

APPENDIX VI – 56

TUSD

Tucson Unified School District

Corrective Action Plan: November 10, 2016

Bloom Elementary

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

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

There is a disparity in the number of African American students.

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

Our small size limits our options for distributing students to other classrooms.

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

Showing 'green' on USP report.

| Date to Begin | Action Steps to address concern | Person(s) Responsible | Date of Review | Outcome or Product | Next Steps |
|--|--|--|---|---|---|
| Provide the date this action step will start | Describe the action step that will be taken to help reach the above target goal. | List those directly responsible for taking the action step and those who will monitor. | List the date when results will be reviewed next. | After the review of the action step has occurred, describe the results. | Describe what will be done to sustain success or new strategies that will be used (which will be fully described in a following row). |
| 11-10 | The African American Studies department has assigned an AASS to support a small group of students each week. | Elaine Buckner | Jan 10, 2017 | -Students set weekly goals and strategies for keeping them. | - try the ' push-in ' model to support the classroom teachers |

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|-------|---|-----------------|-------------|---|--|
| | | | | -notices better attitudes. | |
| 11-10 | RE-entry conference with Counselor. | Counselor | Jan 10-2017 | Our Counselor's first day was Jan 9 th . Since that time, she has identified students who need coping/ conflict resolution strategies. | -counselor has system for self-referral and teacher referrals. |
| 11-10 | Strategic plan with classroom teacher to distribute PBIS cards. | Teachers/ staff | Jan 10-2017 | -PBIS card winners are motivated to continue showing positive actions | ongoing |

Area of Concern: Identify pattern or hotspots that are in the discipline data.
 There is a disparity in the number of African American students.

Justification Statement: Identify the root causes for patterns and hotspots.
 Our small size limits our options for distributing students to other classrooms


Target Goal: Describe what data results would be indicative of success.
 Showing 'green' on USP report.


| Date to Begin | Action Steps to address concern | Person(s) Responsible | Date of Review | Outcome or Product | Next Steps |
|---------------|--|--------------------------------|----------------|--|-------------------------------------|
| 01-17 | Students will be Cross-Age helpers in grades K and 1 st . | K and 1 st teachers | 3-22-17 | 5 th graders feel responsible as student mentors | ongoing |
| 01-17 | Cross-age Reading Buddies two times per week. | All classroom teachers | 3-22-17 | -relationships between older and younger students are developing | ongoing |
| 01-17 | The African American Studies department has assigned an AASS to support a small group of students each week. | Elaine Buckner | 3-22-17 | -Students set weekly goals and learn strategies for coping with conflicts. | -try the 'push in' model for QTR 3. |
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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 |
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Signature Principal:  Date: 2/10/17

Signature Director:  Date: 2/15/17

TUSD

Tucson Unified School District

Corrective Action Plan: Date February 1, 2017

Booth Fickett Math & Science K-8 School

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

Area of Concern: Identify pattern or hotspots that are in the discipline data: Deportation of African American students

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

Target Goal: Describe what data results would be indicative of success: All green across the board for discipline

| Date to Begin | Action Steps to address concern | Person(s) Responsible | Date of Review | Outcome or Product | Next Steps |
|--|---|--|---|---|---|
| Provide the date this action step will start | Describe the action step that will be taken to help reach the above target goal. | List those directly responsible for taking the action step and those who will monitor. | List the date when results will be reviewed next. | After the review of the action step has occurred, describe the results. | Describe what will be done to sustain success or new strategies that will be used (which will be fully described in a following row). |
| 11/10/16 | Works closely with African American student provider have her do the following: small group, 1:1, classroom observations, behavior chart. District Culturally Relevance team did a PD with teachers. | Eileen Gow/ Tonya Haley contact BIT for students Destiny will have small | By January 10, 2017 | | |

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|--------|---|---|--|--|---|
| | <p>Shared discipline data with teachers.</p> <p>Discipline town halls with students.</p> <p>Parent forum on discipline.</p> <p>PBIS team meets twice a month.</p> <p>PBIS following matrix.</p> <p>PD on how we speak to students, making sure we use the same language.</p> | <p>group conference, one-on-one with student, come up with student behavior plan, go into classroom</p> <p>Admin continue to share discipline data, have teacher forums and parent forums</p> | | | |
| 2/1/17 | <p>Share data with staff</p> <p>Share data with students</p> <p>PBIS meeting 2x's month</p> <p>New MTSS coordinator</p> <p>Contacted BIT for support</p> <p>Started referral to MTSS</p> <p>Conference with students</p> <p>Have students write goals</p> <p>Have Student service providers conference with students and push into classrooms</p> <p>Personalize reward system</p> <p>Identify hot spots, make changes on campus</p> <p>Lunch schedule adjustments</p> <p>Counselors having small groups</p> <p>Admin building relationships with students and families</p> | <p>Admin will continue to share data with students, staff, parents</p> <p>Student service providers will do push-in</p> <p>Counselors</p> <p>ISI teacher</p> <p>Dean of Discipline</p> <p>MTSS Coord.</p> | | <p>-equity in discipline report</p> <p>-more individual support for student</p> <p>-regular feedback and support will be given to teachers</p> | <p>-review monthly data with leadership team and staff.</p> <p>-ensure that student and teacher data is tracked</p> <p>-based on Danielson data will support teacher who scored a 2 in the area of classroom management and building relationship with students</p> <p>-started a new teacher support group on site to support teachers and collaborate idea on how to better support them.</p> |

