

## **CORRECTIVE ACTION PLAN SUMMARY**

### VI.G.1c

Corrective Action Plans (CAP) were implemented in the 2014-15 to address racial disparities in discipline. Quarterly, academic directors meet with student support services and review discipline data for the district and for specific sites. Sites that are flagged for potential issues are then reviewed by the academic directors who then visit the sites and review the data with principals.

Based on that review, sites may then begin the CAP process. At that point the data is given to the MTSS team and a CAP is created with input from the academic director. It is reviewed at the MTSS meetings until the point at which the discipline improves and the CAP ends. This process emphasizes the District's desire to eliminate the disparities.

40 schools were placed on a CAP for the 2014-2015 school year. This practice will continue into the 2015-2016 school year, as it has proven to be an effective tool in addressing racial disparities.

The high Schools that submitted CAP's are Pueblo (February 25, March 25 and April 25) and Rincon (dates not provided). Student discipline issues were the topic of discussion. The action plans included the following activities: refer student to support programs in the community, assign advocates to students and inform teachers of the support plans, more restorative conference facilitation, provide teacher coaching and classroom visits.

The Middle Schools that submitted CAP's are Doolen (11/ 7, 12/ 5, 1/ 26, and 2/10), Secrist (11/ 26 and 2/ 4) and Utterback, (3/ 25, 4/ 7, 4/ 28). Student discipline issues and PBIS were the topics of discussion. The plans included the following activities: Thunderbucks, student recognition referrals, store, progress reports, student of the month program, stamp sheets, front of the lunch line passes and parent post cards.

The K-8 school that submitted a CAP was Deitz. (3/1) The topics of discussion were the corrective action plan and PBIS. The plan included the following actions: at the beginning of the 3rd quarter, hold school wide assemblies to review behavior expectations, increase the use of Restorative Practices, have positive adults to send students for cool-off time, use Dragon Dollars.

The Elementary Schools that submitted CAP's are Bonillas (2/10), Borman (4/8), Borton (1/9), Carrillo (4/5), Cavett (5/7) and Cragin (2nd qtr.). The topics of discussion were the corrective action plan and PBIS. The plans included the

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following activities: families contacted regarding behaviors, contact Student Services for additional support, contact community resource for support, form PBIS committee, staff hand out Pawriffic tickets, teachers continue to review PBIS expectations in classes, more restorative conferences, monthly PBIS drawings, review GSRR school wide and emphasize character counts language.