services will set-up small groups and which will include, 1:1 interventions, and support to our African American student population.

What do we want to accomplish?
Move each of the following racial categories: Hispanic, African American, and Multi-Racial students from the Red to the Green on the USP discipline data report.

Who is involved?
PBIS/MTSS support Team. African American Student Services

How will we accomplish targeted goal?
Adherence to discipline documentation Tips Items 6 thru 8; Deployment of a robust, efficient PBIS/MTSS support for staff and students. The deployment of African American Student Services to assist our A/A population by facilitating small groups, peer mentorship, and 1:1 interventions.

Why is this goal important?
To reduce the amount of suspensions/discipline disparity for the targeted racial categories.

When?
12/20/2019

Completed Goal Results:
The implementation of robust, efficient PBIS and MTSS student and staff supports had an impact on both student behavior and achievement. Reaching the Goal provided a more concrete plan which, by directing all staff to be – visible during lunches, passing periods, dismissal times, and to assist monitoring student behavior – allowed the site staff to

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Dunham Elementary School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	n
Mo Reports timely	n
Use of Disc. Data	
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	4
Formal Report	

Level 2 Priorities

PBIS:	
1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	y
3. Stakeholders are communic-ated with monthly	n
4. PBIS implemented w/fidelity	n

Restorative Practices:	
1. Stakeholder have a shared vision for a restorative school	y
2. Staff understands the paradigm shift from punitive to restorative	y
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restor-ative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:	
1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	10	3	1	5			1
Aggression	7	1	1	4			1
ISI	2	2					
Suspensions	8	2	1	4			1

C. Actions:

First Semester:
By the end of the first semester, 80% or more of our students will be positively recognized for making good choices regarding PBIS behaviors.

What do we want to accomplish?
80% or more students will be positively recognized for good PBIS choises

Who is involved?
Teachers and other staff

How will we accomplish targeted goal?
We will reinstitute Panther Pasy.

Why is this goal important?
We want to make sure we are catching students who are making positive choices.

When?
By the end of the first semester.

Second Semester:
By the end of the second semester, we will decrease the number of level 3, 4, and 5 office referrals by 10% when compared to the 2019-2020 data.

What do we want to accomplish?
Decrease the number of office referrals for levels 2, 3, and 4.

Who is involved?
Teachers and other staff
Students

How will we accomplish targeted goal?
Teachers will encourage lower points

Why is this goal important?
We want students to begin to take more responsibility for their behaviors.

When?
By the end of the second quarter

Ford Elementary School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	n
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	4
Formal Report	

Level 2 Priorities

PBIS:	
1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	y
3. Stakeholders are communicated with monthly	n
4. PBIS implemented w/fidelity	n
Restorative Practices:	
1. Stakeholder have a shared vision for a restorative school	y
2. Staff understands the paradigm shift from punitive to restorative	y
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y
SCOC:	
1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	4	3		1			
Aggression	4	3		1			
ISI	1	1					
Suspensions	3	2		1			

C. Actions:

First Semester:
Ford Elementary School would like to foster a positive, caring, culturally responsive environment utilizing Positive Behavior Interventions & Supports (PBIS) for all students, staff, and families through open communication, restorative practices and community events among all stakeholders to minimize or eliminate disciplinary actions by the end of the first semester as documented in the monthly discipline report.

Second Semester:
Ford Elementary School would like to foster a positive, caring, culturally responsive environment utilizing Positive Behavior Interventions & Supports (PBIS) for all students, staff, and families through open communication, restorative practices and community events among all stakeholders to minimize or eliminate disciplinary actions by the end of the first semester as documented in the monthly discipline report.

Fruchthendler Elementary School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	
RP Training	y
RP Revisited	y
PIC Room	n
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	5
Formal Report	

Level 2 Priorities

PBIS:	
1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	y
3. Stakeholders are communicated with monthly	y
4. PBIS implemented w/fidelity	y
Restorative Practices:	
1. Stakeholder have a shared vision for a restorative school	y
2. Staff understands the paradigm shift from punitive to restorative	y
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y
SCOC:	
1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	y
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	0						
Aggression	0						
ISI	0						
Suspensions	0						

C. Actions:

First Semester:
Beginning August 10, 2020, the Principal will make daily (86) morning announcements (via phone and email to all families) recognizing students (& staff) academically and behaviorally for being kind, respectful, safe, and responsible.
What do we want to accomplish? Create a culture of excellence (academically and behaviorly).
Who is involved? Students, Staff and Parents
How will we accomplish targeted goal? Pre-recorded announcements to be delivered at 8:00am every day along with an email.
Why is this goal important? By recognizing the positive we are creating a culture that expects and appreciates excellence. Students, families, and staff can start each day on a positive note and know the expectations.
When? 8:00am each day, 86 school days the first semester.

Second Semester:
Beginning January 3, 2021, the Principal will make daily (94) morning announcements (via phone and email to all families) and daily (94) over the loudspeaker recognizing students(& staff) academically and behaviorally for being kind, respectful, safe and responsible.
What do we want to accomplish? Communicate with both the Remote Learners, Parents and In-Person Learners and Staff our culture of excellence (academically and behaviorally).
Who is involved? Remote Learners, Parents, In-Person Leaners and Staff
How will we accomplish targeted goal? Pre-recorded announcements to be delivered at 8:00am every day for Remote Learners and Parents and the same announcements will be delivered over the loudspeaker for In-Person Learners and Staff. Email will go to everyone at 8:00am.
Why is this goal important? Ensuring everyone hears the same positive message regardless of where they are learning this semester. By recognizing the positive we are creating a culture that expects and appreciates excellence. All students, families and staff can start each day on a positive note and know the expectations.
When? 8:00am for Remote Learners & Parents and 8:10 for In-Person Learners and Staff, each day, 94 days the second semester.

Gale Elementary School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	n
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	4
Formal Report	

Level 2 Priorities

PBIS:	
1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	y
3. Stakeholders are communic-ated with monthly	n
4. PBIS implemented w/fidelity	y
Restorative Practices:	
1. Stakeholder have a shared vision for a restorative school	y
2. Staff understands the paradigm shift from punitive to restorative	y
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restor-ative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y
SCOC:	
1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	1			1			
Aggression	1			1			
ISI							
Suspensions							

C. Actions:

First Semester:

1. By the end of semester 1, Gale will train all faculty and staff involved in direct student instruction in restorative circles and conferences.

2. By the end of semester 1, Gale will review and revise the PBIS matrix and Discipline Flow Chart. Gale will seek input from teachers, staff, students, parents and the community.

Second Semester:

1. By the end of Semester 2, Gale will reduce level 1 and 2 infractions by 10%.

Gridley Middle School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	y
Mo Reports timely	n
Use of Disc. Data	
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	3
Formal Report	y

Level 2 Priorities

PBIS:	
1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	n
3. Stakeholders are communic-ated with monthly	n
4. PBIS implemented w/fidelity	n
Restorative Practices:	
1. Stakeholder have a shared vision for a restorative school	n
2. Staff understands the paradigm shift from punitive to restorative	n
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restor-ative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y
SCOC:	
1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	y
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	46	15	7	17	1		6
Aggression	26	10	3	9	1		3
ISI	9	4	3	2			
Suspensions	42	12	7	16	1		6

C. Actions:

First Semester: Discipline incidents will be reduced by 25% as compared to first semester of 2019-2020 school year. No level 3 or 4 violations. No exclusionary discipline

What do we want to accomplish? By the end of 1st semester of the 2020-2021 school year, there will be a 25% reduction in disciplinary referrals as compared to first semester of the 2019-2020 school year.

Who is involved?
Leadership team-10 members (Teachers, Office Manager, CSP, Principal, Assistant Principal, Counselor, Teaching Staff

How will we accomplish targeted goal? Immediate Parent contact, Parent teacher conference, Interventional monitoring, Counseling sessions by the counselor, Pull out/Individual behavior meetings with students, Zoom monitoring for behavior issues, MTSS referral process, PBIS by ZOOM, Home visits

Why is this goal important? No interruptions to the learning environment, Focused Learning, No absenteeism due to behavior, Equity of referrals

When? From Beginning of school until Pandemic school ends 2021

Second Semester:

With the anticipated transition of students to on-campus learning teachers students and staff will Reduce the number of referrals for level 1 and 2 violations/referrals to less than 20 for the semester.

What do we want to accomplish? Reduce the number of referrals for level 1 and 2 violations/referrals to less than 20 for the semester, No level 3 or 4 violations, No exclusionary discipline

Who is involved? Leadership team-10 members (Teachers, Office Manager, CSP, Principal, Assistant Principal, Counselor, Support Staff

How will we accomplish targeted goal? Parent contact, Parent teacher conference, Interventional monitoring, Counseling sessions by the counselor, Pull out/Individual behavior meetings with students, Zoom monitoring for behavior issues, MTSS Referral process, PBIS by ZOOM Home visits

Why is this goal important?
No interruptions to the learning environment
Focused Learning
No absenteeism due to behavior
Equity of referrals
When?
Completed Goal Results:

Henry Elementary School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	n
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	4
Formal Report	

Level 2 Priorities

PBIS:

1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2. Community embrace PBIS	y
3. Stakeholders are communicated with monthly	n
4. PBIS implemented w/fidelity	n

Restorative Practices:

1. Stakeholder have a shared vision for a restorative school	y
2. Staff understands the paradigm shift from punitive to restorative	y
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:

1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	y
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	20	9	4	6			1
Aggression	15	6	3	5			1
ISI	4	3		1			
Suspensions	10	3	3	4			1

C. Actions:

First Semester:
By the end of the first semester, at least 70% of Henry students, will demonstrate proficiency on a counseling survey to recognize the emotions of anxiety and loneliness, as related to online learning during pandemic education.
What do we want to accomplish? We want at least 70% of students to be able to recognize the emotions of anxiety and loneliness.
Who is involved? School Counselor, teachers, students
How will we accomplish targeted goal? Our School Counselor will conduct weekly lessons with students via Zoom and check in with students.
Why is this goal important? We are noticing that students are struggling with the effects of school being shut down due to the pandemic. It is important that students can recognize what they are feeling and use healthy strategies to reduce these emotions.
When? Students will learn to recognize these emotions by the end of the first semester.
Second Semester:
By the end of the second semester, at least 70% of Henry students, will demonstrate proficiency on a counseling survey to recognize the emotions of anxiety and loneliness and now develop strategies to deal with these unfamiliar emotions, as related to online / hybrid learning during pandemic education.
What do we want to accomplish? We want at least 70% of students to be able to recognize the emotions of anxiety and loneliness, and now develop healthy strategies to deal with these unfamiliar emotions.
Who is involved? School **Counselor, teachers, students**
How will we accomplish targeted goal? Our School Counselor will conduct weekly lessons with students via Zoom and check in with students.
Why is this goal important? We are noticing that students are struggling with the effects of school being shut down due to the pandemic. It is important that students can recognize what they are feeling and use healthy strategies to reduce these emotions.
When? Students will learn to recognize these emotions by the end of the second semester and apply healthy strategies to deal with these unfamiliar emotions.
Completed Goal Results:

Magee Middle School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	n
RP Training	y
RP Revisited	n
PIC Room	y
Mo Reports timely	n
Use of Disc. Data	
Mo Report	n
PD	n
Data input timely	n
Disc. Rating 1-5	1
Formal Report	

Level 2 Priorities

PBIS:

1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2. Community embrace PBIS	n
3. Stakeholders are communicated with monthly	n
4. PBIS implemented w/fidelity	n

Restorative Practices:

1. Stakeholder have a shared vision for a restorative school	n
2. Staff understands the paradigm shift from punitive to restorative	n
3. Time is given to implement a restorative classroom	n
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:

1. Data informs all discipline meetings	n
2. Hot spots, trends, are ident	n
3. Discipline systems, policies, procedures are in place	
4. Mo. discipline reports are communicated to fac/staff	n
5. Periodic review of discipline systems, policies, procedures	n

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	98	25	23	39	2	1	8
Aggression	62	16	15	24	1	1	5
ISI	44	10	10	21			3
Suspensions	65	17	17	24	1	1	5

Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY

C. Actions:

First Semester:
1. By the end of december, 2020, all teachers and instructional staff will be trained in restorative circles and restorative conferencing.
Second Semester:
1. By the end of SY 20-21 Magee will reduce the number of suspensions by 10%.