| 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 |
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| 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 |
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Signature Principal: Norma Flores Date: 2-10-17

Signature Director: X Seppu Date: 2-10-17

TUSD

Tucson Unified School District

Corrective Action Plan: Date 11/07/16

School Name: Catalina High School

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

Area of Concern: Identify pattern or hotspots that are in the discipline data. 1st Quarter Data reflects an increase in student aggression.

Justification Statement: Majority of these discipline issue occurred outside of the classroom, for example during lunchtime and at dismissal. The data also indicates that the same student(s) were involved in multiple acts of physical aggression.

Target Goal: Improve school culture by developing a proactive behavior policy and system for students to earn positive consequences for scholarly behavior. From the start of Quarter 1 (1.50%) through the beginning of Quarter 2 (0.95%) we have decreased the number of student incidents by .55%.

| Date to Begin | Action Steps to address concern | Person(s) Responsible | Date of Review | Outcome or Product | Next Steps |
|--|--|--|---|--|---|
| Provide the date this action step will start | Describe the action step that will be taken to help reach the above target goal. | List those directly responsible for taking the action step and those who will monitor. | List the date when results will be reviewed next. | After the review of the action step has occurred, describe the results. | Describe what will be done to sustain success or new strategies that will be used (which will be fully described in a following row). |
| 8/27/16 | Increased supervision in the identified hotspots. | Admin., Dean of Students, campus monitors | 9/16 | We seen a decrease in physical aggression in the month of September and October. | We will continue to pay close attention to the identified hotspots. |
| 8/16 | Upon the return of the identified aggressive students, additional interventions such as restorative practices/circle to discuss positive conflict resolution(s). | Admin., MTSS Facilitator, Dean of Students, Teachers | ongoing | We seen a decrease in physical aggression in the month of September and October. | Continuous vertical alignment using our reward system (PBIS) |

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| At-risk students with current and/or new community partners. | AmeriCorps VISTA | weekly | Increase student participation and parent engagement. |
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Area of Concern: For quarter 2, our data shows a continuous pattern of drugs and aggression. Our data does reflect a decrease in suspendable offenses in quarter 1 (44 QTR 1 – 26 QTR 2)

Justification Statement: Majority of these aggressive acts are birthed outside of school(home, group home setting) that unfortunately filter back on our campus.

Target Goal: Improve school culture by developing a proactive behavior policy and system for students to earn positive consequences for scholarly behavior.

| Date to Begin | Action Steps to address concern | Person(s) Responsible | Date of Review | Outcome or Product | Next Steps |
|---------------|---|---|----------------|---|---|
| 8/27/16 | Continue to monitor hotspots | Admin., Dean of Students, campus monitors | Weekly | We seen a decrease in physical aggression and overall suspensions from the start of QTR 1 | Continuous vertical alignment using our reward system (PBIS) |
| 12/17 | Officer Evanoff (SRO) has been conducted a series of lesson provided in the health classes | SRO | Weekly | Outreach/LRE (Law Related Education) | Continue to provide LRE in additional classrooms/grade levels |
| 11/16 | Expand mentoring opportunities for at-risk students with current and/or new community partners. | Administration, AmeriCorps VISTA | Bi-weekly | Boys-to-Men Mentoring lamyou 360 Girls Workshop Program (20 girls in Feb.) | Increase student participation and parent engagement. |

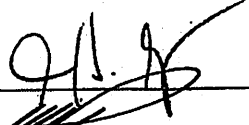
Area of Concern: Identify pattern or hotspots that are in the discipline data.

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 |
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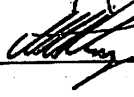
Signature-Principal: _____



Date: _____

2/2/17

Signature Director: _____



Date: _____

2/2/17

TUSD

Tucson Unified School District

Corrective Action Plan: January 26, 2017

School Name: Dietz K-8 School

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

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

Increase in number of incidents in discipline Q2 2015 and Q2 2016

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

Documenting all level 1 and above incidents rather than focusing only on exclusionary practices.

