

APPENDIX VI – 56



Tucson Unified School District

Corrective Action Plan: August 19, 2015

Secrist Middle School 2015 Fourth Quarter report

Purpose: USP VI(F)(2): The District shall collect, review, and analyze discipline data from each school on at least a quarterly basis. Based on this analysis, the District shall work with the RSPPC and school administrators to develop corrective action plan(s) to ensure that exclusionary discipline consequences are not meted out in a manner that impermissibly targets or has a disparate effect on students of a particular race or ethnicity. If the data collected and reviewed suggests that any teacher or administrator at the school site is imposing discipline in a racially or ethnically disproportionate manner or otherwise contrary to District policy, the District shall, in conjunction with the principal, consider and take appropriate corrective action, including retraining or disciplinary

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

The data below is from the USP Discipline Summary USP Discipline KPI. It reflects all infractions.

African American students from the USP/KPI is at 3.3 from the fourth quarter.

Native American students from the USP/KPI is at 2.6 for the fourth quarter.

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

Under General Discipline the African American students from the USP / KPI is at 3.7 from the fourth quarter.

- Native American students from the USP / KPI is at 3.2 from the fourth quarter.

Under Aggression the African American students from the USP / KPI is at 5.2 from the fourth quarter.

- Native American students from the USP / KPI is at 7.2 from the fourth quarter.

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

- Data results will indicate in a significant drop of identified students groups regarding discipline procedures. It will also show an increase in staff and student positive engagement.

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
Provide the date this action step will start.	Describe the action step that will be taken to help reach the above target goal.	List those directly responsible for taking the action step and those who will monitor.	List the date when results will be reviewed next.	After the review of the action step has occurred, describe the results.	Describe what will be done to sustain success or new strategies that will be used (which will be fully described in a following row).
8-07-15	The administration and faculty reviewed the GSRR, PBIS, restorative practices, school and classroom procedures	Mr. Knippen LSC, Mr. Montano Principal, Ms. Dura Assistant Principal, Faculty	8-7 8-11 8-12 8-13 8-14	Students will understand and know our schools procedures, expectations and policies. The faculty has reviewed their classroom procedures in the classroom. A strong emphasis is on PBIS and restorative practice	The team has specific students assigned to them academically and will progress monitor assigned students.
8-11-15	MTSS Discipline Data review teams meets monthly	Mr. Knippen LSC, Mr. Montano Principal, Ms. Dura Assistant Principal	8-18 9-31 9-30 10-30 11-30 12-16	MTSS Discipline Data team meets to confirm school wide, classroom, and individual procedures are being implemented and successful.	The team has specific students assigned to them academically and will progress monitor assigned students.
8-20-15	The classroom Professional Development and PLC work.	Administration, Classroom PLC	8-26 The faculty will follow the PD calendar.	PLC Professional Development is ongoing throughout the year. Teacher will assess student academic and behavioral data that will inform them on student progress.	As student success are identified academically and behaviorally. PLC work will direct team work based on evidence.

Signature Principal: R. David Montano Date: 8-20-15
 Signature Director: _____ Date: _____



Tucson Unified School District

Corrective Action Plan: Date

School Name

Purpose: USP VI(F)(2): The District shall collect, review, and analyze discipline data from each school on at least a quarterly basis. Based on this analysis, the District shall work with the RSPPC and school administrators to develop corrective action plan(s) to ensure that exclusionary discipline consequences are not meted out in a manner that impermissibly targets or has a disparate effect on students of a particular race or ethnicity. If the data collected and reviewed suggests that any teacher or administrator at the school site is imposing discipline in a racially or ethnically disproportionate manner or otherwise contrary to District policy, the District shall, in conjunction with the principal, consider and take appropriate corrective action, including retraining or disciplinary action.

Area of Concern: The data below is from the USP discipline summary USP Discipline KPI. It reflects all infractions.

Areas of Concern from the 2014-15 SY:

African American students from the USP/KPI is at 2.1 from the 3rd quarter, 2015-2016 SY

Native American students from the USP/KPI is at 0 from the 3rd quarter, 2015-2016 SY

Our Current Area of Concern for 3rd Quarter, 2015-16 SY:

Multi-Racial students from the USP/KPI is at 2.9 from the 3rd Quarter, 2015-16 SY

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

The root causes of the Multi-Racial students is as follows:

Possession of Marijuana. Our KPI is currently 15.4 for Multi-Racial

Defiance, Disrespect Toward Authority and non-compliance. Our current KPI is 11.5 for Multi-Racial

Target Goal: Seeing a reduction in overall use of marijuana, with a primary focus on multi-racial students. Additionally, reducing defiance, disrespect toward authority. Current PBIS standards should be reviewed and teachers should be trained in terms of behavior expected. As we increase our knowledge of PBIS effective strategies, we should see a reduction in the number of incidents.