Marshall Elementary School   SAP

A. Implementation: summarize where the school was re level 1 and level 2 priorities (and by the RP, PBIS, Code components) in SY2020-10

1. Level 1 Priorities

Disc. Team	y
Disc. Flow Chart	y
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	n
Mo Reports timely	n
Use of Disc. Data	
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	4
Formal Report	

Level 2 Priorities

PBIS:	
1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	n
3. Stakeholders are communicated with monthly	n
4. PBIS implemented w/fidelity	n
Restorative Practices:	
1. Stakeholder have a shared vision for a restorative school	
2. Staff understands the paradigm shift from punitive to restorative	n
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y
SCOC:	
1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	8	5		2			1
Aggression	7	4		2			1
ISI	4	3		1			
Suspensions	4	2		1			1

C. Actions:

First Semester:
Marshall would like to decrease the amount of classroom referrals to less than 10 a month by implementing Love and Logic by teachers and staff.
Teachers and adults should use a common language and work towards modeling common reaction to our students and their behaviors. Teachers are trained in L & L techniques.
Parents are also offered trainings and techniques for their kids.

Second Semester:
Marshall would like to decrease the amount of classroom referrals to less than 5 a month by implementing Love and Logic by teachers and staff.
What do we want to accomplish?
Who is involved?
How will we accomplish targeted goal?
Why is this goal important?
When? Teachers and adults should use a common language and work towards modeling common reaction to our students and their behaviors. Teachers are trained in L & L techniques.
Parents are also offered trainings and techniques for their kids.

Sabino High School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	y
Mo Reports timely	n
Use of Disc. Data	
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:	
1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	y
3. Stakeholders are communicated with monthly	n
4. PBIS implemented w/fidelity	n
Restorative Practices:	
1. Stakeholder have a shared vision for a restorative school	n
2. Staff understands the paradigm shift from punitive to restorative	n
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y
SCOC:	
1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	y
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	134	58	16	44	1	2	13
Aggression	25	4	7	11		3	
ISI	35	9	7	15		1	3
Suspensions	53	21	9	19		1	3

Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY

C. Actions:

First Semester:
When students are back on campus, reduce the number of students who are using vape devices by 15%.
What do we want to accomplish? Reduced Vape usage
Who is involved? All students, faculty, and staff.
How will we accomplish targeted goal? Educate students on the harmful affects of vaping
Why is this goal important? Reduce suspension and improve quality of health.
When? When kids are back on campus
Completed Goal Results: N/A

Second Semester:
Reduce the number of negative social media interactions that results in student conflict by 10%.
What do we want to accomplish? Reduction in student conflict
Who is involved? All students, parents, faculty and staff.
How will we accomplish targeted goal? Educate students on the appropriate use of social media.
Why is this goal important? Reduce the number of suspensions due to student conflict that was initiated over social media.
When? January of 2021
Completed Goal Results: N/A

Sahuaro High School   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

Item	
Disc. Team	y
Disc. Flow Chart	y
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	y
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:	
1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2. Community embrace PBIS	n
3. Stakeholders are communicated with monthly	n
4. PBIS implemented w/fidelity	n
Restorative Practices:	
1. Stakeholder have a shared vision for a restorative school	
2. Staff understands the paradigm shift from punitive to restorative	n
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y
SCOC:	
1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	113	32	28	47	1	2	3
Aggression	73	18	21	30	1	1	2
ISI	8	2	2	4			
Suspensions	109	30	28	45	1	2	3

C. Actions:
First Semester:
1. By the end of December, 2020, all instructional staff will be trained in restorative circles and restorative conferences.
Second Semester:
1. By the end of SY 20-21 Sahuaro suspensions will be reduced by 10%.

Santa Rita High School   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

Item	
Disc. Team	y
Disc. Flow Chart	y
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	y
Mo Reports timely	n
Use of Disc. Data	
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	2
Formal Report	

Level 2 Priorities

PBIS:	
1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2. Community embrace PBIS	n
3. Stakeholders are communicated with monthly	n
4. PBIS implemented w/fidelity	n
Restorative Practices:	
1. Stakeholder have a shared vision for a restorative school	n
2. Staff understands the paradigm shift from punitive to restorative	n
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y
SCOC:	
1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	n
4. Mo. discipline reports are communicated to fac/staff	
5. Periodic review of discipline systems, policies, procedures	n

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	90	19	20	43		2	6
Aggression	45	9	11	18		1	6
ISI	31	4	12	12			3
Suspensions	77	15	17	40		1	4

Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY

C. Actions:
Santa Rita
First Semester:
By the end of Fall Semester 2020, overall exclusionary discipline rates will decrease by 1.5% to the rate of 3.23% to bring SRHS at or below the last documented 3.38% rate of TUSD as measured by the TUSD Discipline Dashboard.
What do we want to accomplish? A decrease in overall (and specifically our African American population) in exclusionary discipline.
Who is involved? Student Support Team; African American Student Success Specialist; Dropout Preventionist
How will we accomplish targeted goal? Weekly Discipline Data Analysis during SLT; Student Support Team targeted focus area.
Why is this goal important? Significant academic losses are consistent with high rates of exclusionary discipline practices.
When? Ongoing (End of Fall Semester 2020)
Second Semester:
By the end of Spring Semester 2021, overall exclusionary discipline rates at SRHS will decrease to 2.5% as measured by the TUSD Discipline Dashboard.
What do we want to accomplish? An overall (and specific subgroup population—African American) decrease in exclusionary discipline.
Who is involved? Student Support Team; African American Student Success Specialist; Dropout Preventionist
How will we accomplish targeted goal? Weekly Discipline Data Analysis during SLT; Student Support Team targeted focus area.
Why is this goal important? Significant academic losses are consistent with high rates of exclusionary discipline practices.
When? End of Spring Semester 2021

Secrist Middle School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	y
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:	
1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2. Community embrace PBIS	n
3. Stakeholders are communicated with monthly	n
4. PBIS implemented w/fidelity	n
Restorative Practices:	
1. Stakeholder have a shared vision for a restorative school	n
2. Staff understands the paradigm shift from punitive to restorative	n
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y
SCOC:	
1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	y
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	92	19	22	45	1	2	3
Aggression	61	11	17	31	1	1	
ISI	31	3	5	21		1	1
Suspensions	73	16	17	36	1	1	2

Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY

C. Actions:

First Semester:

1. By the end of December 2020, Secrist will review and revise the PBIS matrix and the Discipline Flow chart. Secrist will seek input from faculty. staff, students, parents, and the community.

Second Semester:

1. By the end of SY 20-21, Secrist will reduce all aggression incidents by 5%.

Soleng-Tom Elementary School   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
PBIS Team	y
PBIS Matrix	
SCOC Training	y
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	n
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	4
Formal Report	

Level 2 Priorities

PBIS:	
1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2. Community embrace PBIS	y
3. Stakeholders are communicated with monthly	y
4. PBIS implemented w/fidelity	y
Restorative Practices:	
1. Stakeholder have a shared vision for a restorative school	
2. Staff understands the paradigm shift from punitive to restorative	y
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y
SCOC:	
1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	
4. Mo. discipline reports are communicated to fac/staff	y
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	0						
Aggression	0						
ISI	0						
Suspensions	0						

C. Actions:

First Semester:

By the end of the 1st semester, Soleng Tom PBIS team, teachers and monitors will reduce the number of playground minor aggression act referrals to no more than 5 per month by modeling appropriate PBIS playground behavior expectations and 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 1st semester

Second Semester:
By the end 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?
Model PBIS bus behavior expectations and strategies

Why is this goal important?
To create a safe and respectful bus experience for students and adults.

When?

Steele Elementary School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	n
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:	
1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	n
3. Stakeholders are communic-ated with monthly	n
4. PBIS implemented w/fidelity	n
Restorative Practices:	
1. Stakeholder have a shared vision for a restorative school	n
2. Staff understands the paradigm shift from punitive to restorative	n
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restora-ative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y
SCOC:	
1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	10	4	3	3			
Aggression	9	4	3	2			
ISI	6	2	3	1			
Suspensions	8	4	3	1			

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

Borton Magnet Elementary School SAP		Carrillo Magnet K-8 School 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

		Level 2 Priorities	
		PBIS:	
Disc. Team	y	1. Mentoring/Social Skills Grps	
Disc. Flow Chart	y	Staff, Parents, Students,	n
PBIS Team	y	2.Community embrace PBIS	
PBIS Matrix	y	3. Stakeholders are communic-	
SCOC Training		ated with monthly	n
Staff	y	4. PBIS implemented w/fidelity	n
Students	y	Restorative Practices:	
Referral Process	y	1. Stakeholder have a shared	
RP Training	y	vision for a restorative school	
RP Revisited	y	2. Staff understands the	
PIC Room	n	paradigm shift from punitive	
Mo Reports timely	y	to restorative	n
Use of Disc. Data		3. Time is given to implement	
Mo Report	y	a restorative classroom	y
PD	y	4. Support structures are in	
Data input timely	y	place to implement Restora-	
Disc. Rating 1-5	3	ative Prac. w/ fidelity	
Formal Report		Coaching	n
		Mentoring	n
		PD/PLC's	y
		SCOC:	
		1. Data informs all discipline	
		meetings	y
		2. Hot spots, trends, are ident	y
		3. Discipline systems, policies,	
		procedures are in place	y
		4. Mo. discipline reports are	
		communicated to fac/staff	
		5. Periodic review of discipline	
		systems, policies, procedures	y

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

		Level 2 Priorities	
		PBIS:	
Disc. Team	y	1. Mentoring/Social Skills Grps	
Disc. Flow Chart	y	Staff, Parents, Students,	n
PBIS Team	y	2.Community embrace PBIS	n
PBIS Matrix	y	3. Stakeholders are communic-	
SCOC Training		ated with monthly	n
Staff	y	4. PBIS implemented w/fidelity	n
Students	y	Restorative Practices:	
Referral Process	y	1. Stakeholder have a shared	
RP Training	y	vision for a restorative school	n
RP Revisited	y	2. Staff understands the	
PIC Room	n	paradigm shift from punitive	
Mo Reports timely	y	to restorative	n
Use of Disc. Data		3. Time is given to implement	
Mo Report	y	a restorative classroom	y
PD		4. Support structures are in	
Data input timely	y	place to implement Restora-	
Disc. Rating 1-5	3	ative Prac. w/ fidelity	
Formal Report		Coaching	n
		Mentoring	n
		PD/PLC's	y
		SCOC:	
		1. Data informs all discipline	
		meetings	y
		2. Hot spots, trends, are ident	y
		3. Discipline systems, policies,	
		procedures are in place	y
		4. Mo. discipline reports are	
		communicated to fac/staff	
		5. Periodic review of discipline	
		systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	16	2	2	10			2
Aggression	16	2	2	10			2
ISI	3	1		1			1
Suspensions	16	2	2	10			2

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	2		1	1			
Aggression	2		1	1			
ISI	0						
Suspensions	2		1	1			

C. Actions:

First Semester:
Decrease student conflict referrals during unstructured time (morning recess and lunch time recess) by 10%.
What do we want to accomplish?
Students to be able to solve conflicts primarily during unstructured time during the school day.
Who is involved?
Teachers, monitors, counselor, principal, MTSS facilitator, students, teaching assistants
How will we accomplish targeted goal?
Refresher PD for all staff in restorative practice and conscious discipline. Students will learn strategies through classroom lessons and small group lessons with the counselor and MTSS facilitator.
Why is this goal important?
It's important for students to be able to resolve conflict when they are in unstructured time such as recess with less adult supervision. It is also a necessary life skill. All adults will have training to help students use restorative practices.
When?
These lessons will be during PD/PLC, and can be administered during small group, whole group and one on one for repeated practice. This is an ongoing training and practice.