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

Reduction of disciplinary incidents.

| Date to Begin | Action Steps to address concern | Person(s) Responsible | Date of Review | Outcome or Product | Next Steps |
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| 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). |
| 1/9/2017 | Only document Level 3 and higher incidents that result in exclusionary actions. | Tiffany McKee-Emerson | 3/17/17 | | |
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Area of Concern: Identify pattern or hotspots that are in the discipline data.

Disproportionate level of referrals for students who are African American and Hispanic.

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

Two teachers are over-referring students who are African American and Hispanic.

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

Intensive PD for targeted teachers in CR practices.

| Date to Begin | Action Steps to address concern | Person(s) Responsible | Date of Review | Outcome or Product | Next Steps |
|---------------|---|--|----------------|--------------------|------------|
| 1/2017 | Tier 3 Professional Development with 4 th /5 th grade team on Culturally Responsive practices | Tiffany McKee-Emerson, Lorenzo Lopez, 4 th and 5 th grade team | 3/17/17 | | |
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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 |
|---------------|---------------------------------|-----------------------|----------------|--------------------|------------|
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Signature Principal:

Ryan M. Lee-Emerald Date: 2/10/17

Signature Director:

Victoria Mani Date: 2/15/17

TUSD

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: Disparities in discipline in non-Anglo students in the first quarter.

Justification Statement: The first quarter USP student data discipline indicators were high in non-Anglo students.

Target Goal: Equitable numbers.

| Date to Begin | Action Steps to address concern | Person(s) Responsible | Date of Review | Outcome or Product | Next Steps |
|--|--|--|---|---|--|
| Provide the date this action step will start | Describe the action step that will be taken to help reach the above target goal. | List those directly responsible for taking the action step and those who will monitor. | List the date when results will be reviewed next. | After the review of the action step has occurred, describe the results. | Describe what will be done to sustain success or new strategies that will be used (which will be fully described in a following row). |
| 11/1/16 | Researched the discipline numbers and cross referenced them to referral forms as well as teacher notes in Synergy. This showed inequitable consequences for similar behaviors. | Principal, AP | 11/7-11/10 | Created a PD that illustrated the data and the disparage in the referrals from teachers | <ul style="list-style-type: none"> • PLC review • Data review by grade level and teacher • Training on equitable documentation and treatment for the teachers |

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|---------|------------------------------|------------|---------|--|---|
| | | | | | <ul style="list-style-type: none"> • Work with director to fill the LSC gap in order to triage all teacher concerns and filter/restore and support |
| 1/16/17 | Addition of MTSS Coordinator | Fred Huang | 3/27/17 | <p>Fred will be the front line in the office. He will review all referrals, Student needs, SOS forms and parent concerns about behavior. He will work with administration to provide the intervention support the students need as well as follow up with contracts and check ins. He will also be able to work with families to find the resources.</p> | <ul style="list-style-type: none"> • Keep data on discipline, contracts, student improvement and behaviors in class |
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Area of Concern: Disparities in referrals from teachers to the office.

Justification Statement: We found differences specifically between Anglo males and AA males in the 7th grade. We found that there was a gap in the step that were taken to intervene on behalf of student behavior by the teachers

Target Goal: Closing this gap by providing support to the teachers.

| Date to Begin | Action Steps to address concern | Person(s) Responsible | Date of Review | Outcome or Product | Next Steps |
|---------------|---|------------------------|---|---|---|
| 11.21.16 | Work with director to fill the gap of the LSC | Principal and Director | 1/9/17 After review we were able to secure | Support at Doolen for the teacher and student concerns that were addressed by the LSC and often fixed before larger | Close the gap on classroom and campus issues through additional support |

| | | | an MTSS position and fill it for the 2 nd semester | behavior took the place of the issue | |
|----------|--|----------------------------------|---|--|--|
| 11.21.16 | Ongoing support and direction to teachers to provide equitable interventions | Principal, AP and teachers | | Equitable discipline | Chart and document all referrals through a spreadsheet that tracks steps and teacher interventions |
| 11.21.16 | Send 5 teachers to attend the Fred Jones training on classroom management | Principal and referring teachers | | <ul style="list-style-type: none"> • Better management • Better understanding of student needs | Have the teachers that went present to the rest of the staff |
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Area of Concern: Loss of an LSC as well as no MTSS coordinator or social worker assignment has had a negative impact on responding restoratively to situations in a timely fashion as we were previously able.

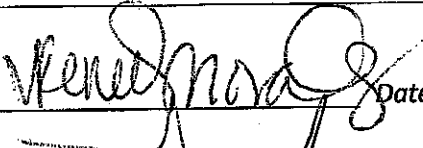
Justification Statement: Last year our LSC received all Shout Out's from students and filtered all discipline referral from teachers in order to provide restorative support prior to discipline where applicable. The LSC tracked:

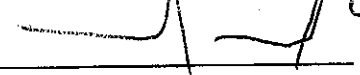
- Behavior contracts
- No harm contracts
- Safety contracts
- Peace contracts
- Restorative supports given
- Teacher referral frequency and for what

This service gave a tier of support to the campus that fixed many issues before they became larger behaviors. It also help students accountable for behaviors with added tiers of support.