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
11/19/15	Schoolwide Norms	Task Force (Mr. Luke van Schie, Ms. Jill Chambers, Ms. Martha Mooney, , Ms. Casey Daniels, Ms. Donna Chambliss, Mr. Dhakniel McNamara, Ms. Natalee Van Gelder (Resigned from the Task Force on 12/15/15)), Ms. Volpe-Principal, Mr. Beck- Assistant Principal, Mr. Konrad- Director of Middle Schools.	2/3/16, 3/9/16, 3/30/16, 4/13/16, 4/27/16, 5/11/16	These are campus wide expectations that are posted in each classroom. They include : Be on Time, Sit in Assigned Seat, Backpacks in Designated Areas, Be Prepared (Pencil, Paper, Planner, Binder), No Gum, No Food or Liquids in the Classroom, No Ear-Buds, Hats, Hoodies, Cellphones, Use Appropriate and Respectful Language at All Times.	Review the effectiveness of the schoolwide classroom management system and determine whether this has led to better instructional environment for students and teachers. Determine the areas of this system that need to be changed or revised.
11/19/15	Schoolwide Classroom Management System for Disruptive Behavior	Task Force, Ms. Volpe-Principal, Mr. Beck- Assistant Principal, Mr. Konrad- Director of Middle Schools.	2/3/16, 3/9/16, 3/30/16, 4/13/16, 4/27/16, 5/11/16	The task force has developed a schoolwide system for addressing the disruptive behavior of students in classes. This system is deigned to reduce the number of classroom disruptions over time, using a restorative approach. It is a system in which the student has 2	Review the effectiveness of the schoolwide classroom management system and determine whether this has led to better instructional environment for students and teachers.

				<p>opportunities to redirect their disruptive behavior, with a warning and reflection sheet, before being removed from the classroom for the remainder of that period and assigned a disciplinary consequence.</p> <p>Teachers were trained on this system and how it supports the PBIS system here at the school.</p>	<p>Determine the areas of this system that need to be changed or revised.</p>
11/19/15	Teacher Assigned Lunch Detention	<p>Task Force, Ms. Volpe-Principal, Mr. Beck- Assistant Principal, Mr. Konrad- Director of Middle Schools.</p>	<p>2/3/16, 3/9/16, 3/30/16, 4/13/16, 4/27/16, 5/11/16</p>	<p>Teachers are able to assign lunch detention for students who are breaking the rules but not disrupting the class. Parent contact must be attempted and the students who are assigned lunch detention must complete an essay about the importance of responsibility and behavior.</p>	<p>Review the effectiveness of the teacher assigned lunch detention and determine whether this has led to better instructional environment for students and teachers.</p> <p>Determine the areas of this system that need to be changed or revised.</p>
11/19/15	School Wide Hall Pass System	<p>Task Force, Ms. Volpe- Principal, Mr. Beck- Assistant Principal, Mr. Konrad- Director of</p>	<p>2/3/16, 3/9/16, 3/30/16, 4/13/16, 4/27/16, 5/11/16</p>	<p>Each teacher has a hall pass for their classroom. One student is allowed out at a time, except for in emergencies. The hall pass is 8.5 x 11” and is a bright pink color. Students have to sign the back of it with their</p>	<p>Review the effectiveness of the school wide hall pass system and determine whether this has led to better instructional</p>

		Middle Schools.		destination listed. Only one student is permitted out of class at a time with this pass, except in the case of emergencies.	environment for students and teachers. Determine the areas of this system that need to be changed or revised.
Area of Concern: Identify pattern or hotspots that are in the discipline data.					
Justification Statement: Identify the root causes for patterns and hotspots.					
Target Goal: Describe what data results would be indicative of success.					
Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
2.1.16	Hired a New ISI Teacher	Volpe/Beck			
1.4.16	Proactive use of Restorative Practices	Knippen	ongoing		
2.15.16	Mentoring and Leadership classes for African American students	Volpe/Hart/	ongoing	Increased student academic achievement	
2.15.16	Etiquette classes	Volpe/Parent volunteer	ongoing	Increased student academic achievement	
Area of Concern: Identify pattern or hotspots that are in the discipline data.					
Justification Statement: Identify the root causes for patterns and hotspots.					
Target Goal: Describe what data results would be indicative of success.					
Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps

2.3.15	Student Leadership Focus Group	Volpe/ Lorenzo Lopez	ongoing	Increased student academic achievement	

Signature Principal: _____ Date: _____

Signature Director: _____ Date: _____