Second Semester:
Decrease student conflict referrals during unstructured time (morning recess and lunch time recess) by 10%.
What do we want to accomplish?
Students to be able to solve conflicts primarily during unstructured time during the school day.
Who is involved?
Teachers, monitors, counselor, principal, MTSS facilitator, students, teaching assistants
How will we accomplish targeted goal?
Refresher PD for all staff in restorative practice and conscious discipline. Students will learn strategies through classroom lessons and small group lessons with the counselor and MTSS facilitator.
Why is this goal important?
It's important for students to be able to resolve conflict when they are in unstructured time such as recess with less adult supervision. It is also a necessary life skill. All adults will have training to help students use restorative practices.
When?
These lessons will be during PD/PLC, and can be administered during small group, whole group and one on one for repeated practice. This is an ongoing training and practice

C. Actions:

First Semester:
Goal 1: Improve our school attendance by 10% by Dec. 18, 2020.
Goal 2: Through PBIS (Climate/Culture), we will look to improve family engagement morale by having an average of 100/300 of our families participate in our Family engagement events by Dec. 18, 2020.
What do we want to accomplish? Improve our overall school attendance.
Who is involved? Principal, teachers, and Leadership Team.
How will we accomplish targeted goal? Make daily phone calls home, have consistent incentive programs (perfect attendance celebrations, etc), and continue to analyze attendance data.
Why is this goal important? When our students are not in school they are not able to learn.
When? Oct. 19-Dec. 18 2020
Completed Goal Results:
What do we want to accomplish? Improve morale at Carrillo.
Who is involved? Principal, PBIS Team, Leadership Team, PTO, and Family Engagement Team.
How will we accomplish targeted goal? Meet with teams to create family engagement opportunities for our families.
Why is this goal important? When our families are involved in school events and morale is up, students perform better academically and socially.
When? Oct. 19-Dec. 18 2020
Second Semester:
Goal 1: Improve our school attendance by 10% by May 28, 2021.
Goal 2: Through PBIS (Climate/Culture), we will look to improve family engagement morale by having an average of 100/300 of our families participate in our Family engagement events by May 28, 2021.
What do we want to accomplish? Improve our overall school attendance.
Who is involved? Principal, teachers, and Leadership Team.
How will we accomplish targeted goal? Make daily phone calls home, have consistent incentive programs (perfect attendance celebrations, etc), and continue to analyze data.
Why is this goal important? When our students are not in school they are not able to learn.
When? Jan. 4-May 28 2021
Completed Goal Results:
What do we want to accomplish? Improve morale at Carrillo.
Who is involved? Principal, PBIS Team, Leadership Team, PTO, and Family Engagement Team.
How will we accomplish targeted goal? Meet with teams to create family engagement opportunities for our families.
Why is this goal important? When our families are involved in school events and morale is up, students perform better academically and socially.
When? Jan. 4-May 28 2021

C.E. Rose K-8 School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	n
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:	
1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	n
3. Stakeholders are communicated with monthly	n
4. PBIS implemented w/fidelity	n
Restorative Practices:	
1. Stakeholder have a shared vision for a restorative school	
2. Staff understands the paradigm shift from punitive to restorative	n
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y
SCOC:	
1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	39	1	1	36	1		
Aggression	18	1		16	1		
ISI	18	1	1	15	1		
Suspensions	23			22	1		

C. Actions:

First Semester:

First Semester:
The desired outcome is a 10% reduction from the 2019-2020 school year in discipline referrals and student suspensions, a decline in tardy rates, decrease in student bullying behaviors, and an increase in student attendance and school connectedness. **What do we want to accomplish?**
Personal Effectiveness and encourage all students to be leaders and do what's right even when no one is watching.
Who is involved?
PBIS/Leader In Me Team and our Leadership Team
How will we accomplish targeted goal?
Personal Effectiveness:
Student Behavior
-Incentives: student interaction
-20/20 calendar
-PBIS/Leader In Me
-Walk teachers through the website and show them how to access resources.
-Student Jobs:
   -Kindness Catcher
   -Teacher Assistant
   -Tech Assistant
   -Eagle Eye's/Eagle Nester
Why is this goal important? We can build upon our students' strengths and skills, so that our students can make a positive impact on the greater community.
When? On-going
Second Semester:
The desired outcome is a 10% reduction from the 2019-2020 school year in discipline referrals and student suspensions, a decline in tardy rates, decrease in student bullying behaviors, and an increase in student attendance and school connectedness.**What do we want to accomplish?**
Personal Effectiveness and encourage all students to be leaders and do what's right even when no one is watching.
Who is involved?
PBIS/Leader In Me Team and our Leadership Team
How will we accomplish targeted goal?
Personal Effectiveness:
Student Behavior
-Incentives: student interaction
-20/20 calendar
-PBIS/Leader In Me
-Walk teachers through the website and show them how to access resources.
-Student Jobs:
   -Kindness Catcher
   -Teacher Assistant
   -Tech Assistant
   -Eagle Eye's/Eagle Nester
Why is this goal important?
We can build upon our students' strengths and skills, so that our students can make a positive impact on the greater community.
When? On-going

Davis Magnet Elementary   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	n
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:	
1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	y
3. Stakeholders are communicated with monthly	
4. PBIS implemented w/fidelity	n
Restorative Practices:	
1. Stakeholder have a shared vision for a restorative school	y
2. Staff understands the paradigm shift from punitive to restorative	y
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y
SCOC:	
1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B.

	All	White	AA	H	NA	AS	M
Student Incid	5		2	2			1
Aggression	0						
ISI	5		2	2			1
Suspensions	1		1				

C. Actions:

First Semester:

First Semester:
During weekly classroom zoom meetings teacher will facilitate Restorative circles to address or reinforce behavior to build class community and trust and confidence to resolve issues.
What do we want to accomplish?
Build community, trust and confidence **Who is involved?**
Teacher and students How will we accomplish targeted goal? Restoratvie circles
Why is this goal important? Students can experience autonomy in their class When?
Part of weekly lesson plan and verified in drop in zom visits by admin Completed **Goal Results:**
More effective and consistent use of instructional time while reducing referrals to admin
Second Semester:
Stills will use "Puente de Paz" to physically resolve a problems while on the playground by moving through the guiding Qs in problem resolution. (See attachment) Students will using it to solve problems step by step. It is drawn on sidewalk in various parts of the campus When conflct arises, student use "Puente de Paz" steps which are components of our PBIS.
Monitor will identify students using the Puente de Paz and report it to admin. Students will be recognized at Monday assembly and end of day announcements.
What do we want to accomplish? Ownership of problem solving
Who is involved?
Students in conflict
How will we accomplish targeted goal? Puente de Paz zones which are reviewed as part of our PBIS rotating stations
Why is this goal important?
It allows for students to own the process in conflict resolution
When?
Weekly report by monitor to admin **Completed Goal Results:**
Students will be empowered to resolve own issues and thus reducing referrals.

Drachman Magnet K-8 School School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	y
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	4
Formal Report	

Level 2 Priorities

PBIS:

1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	y
3. Stakeholders are communic-ated with monthly	n
4. PBIS implemented w/fidelity	y

Restorative Practices:

1. Stakeholder have a shared vision for a restorative school	
2. Staff understands the paradigm shift from punitive to restorative	y
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restora-ative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:

1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	14	1		11	2		
Aggression	9	1		7	1		
ISI	9			8	1		
Suspensions	9	1		7	1		

C. Actions:

First Semester:
1) Drachman's community will reduce the quantity of minor incident behavioral referrals for the fall semester by at least 5% when comparing data from the 2019 and 2020 fall semesters. 2) Drachman's community will reduce the quantity of suspensions (In School and Out of School) for the fall semester by at least 5% when comparing data from the 2019 and 2020 fall semesters.

What do we want to accomplish? See goals
Who is involved? Entire school community and specifically Drachman's staff.
How will we accomplish targeted goal?
Implementing our PBIS program
Making positive and proactive contacts for our students most likely to present behavioral concerns
Tracking and monitoring discipline data
Providing PD on PBIS and Restorative Practices
Why is this goal important?
This goal is important so that students have continued maximum access to our instructional and extracurricular programs.
When? This will be a daily focus for the semester.

Second Semester:
1) Drachman's community will reduce the quantity of minor incident behavioral referrals for the spring semester by at least 5% when comparing data from the 2019 and 2020 spring semesters. 2) Drachman's community will reduce the quantity of suspensions (In School and Out of School) for the spring semester by at least 5% when comparing data from the 2019 and 2020 spring semesters.
What do we want to accomplish? See goals
Who is involved? Entire school community and specifically Drachman's staff.
How will we accomplish targeted goal?
Implementing our PBIS program
Making positive and proactive contacts for our students most likely to present behavioral concerns
Tracking and monitoring discipline data
Providing PD on PBIS and Restorative Practices
Why is this goal important?
This goal is important so that students have continued maximum access to our instructional and extracurricular programs.
When? This will be a daily focus for the semester.

Grijalva Elementary School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	n
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:

1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	n
3. Stakeholders are communic-ated with monthly	n
4. PBIS implemented w/fidelity	n

Restorative Practices:

1. Stakeholder have a shared vision for a restorative school	n
2. Staff understands the paradigm shift from punitive to restorative	n
3. Time is given to implement a restorative classroom	
4. Support structures are in place to implement Restora-ative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:

1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	5	1		4			
Aggression	2	1		1			
ISI	4			4			
Suspensions	1	1					

C. Actions:

First Semester:
Major discipline referrals will decrease by 20% by December 17, 2020.
What do we want to accomplish?
The number of major incidents that cause major disruptions in classrooms and throughout the school.
Who is involved?
All Grijalva Staff-Teachers, Counselors, Support Staff, CSP, MTSSF, Principal
How will we accomplish targeted goal?
We will relaunch our PBIS Tier 1 Plan to ensure all students and staff understand our expectations and what the look like in each setting. Teachers will continue to engage in learning about Trauma Informed Practices to support our students who have experienced trauma/stress. Teachers will continue to learn to implement Tier 2 and 3 Behavior Plans as most of our major referrals involve our students who are receiving Tier 2 or 3 plans. Training for support staff (Monitors, Teaching Assistants) will continue to be held weekly throughout the year.
Why is this goal important?
When students engage in major unexpected behaviors, they often require time out of their learning setting and at times their unexpected behavior disrupts the learning for other students. The goal will support both the social/emotion needs of our students and the academic learning for all students.
When?
Training for teachers will be ongoing. The teaching of expectations for students is ongoing and will be reinforced or retaught daily.
Second Semester:
Major discipline referrals will decrease by 20% by May 2021
What do we want to accomplish?
The number of major incidents that cause major disruptions in classrooms and throughout the school.
Who is involved?
All Grijalva Staff-Teachers, Counselors, Support Staff, Principal
How will we accomplish targeted goal?
We will relaunch our PBIS Tier 1 Plan to ensure all students and staff understand our expectations and what the look like in each setting. Teachers will continue to engage in learning about Trauma Informed Practices to support our students who have experienced trauma/stress. Teachers will continue to learn to implement Tier 2 and 3 Behavior Plans as most of our major referrals involve our students who are receiving Tier 2 or 3 plans. Training for support staff (Monitors, Teaching Assistants) will continue to be held weekly throughout the year.
Why is this goal important?
When students engage in major unexpected behaviors, they often require time out of their learning setting and at times their unexpected behavior disrupts the learning for other students. The goal will support both the social/emotion needs of our students and the academic learning for all students.
When?
Training for teachers will be ongoing. The teaching of expectations for students is ongoing and will be reinforced or retaught daily.