Target Goal: Work with Director to fill the gap in support provided to the campus

| Date to Begin | Action Steps to address concern | Person(s) Responsible | Date of Review | Outcome or Product | Next Steps |
|---------------|--|-----------------------|----------------|--|-----------------------|
| 11.21.16 | Use other resources to respond to student Shout Outs | Working on it | | More support to students who are reporting problems and have needs that must be met behaviorally or emotionally | Get support |
| 11.21.16 | Task the support person with the charting and implementing of all the LSC used to do | Principal | | Doolen is a very needy school that requires several tiers of support that the community needs. We are a Maslow before Blooms school. | work to fill the gaps |
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Signature Principal:  Date: 1.30.17

Signature Director:  Date: 1/30/17

TUSD

Tucson Unified School District

Corrective Action Plan: December 2016

Lawrence 3-8 School

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

October Area of Concern: Referral Summary of Student by Ethnicity using the USP Discipline KPI showed a number ratio of 1.9 Hispanic creating a yellow flag for Hispanic students. This number represents 0.68%, or 1 student, of Hispanic students had discipline referrals.

Justification Statement: Having one Hispanic student receive the consequence of exclusionary discipline will create a yellow flag on the Data Dashboard.

Target Goal: Less than 1%

| Date to Begin | Action Steps to address concern | Person(s) Responsible | Date of Review | Outcome or Product | Next Steps |
|---|---|------------------------------|----------------|---|--|
| 11/1/16 | Bullying Intervention Class Ms. Brody's 3 rd Graders | Ms. Lohn | 12/16/16 | Students participated in the class. | Weekly Restorative Circles. |
| | Bullying Intervention Class Ms. Garcia's 3 rd Graders | Ms. Harvey | 12/16/16 | Students participated in the class. | Weekly Restorative Circles. |
| 11/14/16 | PD for Counselor, MTSS Coordinator and Principal on Indigenous Strategies | Kobritz, Lohn, Crawley | 11/15/16 | 8 hours/person PD Greater understanding of counseling of indigenous people | PD presentation to be made to the staff in January |
| November Area of Concern: Referral Summary of Student by Ethnicity using the USP Discipline KPI showed a number ratio of 2.3 Hispanic creating a yellow flag for Hispanic students. This number represents 1.36%, or 2 student, of Hispanic students had discipline referrals. | | | | | |
| 12/13/16 | PBIS Committee Meeting Plan "Reboot" of the PBIS Program in January | PBIS Committee and Principal | 12/15/16 | Plan for January PBIS | Continue full implementation of PBIS. |

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| 1/18/2018 | Professional Development for MTSS to empower staff with strategies for implementation of classroom interventions for discipline. | MTSS Coordinator and Curriculum Service Provider | 1/18/2017 | All staff trained. | PD follow up in March. |
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October Area of Concern: Referral Summary of Student by Ethnicity using the USP Discipline KPI Showed a number ratio of 4.7 Native American creating a red flag for Native American Students. This number represents 1.20%, or two Native American students who had discipline referrals.

Justification Statement: Lawrence 3-8 student population is comprised of 357 students. 267 or 75% of these students live on the neighboring Pascua Yaqui Reservation. 166 or 62% of these students show their ethnicity as Native American while 237 or 66% show Native American as their race. This is compared to 12 or 0.03% White students at Lawrence. Having one fight on campus where hostility and intent to inflict injury exists; physical or aggressive exchange between two or more students (mutual); often requires investigations and student/parent meetings (*GSRR Page 25*) will prompt a red flag for Native American discipline on the data dashboard.

Target Goal: 1-5%

| Date to Begin | Action Steps to address concern | Person(s) Responsible | Date of Review | Outcome or Product | Next Steps |
|---------------|---|------------------------|----------------|---|--|
| 11/14/16 | PD for Counselor, MTSS Coordinator and Principal on Indigenous Strategies | Kobritz, Lohn, Crawley | 11/15/16 | 8 hours/person PD Greater understanding of counseling of indigenous people | PD presentation to be made to the staff in January |

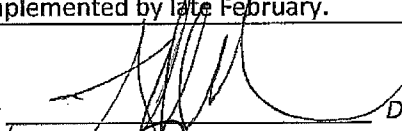
November Area of Concern: Referral Summary of Student by Ethnicity using the USP Discipline KPI Showed a number ratio of 4.0 Native American creating a red flag for Native American Students. This number represents 1.40%, or four Native American students who had discipline referrals.

Justification Statement: Lawrence 3-8 student population is comprised of 357 students. 267 or 75% of these students live on the neighboring Pascua Yaqui Reservation. 166 or 62% of these students show their ethnicity as Native American while 237 or 66% show Native American as their race. This is compared to 12 or 0.03% White students at Lawrence. Having one fight on campus where hostility and intent to inflict injury exists; physical or aggressive exchange between two or more students (mutual); often requires investigations and student/parent meetings (*GSRR Page 25*) will prompt a red flag for Native American discipline on the data dashboard.

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| 12/13/16 | PBIS Committee Meeting Plan "Reboot" of the PBIS Program in January | PBIS Committee and Principal | 12/15/16 | Plan for January PBIS | Plan implemented. Students to have first celebrations the week of February 6. |
| 12/21/16 | Meeting with Native American Student Success specialists to determine best practices for intervention: Mr. Lombardi | Vince Lombardi, NASS | 12/15/16 | Continued support of at risk students as identified by the Clarity At Risk list. | Continued support to be documented in Clarity by NASS. |

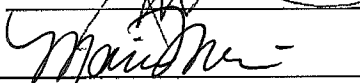
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| | will work with both girls who were in the fight. He supports them academically and emotionally in order to gain skills for conflict resolution. | | | | |
| 12/13/16 | PBIS Committee Meeting Plan "Reboot" of the PBIS Program in January | PBIS Committee and Principal | 12/15/16 | Plan for January PBIS | Continue full implementation of PBIS. |
| 1/17/2017 | Discipline Committee met to discuss a mentoring program. The program will begin implementation with the highest risk students as determined by the Clarity At Risk list. MTSS Coordinator, Counselor and NASS will draw up the plan to be implemented by late February. | Discipline Committee, MTSS Coordinator, NASS | 2/15/2017 | Begin implementation of a mentor program for students beginning with the highest at risk for discipline as determined by the Clarity At Risk list. | |

Signature Principal:



Date: 2/9/17

Signature Director:



Date: 2/10/17



Tucson Unified School District

Corrective Action Plan: November 22, 2016

School Name: Miller Elementary

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

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

- We have had a large percentage of Multi-Racial students with discipline incidents for the first quarter. We had 15 distinct students that are categorized as Multi-Racial with 6 distinct student incidents.

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

- The same students with an incident in both August and September or with more than one incident in a month. None of them were suspensions however they were other incidents such as aggression, defiance/disrespect towards authority, vandalism, and one weapon incident that needed to be documented and have a consequence. We continue to have issues with our Tier 3 students however our PBIS system is working for the majority of our students. Some of the students that have had issues are in our Self-Contained ED classroom and struggle with day to day interactions with peers.

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

- A decrease in the number/percentage of Multi-Racial student discipline incidents.

| 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). |
| 10/17 | Students that were having repeated incidents were able to work with the counselor a few times to work on | Counselor/ Social Worker | Nov. 10 th (monthly during | The data has been reviewed for the month of October (as | If student is making progress and has no further incidents they will |

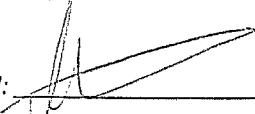
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| 1/25/2017 | Parent conferences with the AA and MR student regarding bus expectations. | Admin. | Continual | Parents called in for a meeting regarding escalating behaviors on the bus. Students were placed in assigned seats and the bus drivers were made aware of student triggers possible ways to de-escalate them. | Continual communication with the bus driver and/or parents. |
| 1/11/2017-03/16/2017 | PBIS reminders/practice throughout the semester | Admin, PBIS coordinator, counselor, teachers, and monitors | 03/17/2017 | Reminders will be stated on the office announcements to remind students about desired outcomes. Students needing additional supports will see PBIS coordinator, counselor, or social worker. | If a student is not expressing the desired expectation it will be reviewed with them by a staff member. If they are sent to the office the GSRR will also reviewed with them for whatever area they are violating. |
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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 |
|---------------|---------------------------------|-----------------------|----------------|--------------------|------------|
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Signature Principal:  Date: 2/13/17

Signature Director:  Date: 2/13/17

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| | strategies to be successful in the classroom, the playground, bus or all locations. | | discipline review) | 2 nd quarter) and the data shows that the number of incidents have gone down and Miller is on yellow instead of red. | continue with check-ins with the counselor. If they need further assistance they will be added to one of the counselor's weekly group sessions. If the student is an ED student they will continue sessions with the school social worker. |
| 01/09/2017 | PBIS Rotation to go through school-wide behavior expectations. | All staff | | Students went to each area of the school identified on the PBIS matrix to go over and practice desired expectations. | If a student is not expressing the desired expectation it is reviewed with them by a staff member. If they are sent to the office the GSRR is also reviewed with them for whatever area they are violating. |
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Area of Concern: Identify pattern or hotspots that are in the discipline data.
 We had incidents involving AA, A, and MR students that caused us to be in the red.