Holladay Magnet Elementary School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	y
Mo Reports timely	n
Use of Disc. Data	
Mo Report	y
PD	
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:	
1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	n
3. Stakeholders are communicated with monthly	n
4. PBIS implemented w/fidelity	n
Restorative Practices:	
1. Stakeholder have a shared vision for a restorative school	y
2. Staff understands the paradigm shift from punitive to restorative	y
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y
SCOC:	
1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	y
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	10		4	6			
Aggression	7		3	4			
ISI	1		1				
Suspensions	6		3	3			

C. Actions:

First Semester:
By May, 2021 Holladay will decrease the number of out of school suspensions by 15% as measured by school discipline data from Synergy.
What do we want to accomplish?
Increased safety and student achievement.
Who is involved?
All staff.
How will we accomplish targeted goal?
Focus on our PBIS system.
Why is this goal important?
Students learn more when they are in school.
When?
We will focus on this goal throughout the school year.
Second Semester:
By May, 2021 Holladay will decrease the number of out of school suspension by 15% as measured by school discipline data from Synergy.
What do we want to accomplish?
Increased safety and student achievement.
Who is involved?
All staff.
How will we accomplish targeted goal?
Focus on our PBIS system.
Why is this goal important?
Students learn more when they are in school.
When?
We will focus on this goal throughout the school year.

Hollinger K-8 School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	n
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:	
1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	n
3. Stakeholders are communicated with monthly	n
4. PBIS implemented w/fidelity	n
Restorative Practices:	
1. Stakeholder have a shared vision for a restorative school	y
2. Staff understands the paradigm shift from punitive to restorative	y
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	
SCOC:	
1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	y
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	55	1	1	50	1		2
Aggression	35	1	1	32			1
ISI	24			24			
Suspensions	37			36	1		

C. Actions:

First Semester:
To ensure that all teachers post and calibrate their PBIS behavior expectations.
What do we want to accomplish?
To align and calibrate our PBIS expectations across grade levels and classroom.
Who is involved?
The PBIS Committee, site administration, and classroom teachers.
How will we accomplish targeted goal?
To facilitate PBIS professional development, and provide job embedded coaching.
Why is this goal important?
In order to help ensure horizontal and vertical compassionate discipline practices, then this level calibration is essential.
When?
By the end of the first semester
SMART Goal:
By December 18th, 2020, 80 percent of Hollinger K-8 teachers will have their classroom PBIS expectations posted, as measured by PBIS leadership committee walkthroughs.
Second Semester:
To reduce discipline incidents.
What do we want to accomplish?
To reduce the number of discipline incidents on the Hollinger campus.
Who is involved?
All site stakeholders including the PBIS committee, the discipline team, site administration and teachers.
How will we accomplish targeted goal?
Provide site based classroom management professional development, and job embedded coaching related to compassionate discipline and PBIS
Why is this goal important?
When students feel safe and discipline incidents are minimized, the climate and culture is supported in a positive way.
SMART Goal:
By May 25th, 2021, there will be a 10 percent reduction in discipline incidents compared to the previous school year, as measured by end of year discipline reports obtained by the site discipline committee.
When?
By the end of School Year 20-21

Lynn-Urquides Elementary School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	n
Mo Reports timely	n
Use of Disc. Data	
Mo Report	y
PD	
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:	
1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	n
3. Stakeholders are communicated with monthly	n
4. PBIS implemented w/fidelity	n

Restorative Practices:	
1. Stakeholder have a shared vision for a restorative school	y
2. Staff understands the paradigm shift from punitive to restorative	n
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:	
1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	y
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	9	2		4	2		1
Aggression	6	1		2	2		1
ISI	1	1					
Suspensions	2	1			1		

C. Actions:

First Semester:
Increase in student participation during remote learning to decrease online student misbehavior. Teachers will increase communication with parents to inform them of the classroom expectations on a daily basis, through Class Dojo, email, or a phone call.
This will increase students performance. This goal will run from October 19-December 17.
What do we want to accomplish? Increase student participation and decrease online behavior.
Who is involved? Teacher, students, and parents.
How will we accomplish targeted goal? Continuous monitoring of students and parent communication.
Why is this goal important? It is important so that students receive more learning time.
When? During the regular school day, October 19-December 17th
Second Semester:
Increase in student attendance during the semester beginning January 4th and ending May 27th. This will increase student achievement and allow students consistent exposure to Lynn PBIS expectations, which will also increase positive behaviors.
What do we want to accomplish? Increase in student attendance.
Who is involved? Teacher, students, parents, counselor, principal and attendance clerk.
How will we accomplish targeted goal? Communication with parents, phone calls home, and home visits.
Why is this goal important? Increase exposure to PBIS expectations and academic expectations.
When? Beginning January 4th and ending May 27th

McCorckle K-8 School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	y
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	4
Formal Report	y

Level 2 Priorities

PBIS:	
1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	y
3. Stakeholders are communicated with monthly	n
4. PBIS implemented w/fidelity	n

Restorative Practices:	
1. Stakeholder have a shared vision for a restorative school	y
2. Staff understands the paradigm shift from punitive to restorative	y
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:	
1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	y
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes: summarize the outcomes as of SY2019-20

	All	White	AA	H	NA	AS	M
Student Incid	37	4	3	28	1	1	
Aggression	10	1	2	5	1	1	
ISI	17	2		13	1	1	
Suspensions	25	2	2	19	1	1	

C. Actions:

First Semester: McCorckle Academy students will continue to adhere to the District Code of Conduct and McCorckle Positive Behavior Expectations through the use of McCorkle Life skills -Effort, Growth Mindset, Agency, Collaboration, Rigor, Leadership, Initiative, Problem Solving, Perseverance and Integrity in to have an 80% adherence to the our school's cultural focus as measured by teacher virtual/in person referrals to the office by the end of second semester.
What do we want to accomplish?
   We want to be able to continue our strong Culture and Climate at McCorckle Academy
Who is involved?
Administration, Teachers, Monitors and staff
How will we accomplish targeted goal?
   Life Skills are explicitly taught, and a life skill is highlighted each month. All staff and teachers model the life skills. When a particular class or student demonstrates proper use of a life skill and positive behavior expectation, reinforcers are given to classes in the form of a Mustang Notes and Mustang Bucks for individuals. This is done throughout the year .
Why is this goal important?
   The goal of having 80% or more demonstrating and following school expectations ensures that we can provide rigorous instruction and in a campus that has a strong culture and environment for academic success.
When?
   Referrals will be reviewed at the end of the semester and data collected through monthly discipline reports.
Second Semester:
McCorckle Academy students will continue to adhere to the District Code of Conduct and McCorckle Positive Behavior Expectations through the use of McCorckle Life skills-Effort, Growth Mindset, Agency, Collaboration, Rigor, Leadership, Initiative, Problem Solving, Perseverance and Integrity in to have an 80% adherence to the our school's cultural focus as measured by teacher virtual/in person referrals to the office by the end of second semester.
What do we want to accomplish?
   We want to be able to continue our strong Culture and Climate at McCorckle Academy
Who is involved?
Administration, Teachers, Monitors and staff
How will we accomplish targeted goal?
   Life Skills are explicitly taught, and a life skill is highlighted each month. All staff and teachers model the life skills. When a particular class or student demonstrates proper use of a life skill and positive behavior expectation, reinforcers are given to classes in the form of a Mustang Notes and Mustang Bucks for individuals. This is done throughout the year.
Why is this goal important?
   The goal of having 80% or more demonstrating and following school expectations ensures that we can provide rigorous instruction and in a campus that has a strong culture and environment for academic success.
When?
   Referrals will be reviewed at the end of the semester and data collected through monthly discipline reports.

Mission View Elementary School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	n
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:	
1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	n
3. Stakeholders are communic-ated with monthly	n
4. PBIS implemented w/fidelity	n
Restorative Practices:	
1. Stakeholder have a shared vision for a restorative school	
2. Staff understands the paradigm shift from punitive to restorative	n
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restora-ative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y
SCOC:	
1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	15	2	2	11			
Aggression	11		2	9			
ISI	2			2			
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 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.

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 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.

Ochoa Elementary School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	n
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:	
1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	n
3. Stakeholders are communic-ated with monthly	
4. PBIS implemented w/fidelity	n
Restorative Practices:	
1. Stakeholder have a shared vision for a restorative school	n
2. Staff understands the paradigm shift from punitive to restorative	n
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restora-ative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y
SCOC:	
1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes: summarize the outcomes as of SY2019-20

	All	White	AA	H	NA	AS	M
Student Incid	19	1	2	14			
Aggression	9			8			
ISI	1			1			
Suspensions	2			2			

Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY

C. Actions:

First Semester:
-At Ochoa we will maintain 90% attendance monthly for students Kinder-5th grade. -All teachers, Parents/Guardians, CSP, IDIS, Community Liaison, Counselor, 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 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 no response to attempt then referred to Principal for further support.

Second Semester:
-At Ochoa we will maintain 90% attendance monthly for students Kinder-5th grade.
-All teachers, Parents/Guardians, CSP, IDIS, Community Liaison, Counselor, Registration/Attendance Tech, and 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 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 no response to attempt then referred to Principal for further support.

Pueblo High School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	y
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	
Data input timely	y
Disc. Rating 1-5	3
Formal Report	y

Level 2 Priorities

PBIS:	
1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	n
3. Stakeholders are communicated with monthly	n
4. PBIS implemented w/fidelity	n

Restorative Practices:	
1. Stakeholder have a shared vision for a restorative school	
2. Staff understands the paradigm shift from punitive to restorative	n
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:	
1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	y
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	177	5	12	139	15	1	5
Aggression	75	1	5	62	5	1	1
ISI	24		3	16	4		1
Suspensions	161	5	10	126	14	1	5

Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY

C. Actions:

Pueblo

First Semester: To be proactive in educating our students in various topics that would help reduce discipline issues during second semester that are typically dealt with on a regular basis.

What do we want to accomplish? Pueblo High School will educate students on drugs, it's effect on the mental health as well as physical health. The legal ramifications in can have on a person's life. Teach good citizenship and being a positive community member as well as student.

Who is involved? Our School Resource Officer is virtually in the classroom putting in hours in different classes. Mostly health and business, as well as physical education, teaching students about drugs, social media, current issues with police in our country. He is going over issues such as myth vs. fact. He is serving as an outlet for their questions and helping them come to some satisfactory answers on both sides. In business class, he is discussing franchising, being a business owner himself. He is building relationships with students, not only as a policeman but as a mentor.

How will we accomplish targeted goal? SRO is in the virtual classroom while we are on-line for our education to students. He plans to accomplish 65 hours of instruction.

Why is this goal important? This goal is important for the sake of informing and education our students on issues they will deal with while at Pueblo High School and after High School, all the while helping them become better members in the community and society.

When? At the start of the school year through the end of the first semester. 1st semester in the virtual classroom.

Completed Goal Results: Students who are informed and educated about drugs, social media, franchising all the while building relationships with each other and our SRO. The goal is to influence their lives for the better, but also to change bad behaviors they could have displayed second semester while on campus.

Second Semester: To Reduce the number of drug violations on campus, especially the use of vape pens used to inhale marijuana and other such type drugs. To reduce the number of fights and quarrels amongst students on campus.

What do we want to accomplish? We want our students to have a much lower rate of drug use, altercations either physical or verbal, education with drug experts.

Who is involved? School Resource Officer, Nurse, MTSS/PBIS, administration, Behavior Intervention Monitors, Social Workers, Counselors, and School Monitor.

How will we accomplish targeted goal? We will have restorative circles for physical and verbal confrontations, education for drug use through the counseling and social worker department as well as outside agencies such as Sin Puertas. We will also have program where students have a hands on training at a local hospital where they are educated on the possible consequences of drug use.

Why is this goal important? This goal is important because we want our students to not use drugs while on campus and also not in the daily life they live. We want them to know they don't have to depend on them to get through life and its difficult situations. We want them to know there is support if they struggle with drug issues.

We also want them to know and have strategies for dealing with aggression. They don't need to fight, either in person or in media, but can handle those issues through peaceful conversation.

When? This will occur during the second semester, in the classroom with SRO and teachers co -teaching issues on drugs, social media, franchising and business owning. Mentoring will take place with all listed adult stakeholders building relationships with our students, especially those who get involved with the discipline process.

Drug offenders will be required to attend health education classes directly related to drug use instructed by social workers, counselors, SRO, nurse and outside agencies in partnership with Pueblo High School, such as Sin Puertas. SRO will teach 65 more hours in person or online in the classroom.

Completed Goal Results: We want our students to make better decision which affect their life. We don't want them to use drugs. We want them to deal with confrontation, verbally and have the skills to talk things out peacefully. We want them to have knowledge about what can happen to the body if they use drugs and use them too much, both physically, mentally and legally.

Roskruge Magnet K-8 School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	n
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:	
1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	n
3. Stakeholders are communicated with monthly	n
4. PBIS implemented w/fidelity	n

Restorative Practices:	
1. Stakeholder have a shared vision for a restorative school	y
2. Staff understands the paradigm shift from punitive to restorative	y
3. Time is given to implement a restorative classroom	
4. Support structures are in place to implement Restorative Prac. w/ fidelity	y
Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:	
1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	y
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	41	4	3	32	1		1
Aggression	20	2	1	17			1
ISI	24	2	2	19	1		
Suspensions	13		1	11			1

C. Actions:

First Semester:
Roskruge will implement virtual PBIS by December. We will meet with the discipline team monthly to review discipline date and recognize students that successful.

What do we want to accomplish? Virtual PBIS

Who is involved? Principal, Asst. Principal, Behavior Specialist, Counselor, MTSS

How will we accomplish targeted goal? PD for Teacher input on Virtual PBIS ideas.

Why is this goal important? Because students need to be recognized when teachers feel it is necessary.

When? Depending on teacher and Admin. Recognitions.

Completed Goal Results: Student receive virtual acknowledgment of being safe, respectful and responsible.

Second Semester:
 Roskruge will continue to increase virtual PBIS acknowledgments to support students working remotely and in school.**What do we want to accomplish?** Virtual PBIS

Who is involved? Principal, Asst. Principal, Behavior Specialist, Counselor, MTSS

How will we accomplish targeted goal? By reinforcing PBIS while working remotely and in school.

Why is this goal important? It's important to continue to recognize our student's efforts during this unique learning period.

When? Daily and quarterly depending on the recognition.

Completed Goal Results: Student will feel connected to the school and their efforts are being recognized and valued.

Safford Magnet K-8 School SAP			Tucson High Magnet School 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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	n
RP Training	y
RP Revisited	n
PIC Room	y
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	y
Data input timely	n
Disc. Rating 1-5	2
Formal Report	y

Level 2 Priorities

PBIS:	
1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	n
3. Stakeholders are communicated with monthly	n
4. PBIS implemented w/fidelity	n

Restorative Practices:	
1. Stakeholder have a shared vision for a restorative school	
2. Staff understands the paradigm shift from punitive to restorative	n
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	

Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:	
1. Data informs all discipline meetings	n
2. Hot spots, trends, are ident	n
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	
5. Periodic review of discipline systems, policies, procedures	n

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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	y
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:	
1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	y
3. Stakeholders are communicated with monthly	n
4. PBIS implemented w/fidelity	n

Restorative Practices:	
1. Stakeholder have a shared vision for a restorative school	y
2. Staff understands the paradigm shift from punitive to restorative	y
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	

Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:	
1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	y
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	75	4	5	59	5		2
Aggression	39	2	5	27	4		1
ISI	9	2		6			1
Suspensions	67	2	5	54	5		

Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	216	22	27	146	10	4	7
Aggression	63	10	12	38			3
ISI	35	3	10	18	2	1	1
Suspensions	169	18	19	118	8	4	2

C. Actions:

First Semester:
Reduction in Behavioral Referrals
As compared to the baseline measure at the end of School Year19/20. Safford K8 School student Behavioral Referrals will reduce by 10% via effective school implementation of the Restorative Practices Continuum.

What do we want to accomplish?
Effective response to conflict and behavior infractions using a collaborative problem-solving process that recognizes the impact of one's actions on the school community and results in solutions that make things as right as possible moving forward Reduction of the overall number of student suspensions.
Teachers/Staff must consistently utilize the 'Restorative Practices' Continuum.

Who is involved?
Teachers, administration, Restorative Practice Facilitator, student, family, and outside resources

How will we accomplish targeted goal?
- Teachers/students will use Affective Statements when discussing feelings.
-Teachers will use Affective Questions to challenge negative behaviors and assist those affected.
-Teachers/Staff will use Small Impromptu Conferences to address small negative incidents.
-Teachers/Staff will use Formal Conferences (Restorative Conferencing and Family Group Conferencing) to address larger issues.

Why is this goal important?
Restorative Practices will help build capacity to enable students to self regulate behavior and contributes to the improvement of learning outcomes. To help build healthy student/teacher relationships.

When? On going

Second Semester:
Reduction in Chronic Absenteeism/ Tardiness
By May 2021 students with severe and chronic absences/tardy will decrease by 50% through shared expectations, shared support and shared accountability by all stakeholders (parents, students and school staff)

What do we want to accomplish?
Strategically utilizing Student Support Team to monitor and implement restorative practices that will improve the average daily attendance of the students that fall into chronic and severely chronic attendance.

Who is involved?
Teachers, administration, Restorative Practice Facilitator, student, family, and outside resources

How will we accomplish targeted goal?
-Set protocols for attendance monitoring.
-Phone Calls Home daily to students who are absent/late to class (teachers, guidance, social worker)
-Letters home to students who have three or more absences/tardies per week via parent liaison home visit or parent scheduled conference.
-Identify students with severe chronic and chronic absences and set individual goals and interventions with students and families
-Daily monitoring of attendance percentage and student lists by all SST members and Administration

Why is this goal important?
Attendance policies are important because they can encourage students to stay in school. According to the National Center for School Engagement, truancy can lead to social isolation, juvenile delinquency, or failure in school.

When?
Daily and on-going

C. Actions:

First/Second Semester:
1. By the end of the 20-21 SY, THMS will reduce all suspensions by 5%.
2. By the end of the 20-21 SY, THMS will reduce African American aggression rate by 5%.

Van Buskirk Elementary School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	n
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:		
1. Mentoring/Social Skills Grps		
Staff, Parents, Students,		n
2.Community embrace PBIS		n
3. Stakeholders are communic-		
ated with monthly		n
4. PBIS implemented w/fidelity		n
Restorative Practices:		
1. Stakeholder have a shared		
vision for a restorative school		n
2. Staff understands the		
paradigm shift from punitive		
to restorative		n
3. Time is given to implement		
a restorative classroom		y
4. Support structures are in		
place to implement Restora-		
ative Prac. w/ fidelity		
	Coaching	n
	Mentoring	n
	PD/PLC's	y
SCOC:		
1. Data informs all discipline		
meetings		y
2. Hot spots, trends, are ident		y
3. Discipline systems, policies,		
procedures are in place		y
4. Mo. discipline reports are		
communicated to fac/staff		
5. Periodic review of discipline		
systems, policies, procedures		y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	3	2		1			
Aggression	1			1			
ISI	3	2		1			
Suspensions	0						

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.

Banks Elementary School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	n
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:	
1. Mentoring/Social Skills Grps	
Staff, Parents, Students,	n
2.Community embrace PBIS	n
3. Stakeholders are communic-ated with monthly	n
4. PBIS implemented w/fidelity	n
Restorative Practices:	
1. Stakeholder have a shared vision for a restorative school	n
2. Staff understands the paradigm shift from punitive to restorative	
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y
SCOC:	
1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	14	3	1	10			
Aggression	14	3	1	10			
ISI	8	2		6			
Suspensions	11	3	1	7			

C. Actions:

First Semester:
As part of our PBIS at Banks, we have adapted specifice expectations for assemblies and guest speaker events. We will teach these expected behaviors to all students at Banks.
By November 2020, 100% of Banks classroom teachers will have taught the school-wide expectations for assemblies and guest speakers as measured by teacher's lesson plans for that day.

Second Semester:
We will decrease office referrals for our students who have been shown to be at risk through the use of a check in system (Bobcat Buddies) with various staff members.
By May 2020, office referrals for students assigned to a daily check in with the Counselor, CSP, Principal or other staff member will be reduced to 1 per quarter as measured by the Synergy MTSS system.