Justification Statement: Identify the root causes for patterns and hotspots.
 We have a low number of those ethnicities which causes their percentage to be higher once they have an issue. The AA and MR student incidents involved ED students on the bus. The incident with the A student happened during 1st quarter but remained red because he is 1 of only 2 Asian students.

Target Goal: Describe what data results would be indicative of success.
 A lower number of incidents. In December we had no incidents.

| Date to Begin | Action Steps to address concern | Person(s) Responsible | Date of Review | Outcome or Product | Next Steps |
|---------------|--|-------------------------------|----------------|---|---|
| 08/31/2016 | Provided culturally responsive professional development for teachers and monitors along with Code of Conduct training. | Principal/Assistant Principal | 01/11/17 | Culturally Relevant pd will take place again after the winter break as a reminder for lesson planning and handling of classroom issues. | Continue to monitor classroom environments and offering feedback to teachers. |

TUSD

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: disparity in the discipline of Native American, African American, and Multi-Racial students

Justification Statement: There is a small percentage of students with social and emotional concerns who are creating the discipline issues at Pistor

Target Goal: Decrease in disciplinary incidents for Native American, African American, and Multi-Racial students.

| 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). |
| 12/5/16 | Michael Valenzuela will leave campus after 4 th period and will continue Edgenuity through AGAVE for his Science and Math classes in the evening at the Pueblo lab | Mark Kutzmer | 12/23/16 | Move Michael Valenzuela from 7 th grade curriculum to 8 th grade curriculum | Continue to monitor second semester especially considering he will have new electives. |
| 1/9/17 | NASS asked to meet with at risk students on a regular basis during their elective times to provide interventions | Stephanie Macias | 2/10/17 | NASS meets with students 3x per weeks for 5-10 minutes per day, sometimes before or after school to set | Continue check ins and home visits/communication |

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| | | | | goals. She goes into class to assist and has good communication with families. She has also done home visits. She meets with Social Workers to provide support services. NASS visits parents at work when she cannot get a hold of them at home. | |
| 12/5/16 | Counseling session for Joseph Secundino | Melisa Mendez | 2/6/17 | 8 th grade counselor reported that during regular counseling sessions he has shown improvement. His grades have improved, he has taken on a leadership role and is modeling positive behavior for others. | Counseling sessions will be continued on an as-needed basis. |

Area of Concern: disparity in the discipline of Native American, African American, and Multi-Racial students

Justification Statement: There is a small percentage of students with social and emotional concerns who are creating the discipline issues at Pistor

Target Goal: Decrease in disciplinary incidents for Native American, African American, and Multi-Racial students.

| Date to Begin | Action Steps to address concern | Person(s) Responsible | Date of Review | Outcome or Product | Next Steps |
|---------------|---|--|----------------|--|--|
| 1/9/17 | MTSS Case Managers assigned to check on students minimum of once per week | R. Rodriguez, L. Hughes, S. Macias, M. Mendez, J. Olvera, B. Demaree, A. Wichers, C. Rodriguez | 2/6/17 | Tremendous number of parents who attended conferences. Home visits were conducted by NASS and Community Rep. Teachers were reminded by case managers to schedule conferences. MTSS meetings are very productive with intervention reports. | Continue to monitor. Try to minimize number of failing students. |
| 12/6/16 | 6 th /7 th Grade Counselor provided conflict resolution training to 6 th grade | Janet Olvera | 2/6/17 | Students have been observed using the tools | Continue to encourage students to utilize the |

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| | students | | | they were taught and students are reporting when necessary. | strategies. Plans to teach 7 th grade the week of February 13 th . |
| 1/16/17 | Consider schedule changes for students with high levels of disruption | L. Hughes, J. Olvera, C. Rodriguez, M. Mendez, R. Rodriguez | 2/6/17 | | |
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Area of Concern: disparity in the discipline of Native American, African American, and Multi-Racial students

Justification Statement: There is a small percentage of students with social and emotional concerns who are creating the discipline issues at Pistor

Target Goal: Decrease in disciplinary incidents for Native American, African American, and Multi-Racial students.

| Date to Begin | Action Steps to address concern | Person(s) Responsible | Date of Review | Outcome or Product | Next Steps |
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Signature Principal: Angela Wickers Date: 1/30/17 *Angela Wickers 2/10/17*

Signature Director: [Signature] Date: 2/10/17

TUSD

Tucson Unified School District

Corrective Action Plan: 1-27-2017

Robins K-8

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

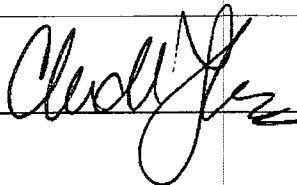
Area of Concern: Identify pattern or hotspots that are in the discipline data. Disparity for Hispanic students.