Cholla High School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	n
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:	
1. Mentoring/Social Skills Grps	
Staff, Parents, Students,	n
2.Community embrace PBIS	n
3. Stakeholders are communic-ated with monthly	n
4. PBIS implemented w/fidelity	n
Restorative Practices:	
1. Stakeholder have a shared vision for a restorative school	n
2. Staff understands the paradigm shift from punitive to restorative	n
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y
SCOC:	
1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	96	4	4	75	13		
Aggression	37	3	2	25	8		
ISI	12			12			
Suspensions	91	4	4	70	13		

C. Actions:

First Semester: *This goal is important for the overall success of our students (social, emotional, mental, physical, academic, etc.) and the success of the overall positive learning community (optimal learning environment) at Cholla. We will reduce behavioral incidents and disciplinary rates in our subgroups (African American, Mexican American) to be below the overall HS district data by the end of S1. With the help of our student services team (counselors, social workers, ISI, dropout prevention, MTSS facilitator, school psychologist, administrators) along with teacher documentation in Synergy, we will be able to assess/interpret data to provide the necessary help and services for our students. Our CSP and Data Intervention Specialist will also analyze data to help ensure that our teachers are providing the necessary tiers for each student. In addition, our PBIS team will continue to promote, encourage, recognize, and reward/highlight students.*

What do we want to accomplish? *This goal is important for the overall success of our students (social, emotional, mental, physical, academic, etc.) and the success of the overall positive learning community (optimal learning environment) at Cholla as measured by the school's Monthly Discipline data, PBIS involvement and events, and School Quality Surveys*

Who is involved? Students, Teachers, Principal, Assistant Principals, MTSS Coordinator, Social Worker School Campus Security, In-School-Interventionist, and Family Engagement Liaison. When needed: School Counselors, Dropout Prevention, African American Specialist, Native American Specialist, Mexican American Specialist, Curriculum Service Provider, Instructional Data Intervention Coordinator, and School Psychologist

*How will we accomplish targeted goal? Number of student and teacher nomination forms submitted monthly Monthly Discipline Reports, Number of student incident Levels 1-5 are below the 2019-20 SY. Number of students and parents involved in PBIS committee and events, End-of-year Student Quality Survey

Why is this goal important? To ensure a positive inclusive school culture and climate

When? Target goals will be monitored monthly by MTSS Coordinator, PBIS Committee, and Discipline Committee

*Completed Goal Results: Monthly Discipline Reports submitted for August and September. PBIS Committee notes and activities can be submitted, School Quality Survey

Second Semester: *We will reduce behavioral incidents and disciplinary rates in our subgroups (African American, Mexican American) to be below the overall HS district data by the end of S2. With the help of our student services team (counselors, social workers, ISI, dropout prevention, MTSS facilitator, school psychologist, administrators) along with teacher documentation in Synergy, we will be able to assess/interpret data to provide the necessary help and services for our students. Our CSP and Data Intervention Specialist will also analyze data to help ensure that our teachers are providing the necessary tiers for each student. In addition, our PBIS team will continue to promote, encourage, recognize, and reward/highlight students. This goal is important for the overall success of our students (social, emotional, mental, physical, academic, etc.) at Cholla.*

What do we want to accomplish? *This goal is important for the overall success of our students (social, emotional, mental, physical, academic, etc.) and the success of the overall positive learning community (optimal learning environment) at Cholla as measured by the school's Monthly Discipline data, PBIS involvement and events, and School Quality Surveys*

Who is involved? Students, Teachers, Principal, Assistant Principals, MTSS Coordinator, Social Worker School Campus Security, In-School-Interventionist, and Family Engagement Liaison. When needed: School Counselors, Dropout Prevention, African American Specialist, Native American Specialist, Mexican American Specialist, Curriculum Service Provider, Instructional Data Intervention Coordinator, and School Psychologist

*How will we accomplish targeted goal? Number of student and teacher nomination forms submitted monthly, Monthly Discipline Reports, Number of student incident Levels 1-5 are below the 2019-20 SY. Number of students and parents involved in PBIS committee and events, End-of-year Student Quality Survey

Why is this goal important? To ensure a positive inclusive school culture and climate

*When? Target goals will be monitored monthly by MTSS Coordinator, PBIS Committee, and Discipline Committee

*Completed Goal Results: Monthly Discipline Reports submitted, PBIS Committee notes and activities can be submitted, School Quality Survey

Johnson Primary School SAP		Lawrence 3-8 School SAP	

Johnson Primary School — 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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	n
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:	
1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2. Community embrace PBIS	n
3. Stakeholders are communicated with monthly	n
4. PBIS implemented w/fidelity	n

Restorative Practices:	
1. Stakeholder have a shared vision for a restorative school	n
2. Staff understands the paradigm shift from punitive to restorative	n
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:	
1. Data informs all discipline meetings	n
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	0	0					
Aggression	0						
ISI	0						
Suspensions	0						

C. Actions:

By the end of Fall of 2020, students at Johnson Primary will consistently demonstrate behaviors that reflect a Respectful, Responsible, and a Safe School Culture as evaluated by a variety of measurement tools such as positive referrals, discipline, attendance records, and PBIS Golden Tickets.

The desired outcome is to stay in the green all semester, a 10% reduction in discipline referrals and no student suspensions. A decline in tardy rates, decrease in student minor aggression behaviors, and an increase in student attendance and school connectedness.

Rationale:
Our students will be taught the skills and behaviors necessary to become successful and socially responsible. Our school setting will be organized in such a way that promotes positive behavior from all students.

Second Semester:
By the end of Spring of 2021, (depending on how our students did in the fall)students at Johnson Primary will continue to consistently demonstrate behaviors that reflect a Respectful, Responsible, and a Safe School Culture as evaluated by a variety of measurement tools such as positive referrals, discipline, attendance records, and PBIS Golden Tickets.

The desired outcome is to stay in the green all semester, a 10% reduction in discipline referrals and no student suspensions. A decline in tardy rates, decrease in student minor aggression behaviors, and an increase in student attendance and school connectedness.

Lawrence 3-8 School — 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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	n
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	2
Formal Report	y

Level 2 Priorities

PBIS:	
1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2. Community embrace PBIS	n
3. Stakeholders are communicated with monthly	n
4. PBIS implemented w/fidelity	n

Restorative Practices:	
1. Stakeholder have a shared vision for a restorative school	n
2. Staff understands the paradigm shift from punitive to restorative	n
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:	
1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	33	1	1	18	12		1
Aggression	26		1	15	9		1
ISI	1			1			
Suspensions	33	1	1	18	12		1

Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY

C. Actions:

First Semester:
Lawrence will work diligently to reduce the number of referrals written for student behavior. The dean of students, RPFF, and principal will conduct training and one on one conversation to make sure that all teachers understand the student Behavior Flow Chart. The training will be completed at the beginning of the semester.
What do we want to accomplish? Reduce number of referrals
Who is involved? Dean of students, RPFF, Principal
How will we accomplish targeted goal? Training, One on one meetings
Why is this goal important? We need to improve our efforts to help support students
When? First semester
Completed Goal Results: Trainings will be completed, and all teachers will understand the Behavior Flow Chart.
Second Semester:
All students will participate in the PBIS School program that includes the use of Lobo Bucks for good behavior and for following expectations. The dean of students and RPFF will present PBIS information to all students in school.
Second Semester:
All students will participate in the PBIS School program that includes the use of Lobo Bucks for good behavior and for following expectations. The dean of students and RPFF will present PBIS information to all students in school.
What do we want to accomplish? Implementation of PBIS
Who is involved? Dean of Students, RPFF
How will we accomplish targeted goal? Classroom Presentation
Why is this goal important? Students will understand school expectations
When? Second Semester
Completed Goal Results: All students will be actively involved in PBIS presentations and understand the school expectations.

Maldonado Elementary School   SAP | Manzo Elmentary School   SAP

Maldonado Elementary School — 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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	n
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:
1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	n
3. Stakeholders are communic-ated with monthly	n
4. PBIS implemented w/fidelity	n

Restorative Practices:
1. Stakeholder have a shared vision for a restorative school	n
2. Staff understands the paradigm shift from punitive to restorative	n
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restora-ative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:
1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	4			1	3		
Aggression	3			1	2		
ISI	0						
Suspensions	4			1	3		

C. Actions:
Maldonado
First Semester:
In the spring semester, Maldonado had a rate of 11.54 % compared to the district 4.2% of suspensions for the Native American demographic.
Maldonado will reduce the overall rate of suspensions for the Native American demographic to less than 5% for the first semester of the 2020-2021 school year based on the monthly discipline reports from August to December through family, student, and staff supports recorded in a service log maintained by the administrative team.
What do we want to accomplish?
Lower suspensions of NA students from 11.54% to below 5%.
Who is involved?
Principal, MTSS, CSP, Counselor, Regional Social Worker, Service Providers, Teachers, Families
How will we accomplish targeted goal?
Restorative Conferences/Relationship Building
MTSS Process (as needed)
Counselor/Social Worker Support
Why is this goal important?
Individual student short-term and long-term success.
Second Semester:
Given the ongoing number of suspensions for the Native American demographic:
Maldonado will reduce the overall rate of suspensions for the Native American demographic to less than 11.54% for the first semester of the 2020-2021 school year based on the monthly discipline reports from August to December through family, student, and staff.
What do we want to accomplish?
Lower suspensions of NA students from 11.54 % to below 5%.
Who is involved?
Principal, MTSS, CSP, Counselor, Regional Social Worker, Service Providers, Teachers, Families
How will we accomplish targeted goal?
Restorative Conferences/Relationship Building
MTSS Process (as needed)
Counselor/Social Worker Support
Why is this goal important?
Individual student short-term and long-term success

Manzo Elmentary School — 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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	n
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	
Data input timely	y
Disc. Rating 1-5	4
Formal Report	

Level 2 Priorities

PBIS:
1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	y
3. Stakeholders are communic-ated with monthly	y
4. PBIS implemented w/fidelity	n

Restorative Practices:
1. Stakeholder have a shared vision for a restorative school	y
2. Staff understands the paradigm shift from punitive to restorative	y
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restora-ative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:
1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	5		2	3			
Aggression	4		2	2			
ISI	3		1	2			
Suspensions	2		1	1			

C. Actions:
First Semester:
By the end of the first semester, the Manzo PBIS team along with the Staff will decrease the amount of defiance and disrespect referrals to no more than one per month by modeling appropriate behavior through PBIS strategies.
What do we want to accomplish?
Decrease defiance and disrespect
Who is involved?
PBIS teams with support from the Teachers and staff
How will we accomplish targeted goal?
Modeling appropriate behavior
Why is this goal important?
Students demonstrate respectful behavior which allows for less time intervening and more time on instruction.
When? By the end of first semester
Completed Goal Results: No more than three referrals per month.
Second Semester:
By the end of the second semester, the Manzo PBIS team in cooperation with the staff will decrease the amount of minor aggressive act referrals to no than four per month by modeling appropriate behavior using PBIS strategies and increasing adult support in trouble areas, specifically at lunch in the playground.
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 talk it out strategies, counselor sessions and lessons
Why is this goal important?
Decrease physical contact between students
When? By the end of the semester

Miller Elementary School SAP		Morgan Maxwell K-8 School SAP	

Miller Elementary School — 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

		Level 2 Priorities	
		PBIS:	
Disc. Team	y	1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
Disc. Flow Chart	y	2.Community embrace PBIS	n
PBIS Team	y	3. Stakeholders are communic-ated with monthly	n
PBIS Matrix	y	4. PBIS implemented w/fidelity	n
SCOC Training		**Restorative Practices:**	
Staff	y	1. Stakeholder have a shared vision for a restorative school	n
Students	y	2. Staff understands the paradigm shift from punitive to restorative	n
Referral Process	y	3. Time is given to implement a restorative classroom	y
RP Training	y	4. Support structures are in place to implement Restora-ative Prac. w/ fidelity	
RP Revisited	y	Coaching	n
PIC Room	y	Mentoring	n
Mo Reports timely	y	PD/PLC's	y
Use of Disc. Data		**SCOC:**	
Mo Report	y	1. Data informs all discipline meetings	y
PD		2. Hot spots, trends, are ident	y
Data input timely	y	3. Discipline systems, policies, procedures are in place	y
Disc. Rating 1-5	3	4. Mo. discipline reports are communicated to fac/staff	
Formal Report		5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	3		1	2			
Aggression	2			2			
ISI	0						
Suspensions	3		1	2			

C. Actions:

First Semester:
Miller 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.
Who is involved? Monitors, Principal, MTSS, Teachers and Counselor
How will we accomplish targeted goal? Training of the staff and students with mini lessons. Mini lessons on recognizing body language, facial expressions or hearing screaming and yelling. Other lessons are teaching students Rock, Paper, Scissors to help solve a dispute during play and how to use "I statements" when sharing their feelings when something has transpired, either in class, or outside.
Why is this goal important? The playground is a time when the students can socialize without an adult hearing everything that is being said. Teaching adults how to intervene before it becomes an issue and help students work through how to resolve conflict.
When? These lessons will be during PD/PLC, and can be administered during small group, whole group and one on one for repeated practice. Training for monitors will be during times that students are not at recess while they are on duty. This is an ongoing training and practice.
Second Semester:
Miller 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? Monitors, Principal, MTSS, Teachers and Counselor
How will we accomplish targeted goal? Training of the staff and students with mini lessons. Mini lessons on recognizing body language, facial expressions or hearing screaming and yelling. Other lessons are teaching students Rock, Paper, Scissors to help solve a dispute during play and also how to use "I statements" when sharing their feelings when something has transpired, either in class, or outside.
Why is this goal important? The playground is a time when the students can socialize without an adult hearing everything that is being said. Teaching adults how to intervene before it becomes an issue and help students work through how to resolve conflict.
When? These lessons will be during pd/PLC, and can be administered during small group, whole group and one on one for repeated practice. Training for monitors will be during times that students are not at recess while they are on duty. This is an ongoing training and practice.

Morgan Maxwell K-8 School — 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

		Level 2 Priorities	
		PBIS:	
Disc. Team	y	1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
Disc. Flow Chart	y	2.Community embrace PBIS	n
PBIS Team	y	3. Stakeholders are communic-ated with monthly	n
PBIS Matrix	y	4. PBIS implemented w/fidelity	n
SCOC Training		**Restorative Practices:**	
Staff	y	1. Stakeholder have a shared vision for a restorative school	n
Students	y	2. Staff understands the paradigm shift from punitive to restorative	n
Referral Process	y	3. Time is given to implement a restorative classroom	y
RP Training	y	4. Support structures are in place to implement Restora-ative Prac. w/ fidelity	
RP Revisited	y	Coaching	n
PIC Room	y	Mentoring	n
Mo Reports timely	y	PD/PLC's	y
Use of Disc. Data		**SCOC:**	
Mo Report	y	1. Data informs all discipline meetings	y
PD		2. Hot spots, trends, are ident	y
Data input timely	y	3. Discipline systems, policies, procedures are in place	y
Disc. Rating 1-5	3	4. Mo. discipline reports are communicated to fac/staff	
Formal Report		5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	25	5	3	17			
Aggression	15	4	2	9			
ISI	7	3	1	3			
Suspensions	22	3	2	17			

C. Actions:

First Semester:
Student referrals for the 20-21 school year will decrease by 5% overall compared to the 19-20 school year.
What do we want to accomplish? Decrease student referrals
Who is involved? Miranda, Smith, Hoy, Eddleman, Teachers and students
How will we accomplish targeted goal? Implementation of new PBIS program that will increase student involvement. Utilize new MTSS Facilitator services, tighten teacher expectation.
Why is this goal important? Discipline directly relates to academic performance and can deter from student success.
When? Qt 1 – Qt 2
Second Semester:
Student referrals for the 20-21 school year will decrease by 5% overall compared to the 19-20 school year.
Repeat offender referrals will decrease in the 2nd semester by 10%.
What do we want to accomplish? Decrease student referrals overall by focusing specifically on repeat offenders.
Who is involved? Leadership team, classroom teachers
How will we accomplish targeted goal? Focus on MTSS process and PBIS Tier 2 & Tier 3 interventions for students deemed repeat offenders.
Why is this goal important? We at MM feel if we can get discipline numbers down, kids will be learning more which will help us to be a successful school.

Oyama Elementary School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	n
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:
1. Mentoring/Social Skills Grps	
Staff, Parents, Students,	n
2.Community embrace PBIS	n
3. Stakeholders are communicated with monthly	n
4. PBIS implemented w/fidelity	n

Restorative Practices:
1. Stakeholder have a shared vision for a restorative school	n
2. Staff understands the paradigm shift from punitive to restorative	n
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:
1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	
5. Periodic review of discipline systems, policies, procedures	y

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Pistor Middle School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	y
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	
Data input timely	y
Disc. Rating 1-5	4
Formal Report	y

Level 2 Priorities

PBIS:
1. Mentoring/Social Skills Grps	
Staff, Parents, Students,	n
2.Community embrace PBIS	y
3. Stakeholders are communicated with monthly	
4. PBIS implemented w/fidelity	n

Restorative Practices:
1. Stakeholder have a shared vision for a restorative school	y
2. Staff understands the paradigm shift from punitive to restorative	y
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:
1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	
4. Mo. discipline reports are communicated to fac/staff	y
5. Periodic review of discipline systems, policies, procedures	y

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2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	1		1				
Aggression	1		1				
ISI	0						
Suspensions	1		1				

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2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	227	21	9	181	12		4
Aggression	178	17	8	140	10		3
ISI	77	10	4	54	6		3
Suspensions	129	10	6	104	7		2

Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY

C. Actions:

First Semester:

While teaching online or in person, teachers will use the app DoJo to communicate and build positive relationships and expectations with students and parents a minimum of 3 times a week. Teachers will share their accounts with the Principal. Teachers will report to the Principal if a student is struggling to get, or stay, online, pay attention, or has inappropriate behaviors during Zoom lessons, or in person, more than 3 times in a given week. Teachers will document said behavior in student notes in Synergy. Data from these communications will be used, if necessary, for MTSS purposes if an attendance or discipline plan is needed for an individual student. This plan will continue through 12/18/2020.

What do we want to accomplish? Limit of 5
Who is involved? Students, teacher
How will we accomplish targeted goal? Relationship building, expectations
Why is this goal important? To limit distractions
When? Continued to 12/18.

Second Semester

While teaching online or in person, teachers will use the app DoJo to communicate and build positive relationships and expectations with students and parents a minimum of 3 times a week. Teachers will share their accounts with the Principal. Teachers will report to the Principal if a student is struggling to get, or stay, online, pay attention, or has inappropriate behaviors during Zoom lessons, or in person, more than 3 times in a given week. Teachers will document said behavior in student notes in Synergy. Data from these communications will be used, if necessary, for MTSS purposes if an attendance or discipline plan is needed for an individual student. This plan will continue through 05/27/21.

What do we want to accomplish? Action levels 3 or below
Who is involved? Students, teacher, administration
How will we accomplish targeted goal? Relationship building, expectation, PBIS
Why is this goal important? Keep time on task
When? January-May

C. Actions:

First Semester

We would like to accomplish decrease the overall discipline incidents at Pistor Middle School especially in the areas of aggression/ fighting, and illegal substance use or distribution on our campus by 50% for the 1st semester.
Involved: Students Grades 6-8, Staff, Teachers and Administration in using preventative approaches.
We will target this goal by:
Using the newly installed camera system across campus to monitor and deter negative student activity.
We will use PBIS approaches and rewards for positive behaviors across grade levels.
We have 4 campus monitors and 2 Assistant Principals, and a Dean of Students to supervise the safety of students in strategic locations on campus and address discipline incidents.
We will use our RPFF to host restorative conferences as a preventative measure to reduce student conflict and work out problems with words.
Teachers will get frequent training on PBIS, Code of Conduct and use of the progressive discipline approach in entering interventions prior to referrals.
We will initiate early support from the school social worker, IEP Teams and Case Carriers to provide support for students showing signs of aggression with an IEP.
This goal is important to the safety and well-being of students on our campus.
We will monitor the discipline data weekly, monthly and quarterly to adjust goals, strategies and interventions as the data changes from week to week.

Completed Goal Results:
(We will visit in October 2020 and again in January of 2021 to assess data and re-establish a plan for Spring Semester)

Second Semester:
We would like to accomplish decrease the overall discipline incidents at Pistor Middle School especially in the areas of aggression/ fighting, and illegal substance use or distribution on our campus by 50% for the 1st semester.
Involved: Students Grades 6-8, Staff, Teachers and Administration in using preventative approaches.
We will target this goal by:
Using the newly installed camera system across campus to monitor and deter negative student activity.
We will use PBIS approaches and rewards for positive behaviors across grade levels.
We have 4 campus monitors and 2 Assistant Principals, and a Dean of Students to supervise the safety of students in strategic locations on campus and address discipline incidents.
 We will use our RPFF to host restorative conferences as a preventative measure to reduce student conflict and work out problems with words.
Teachers will get frequent training on PBIS, Code of Conduct and use of the progressive discipline approach in entering interventions prior to referrals.
We will initiate early support from the school social worker, IEP Teams and Case Carriers to provide support for students showing signs of aggression with an IEP.
This goal is important to the safety and well-being of students on our campus.
We will monitor the discipline data weekly, monthly and quarterly to adjust goals, strategies and interventions as the data changes from week to week.

Robins K-8 School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	y
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	4
Formal Report	

Level 2 Priorities

PBIS:

1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	y
3. Stakeholders are communicated with monthly	n
4. PBIS implemented w/fidelity	n

Restorative Practices:

1. Stakeholder have a shared vision for a restorative school	y
2. Staff understands the paradigm shift from punitive to restorative	y
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:

1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	y
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	20	3		17			
Aggression	11	1		10			
ISI	13	2		11			
Suspensions	6	1		5			

C. Actions:

First Semester:
Increase the percentage of students that are recognized using our PBIS program during remote learning through the use of CLEVER. Teachers and Administration will increase the weekly number of positive acknowledgements sent to students in recognition of their efforts within our PBIS program. To decrease our behavior incidents while learning remotely, teachers will conduct weekly reviews with students of PBIS expectations for remote learning, and administration will conduct quarterly class presentations.

Second Semester:
Overall school goal to reach 10,000 positive recognition tickets of students following our PBIS expectations for grades K-8 given by all K-8 staff by May 2021. This will decrease the negative behaviors and incidents while in school and to provide a positive environment post COVID-19 pandemic.

Tolson Elementary School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	n
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:

1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	n
3. Stakeholders are communicated with monthly	n
4. PBIS implemented w/fidelity	n

Restorative Practices:

1. Stakeholder have a shared vision for a restorative school	n
2. Staff understands the paradigm shift from punitive to restorative	n
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:

1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	16	2	1	13			
Aggression	12	2	1	9			
ISI	1		1				
Suspensions	3		1	2			

C. Actions:

First Semester:
Each classroom teacher will report no more than 5 discipline incidents per week while on remote learning. Cooperative learning with little to no distractions directly impacts achievement. Measured by synergy entries until December 18th.
What do we want to accomplish? Limit of 5
Who is involved? Students, teacher
How will we accomplish targeted goal? Relationship building, expectations
Why is this goal important? To limit distractions
When? Continued to 12/18

Second Semester:
Anticipated re-entry of site to students. Student behaviors that cause disciplinary action/dispositions need to stay at a level no more than 3, thus limiting time away from direct instruction. Measured by Principal synergy reports each month.
What do we want to accomplish? Action levels 3 or below
Who is involved? Students, teacher, administration
How will we accomplish targeted goal? Relationship building, expectation, PBIS
Why is this goal important? Keep time on task
When? January-May

Tully Magnet School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	y
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:

1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	n
3. Stakeholders are communicated with monthly	n
4. PBIS implemented w/fidelity	n

Restorative Practices:

1. Stakeholder have a shared vision for a restorative school	n
2. Staff understands the paradigm shift from punitive to restorative	n
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:

1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	4	1	3				
Aggression	4	1	3				
ISI	4	1	3				
Suspensions	1		1				

C. Actions:

First Semester:
By the end of the first semester, Tully Elementary will adjust the current PBIS matrix, and positive reinforcement system to improve online learning practices.
What do we want to accomplish? We want to create an online learning environment that is focused on learning, and is safe for all students.
Who is involved? All staff, Students, and Families.
How will we accomplish targeted goal? All students will participate in the Digital Citizenship program. We will add a column for remote learning on the PBIS matrix. We will communicate our expectations to families and reach out with resources to support safe learning at home.
Why is this goal important? By reinforcing online best practices, we will reduce the number of discipline incidents and redirection in response to misbehavior online.
When? This is an ongoing process.
Second Semester:
virus mitigation practices.
What do we want to accomplish? We want to create an on-campus environment that values the safety of others and utilizes best practices for virus mitigation.
Who is involved? All staff, Students, and Families.
How will we accomplish targeted goal? We will have a school-wide presentation educating our students on why we need to utilize best virus mitigation practices. We will have a weekly focus on healthy habits along with our standard PBIS focus.
Why is this goal important? By setting up these systems, we will hopefully reduce the number of conflicts that arise over safety procedures, and reduce on campus distractions.
When? Although this is a 2nd semester focus, we will begin the on-campus systems when we return to campus, even if it is in the 2nd quarter.