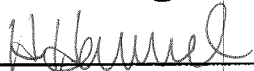
Justification Statement: Identify the root causes for patterns and hotspots. Documenting all Level 1 and above instead of focusing on just exclusionary incidents.

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


| Date to Begin | Action Steps to address concern | Person(s) Responsible | Date of Review | Outcome or Product | Next Steps |
|---------------|---|---|-----------------|--------------------|------------|
| Jan 9, 2017 | Only document Level 3 and above incidents into the SYNERGY system. | Chandra Thomas, Principal | March 17, 2017. | | |
| Jan 20, 2017 | PBIS School Wide Tutorial and Assembly for K-5 and 6 th -8 th . GSRR Middle school assembly to review GSRR for M.S. students. | Chandra Thomas, Principal | March 17, 2017 | | |
| Feb. 11, 2017 | New Dean of Students hired to assist with discipline incidents and PBIS to determine hotspots of the school | Chandra Thomas, Principal Dean of Students | March 17, 2017 | | |

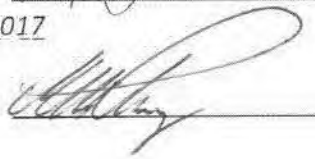
| Area of Concern: Identify pattern or hotspots that are in the discipline data. | | | | | |
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| Justification Statement: Identify the root causes for patterns and hotspots. | | | | | |
| Target Goal: Describe what data results would be indicative of success. | | | | | |
| Date to Begin | Action Steps to address concern | Person(s) Responsible | Date of Review | Outcome or Product | Next Steps |
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| 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 |
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Signature Principal:  Date: 4/30/17

Signature Director:  Date: 2/8/17

| Area of Concern: Identify pattern or hotspots that are in the discipline data. | | | | | | |
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| Justification Statement: Identify the root causes for patterns and hotspots. | | | | | | |
| Target Goal: Describe what data results would be indicative of success. | | | | | | |
| Date to Be gin | Action Steps to address concern | Person(s) Responsible | Date of Review | Outcome or Product | Next Steps | |
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Signature Principal:  Date: _____
 1/30/2017

Signature Director:  Date: 2.13.17

TUSD

Tucson Unified School District

Corrective Action Plan: January 26, 2017

School Name: Utterback

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: There were a disproportionate number of African American students suspended during the second quarter.

Justification Statement: Structures are in place with PBIS, MTSS, use of Student Support Staff and Counselors and students continue to struggle with substance/illegal drug issues and physical aggression

Target Goal: Decrease in the percentage of African American students suspended each quarter by providing necessary supports and positive reinforcements for appropriate behaviors.

| Date to Begin | Action Steps to address concern | Person(s) Responsible | Date of Review | Outcome or Product | Next Steps |
|---------------|---|---|--|--|--|
| SY2016-17 | Use of MTSS and counselors to provide restorative circles and groups with students and in classrooms. Counselors and MTSS facilitator will work with individuals and groups. Students will be provided additional opportunities in both Boys to Men (Sem 2) and Goodwill Good | Josh Payne (MTSS facilitator) Tony Mosley (counselor) Martina Leon Rodriguez (counselor) Alexandra | Results will be reviewed monthly at MTSS meetings beginning 11/22/16 | We will adjust services and continue to monitor as necessary and needed. | Continue with student supports, PBIS supports and MTSS meetings to provide individual supports for students. |

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| | Guides mentoring groups. | Soto (Social Worker) Marie Daranyi (Principal) | | | |
| SY2016-17 | Quarterly PBIS/Academic Celebration Assemblies | Tony Mosley Martine Leon Rodriguez Josh Payne | Quarterly | Students to feel and be acknowledged for positive behaviors and interactions as well as academic success | Continue with process |
| Sept. 12, 2016 | Healthy Decision making education (Healthy Families Night) | Connie Moore Angela Schiavone Tony Mosley | | Provide parents and students with a venue to learn how to communicate, how to set 'house rules' regarding substance use/abuse, and to start the conversation | One time grant targeted at 7 th grade. Will evaluate possibility to continue next year. Continue work with 7 th graders this year in classes and through restorative circles/conversations in and out of classes. |
| Oct., 26-27 | Capturing Kids Heart conference | Darin DeMaestri Lucy LiBosha Marie Daranyi | Oct. 28 | Provide two teachers with the two day training to not only support their work with students, but also have them share out to faculty through the PLC process on strategies that they feel are effective and that we can adopt. | Work through PLC process on four key questions and teachers using those as they process behavioral and academic choices with students. |
| SY2016-17 | Include Student Success Specialists at all long-term suspension hearings | Marie Daranyi Frank Moraga (AP) JC de la Torre (MASS) Debbie Worthy (AASS) | On-going | Provide success specialists to advocate for students as appropriate and to provide a school-parent liaison | Continue with process |

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| SY2016-2017 | Use Student Services Staff to support strategically in identified classrooms that need additional support | Josh Payne Debbie Worthy Tony Mosley Martina Leon Rodriguez JC de la Torre Marie Daranyi | On-going | Lower incidents occurring in classrooms by providing additional support in identified classes | Continue with process, back off support as climate changes in specific rooms or other rooms are identified |
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Area of Concern: There were a disproportionate number of African American students suspended during the second quarter. During the second quarter there were also a disproportionate number of Native American students suspended.