Valencia Middle School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	y
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	
Data input timely	y
Disc. Rating 1-5	3
Formal Report	y

Level 2 Priorities

PBIS:

1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	n
3. Stakeholders are communicated with monthly	n
4. PBIS implemented w/fidelity	n

Restorative Practices:

1. Stakeholder have a shared vision for a restorative school	y
2. Staff understands the paradigm shift from punitive to restorative	y
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:

1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	216	19	7	172	12	2	4
Aggression	160	14	6	127	9	1	3
ISI	127	13	5	98	7	1	3
Suspensions	149	12	7	118	8	2	2

Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY

C. Actions:

First Semester:
SMART Goal: Reduce the amount of aggression incidents by 25% from the 2019 Fall semester when compared to the 2020 Fall semester.
***During the 2019 Fall semester, Valencia had 213 aggression incidents. During the 2020 Fall semester, Valencia Middle School will have no more than 160 aggression incidents.**
What do we want to accomplish? Valencia Middle School will reduce the amount of Aggression incidents by 25% from the Fall of 2019 to the Fall 2020 SY.
Who is involved? Valencia administration team (Gist, Lohn, Gabaldon), Dean of Students (Mrs. Rashad) RPF (TBD), Counselors (Corneveaux, Van Hoesen, Bernhard), ISI Teacher (Mr. Moore)
How will we accomplish targeted goal? Code of Conduct presentation to student body during grade level presentations), Implementation of school-wide PBIS, building positive relationships with all students and strong adult presence throughout school. Guidance Lessons by counselors – Anti-Bullying, Social/Emotional lessons, Trauma Informed Education Training Culturally Responsive/Sensitive Training.
Why is this goal important? Historically, Valencia's discipline data shows a high amount of aggression violations. Improving this discipline data and turning around that negative perception is important to our school, community and stake holders. Decreasing the amount of aggression incidents will continue to improve our positive school environment and culture.
When? Valencia will reach our first semester goal by December 18, 2020.
Completed Goal Results: In the Fall of 2019, Valencia had 213 aggression incidents. In the Fall of 2020, Valencia will have no more than 160 Aggression incidents.
Second Semester:
SMART Goal: Reduce the amount of Other School Violations incidents by 25% from the 2020 Spring semester to the 2021 Spring semester.
* During the 2020 Spring semester, Valencia had 69 Other School Violations. During the 2021 Spring semester, Valencia Middle School will have no more than 52 Other School Violations.
What do we want to accomplish? Valencia Middle School will reduce the amount of Other School Violations by 25% from the Spring of 2020 to the Spring 2021 SY.
Who is involved? Valencia administration team (Gist, Lohn, Gabaldon), Dean of Students (Mrs. Rashad) RPF (TBD), Counselors (Corneveaux, Van Hoesen, Bernhard), ISI Teacher (Mr. Moore)
How will we accomplish targeted goal? Code of Conduct presentation to student body during grade level presentations, Implementation of school-wide PBIS, building positive relationships with all students and strong adult presence throughout school. Guidance Lessons by counselors – Anti-Bullying, Social/Emotional lessons, Trauma Informed Education Training Culturally Responsive/Sensitive Training.
Why is this goal important? Historically, Valencia's discipline data shows a high amount of aggression violations. Improving this discipline data and turning around that negative perception is important to our school, community and stake holders. Decreasing the amount of aggression incidents will continue to improve our positive school environment and culture.
When? Valencia will reach our second semester goal by May 24, 2021.
Completed Goal Results: During the 2020 Spring semester, Valencia had 69 Other School Violations. For the 2021 Spring Semester, Valencia Middle School will have no more than 52 Other School Violations.

Vesey Elemntary School SAP				Wakefield Middle School (reopens SY2020-21) 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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	n
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:	
1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	n
3. Stakeholders are communicated with monthly	n
4. PBIS implemented w/fidelity	n

Restorative Practices:	
1. Stakeholder have a shared vision for a restorative school	n
2. Staff understands the paradigm shift from punitive to restorative	n
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y

SCOC:	
1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	
5. Periodic review of discipline systems, policies, procedures	y

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	

Level 2 Priorities

PBIS:	
1. Mentoring/Social Skills Grps Staff, Parents, Students,	
2.Community embrace PBIS	
3. Stakeholders are communicated with monthly	
4. PBIS implemented w/fidelity	

Restorative Practices:	
1. Stakeholder have a shared vision for a restorative school	
2. Staff understands the paradigm shift from punitive to restorative	
3. Time is given to implement a restorative classroom	
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	
Mentoring	
PD/PLC's	

SCOC:	
1. 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	

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	28	7	2	27	2		
Aggression	25	5	2	17	1		
ISI	20	1		18	1		
Suspensions	20	5	2	11	2		

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	NA						
Aggression							
ISI							
Suspensions							

C. Actions:

First Semester:

The number of office discipline referrals received from staff each month will not exceed 5% of our total enrollment.

What do we want to accomplish? A reduction in the number of discipline referrals in comparison with last year.

Who is involved? All Staff

How will we accomplish targeted goal? We will accomplish target goal by communicating expectations with students, staff and parents, providing PD to staff regarding behavior interventions and reporting procedures, targeting areas of need, and reinforcing positive behavior.

Why is this goal important? This goal is important to ensure student safety and positive social interactions among students and staff as well as academic learning time.

When? Aug.- Dec. 2020

Second Semester:

The number of office discipline referrals received from staff each month will no exceed 5% of our total enrollment. reduction in the number of discipline referrals in comparison with last year.

Who is involved? All Staff

How will we accomplish targeted goal? We will accomplish target goal by communicating expectations with students, staff and parents, providing PD to staff regarding behavior interventions and reporting procedures, targeting areas of need, and reinforcing positive behavior.

Why is this goal important? This goal is important to ensure student safety and positive social interactions among students and staff as well as academic learning time.

C. Actions:

Establish all Level 1 priorities.

First Semester:

To ensure that all teachers post and calibrate their PBIS behavior expectations.

What do we want to accomplish?

To align and calibrate our PBIS expectations across grade levels and classroom.

Who is involved?

The PBIS Committee, site administration, and classroom teachers.

How will we accomplish targeted goal?

To facilitate PBIS professional development, and provide job embedded coaching.

Why is this goal important?

In order to help ensure horizontal and vertical compassionate discipline practices, then this level calibration is essential.

When?

By the end of the first semester

SMART Goal:

By December 18th, 2020, 80 percent of Wakefield MS teachers will have their classroom PBIS expectations posted, as measured by PBIS leadership committee walkthroughs.

Second Semester:

To reduce discipline incidents.

What do we want to accomplish?

To reduce the number of discipline incidents on the Wakefield campus.

Who is involved?

All site stakeholders including the PBIS committee, the discipline team, site administration and teachers.

How will we accomplish targeted goal?

Provide site based classroom management professional development, and job embedded coaching related to compassionate discipline and PBIS

Why is this goal important?

When students feel safe and discipline incidents are minimized, the climate and culture is supported in a positive way.

SMART Goal:

By May 25th, 2021, there will be a 10 percent reduction in discipline incidents compared to the previous school year, as measured by end of year discipline reports obtained by the site discipline committee.

Warren Elementary School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	y
Mo Reports timely	n
Use of Disc. Data	
Mo Report	y
PD	y
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:	
1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	n
3. Stakeholders are communicated with monthly	n
4. PBIS implemented w/fidelity	n
Restorative Practices:	
1. Stakeholder have a shared vision for a restorative school	y
2. Staff understands the paradigm shift from punitive to restorative	y
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y
SCOC:	
1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	y
5. Periodic 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	2		
Aggression	10		1	7	2		
ISI	14		2	10	2		
Suspensions	2		1	1			

Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY

C. Actions:
First Semester:
1. Review and revise PBIS Matrix and Discipline Flow chart. School will seek input from faculty, staff, students, parents, and the community.
Second Semester:
1. Discipline Team will report monthly to faculty and staff regarding the previous month's discipline report noting hotspots and trends.

White Elementary School   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
PBIS Team	y
PBIS Matrix	y
SCOC Training	
Staff	y
Students	y
Referral Process	y
RP Training	y
RP Revisited	y
PIC Room	n
Mo Reports timely	y
Use of Disc. Data	
Mo Report	y
PD	
Data input timely	y
Disc. Rating 1-5	3
Formal Report	

Level 2 Priorities

PBIS:	
1. Mentoring/Social Skills Grps Staff, Parents, Students,	n
2.Community embrace PBIS	y
3. Stakeholders are communicated with monthly	
4. PBIS implemented w/fidelity	n
Restorative Practices:	
1. Stakeholder have a shared vision for a restorative school	n
2. Staff understands the paradigm shift from punitive to restorative	n
3. Time is given to implement a restorative classroom	y
4. Support structures are in place to implement Restorative Prac. w/ fidelity	
Coaching	n
Mentoring	n
PD/PLC's	y
SCOC:	
1. Data informs all discipline meetings	y
2. Hot spots, trends, are ident	y
3. Discipline systems, policies, procedures are in place	y
4. Mo. discipline reports are communicated to fac/staff	y
5. Periodic review of discipline systems, policies, procedures	y

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	H	NA	AS	M
Student Incid	34	4	5	17	8		
Aggression	33	4	5	16	8		
ISI	26	3	4	13	6		
Suspensions	15	2	3	7	3		

C. Actions:
First Semester:
We want students to learn "Leader in Me" strategies and how to effectively problem-solve in school and in life. · Teachers teach the eight beginning lessons related to "Leader in Me" with students. This occurs within the first two weeks of school. · This is also combined with our PBIS strategies that are taught daily and emphasized on a quarterly basis. This occurs during our quarterly school wide PBIS stations (matrix). Teachers also implement Restorative Circles daily in their classrooms with their students. · Our school counselors, MTSSF, CSP, Primary and Intermediate teachers will be involved.
We also have a "Leader in Me" consultant assigned to our school that meets with admin and staff on a consistent basis. · Many students don't come to school with problem-solving skills; therefore, the school provides the needs that they need to problem-solve. · Admin and additional support staff will review "Leader in Me" lessons, discipline, etc.
Second Semester:
We want to create kind proactive leaders that problem-solve and build win-win situations. This is in alignment with "Leader in Me," which we practice as a school.
· We will continue with teacher PD's in "Leader in Me" and Restorative Practice.
· Continue with quarterly PBIS stations (matrix) and "Leader in Me" monthly celebrations.
· Admin and additional support staff will review "Leader in Me" lessons, discipline in school (areas of the school and specific teachers) with the discipline team to create a plan of action.
· We want students to gain skills that will help them be successful in school and life.
· We'll be reviewing our plan on a monthly basis with our school's discipline committee, as well as our PBIS committee