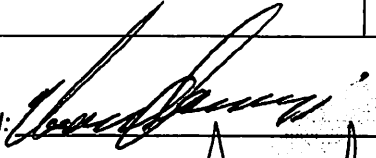

Justification Statement: Structures are in place with PBIS, MTSS, use of Student Support Staff and Counselors and students continue to struggle with substance/illegal drug issues and physical aggression.

Target Goal: Decrease in the percentage of African American and Native American students suspended each quarter by providing necessary supports and positive reinforcements for appropriate behaviors.

| Date to Begin | Action Steps to address concern | Person(s) Responsible | Date of Review | Outcome or Product | Next Steps |
|---------------|---|---|----------------|---|--|
| SY2016-2017 | Fred Jones Classroom Management Training (for Admin and separate training for teachers) | Marie Daranyi, Ben Beams, Maria Blake, Miriam Klinger, on additional teacher (TBD), | Dec. 2, March | Provide teachers with additional classroom management tools and structures to support positive student behavior and choices thereby reducing in-class conflict. | Support identified teachers in implementing Fred Jones structures and shifting classroom culture |

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| | | Kim Gunn (consultant), Lori VanScyoc (CSP) | | | |
| Sem. 2, SY2016- 2017 | Target specific students and groups of students for Student Success Specialists to mentor/support with behavior, academics, goal setting and making positive/pro-social choices | Debbie Worthy, Juan Carlos de la Torre, Dwight McGraw | On-going | Provide one more layer of support for identified students, provide more intensive support to students and an adult working with them specifically. | Use discipline data and qualitative data to identify students and to keep the process targeted yet fluid. |
| Sem. 2, SY2016- 2017 | Target specific pairs and groups of students who have demonstrated negative peer behaviors or conflict and provide Restorative Conferences and Circles to address the negative behavior and proactively prevent further issues. | Dr. Holt, Tony Mosley, Martina Leon Rodriguez, Josh Payne | On-going as need identified through discipline data | Lower incidents of conflict and aggression that may or may not begin at school, but affect the educational environment and safety of our students | Use discipline data and qualitative data to identify students and to keep the process targeted yet fluid. |
| Sem. 2, SY2016- 2017 | Provide intensive and targeted instructional support and feedback to teachers struggling with Tier 1 instruction, student engagement and therefore classroom management. | Outside Consultant Kim Gunn and CSP Lori VanScyoc, Larry Martinez | On-going | Lower incidents occurring in classrooms by improving instruction and student engagement and therefore less unstructured time | Continue with process, scaffold back support as climate changes in specific rooms or other rooms are identified |
| Sem. 2, SY2016- 2017 | Provide Law Related Education (LRE) to cohorts of students identified through our discipline and anecdotal data as hot spots | Officer Aros | On-going | Lower incidents of aggression and conflict that begin on social media and lower by-standard participation/involvement for 7/8 grades. Proactively address conflict and potentially bullying behavior in 6 th grade classes. | Begin with 7/8 grades targeting aggression begun on social media, and with 6 th grade for civic responsibility and citizenship. 6 lessons for each grade. |

| Area of Concern: Identify pattern or hotspots that are in the discipline data. | | | | | |
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| 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 |
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Signature Principal:  Date: 2/6/17
Signature Director:  Date: 2/6/17

TUSD

Tucson Unified School District

Corrective Action Plan: January 30, 2017

School Name: Valencia Middle School

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

Area of Concern: African American students are suspended 3.7 times the rate of Anglo students

Justification Statement: The root pattern appears to be the ED-Self Contained room as 3 of the 4 suspensions are from that room.

Target Goal: reduction in the number of African American ED-Self Contained students being suspended for acts of aggression or drug use/possession.

| Date to Begin | Action Steps to address concern | Person(s) Responsible | Date of Review | Outcome or Product | Next Steps |
|--|--|---|---|---|---|
| Provide the date this action step will start | Describe the action step that will be taken to help reach the above target goal. | List those directly responsible for taking the action step and those who will monitor. | List the date when results will be reviewed next. | After the review of the action step has occurred, describe the results. | Describe what will be done to sustain success or new strategies that will be used (which will be fully described in a following row). |
| 11/15/16 | 3 of the 4 African American Students suspended are ED Self-Contained Students. We have hired a new ED teacher and will recommend training for her to de-escalate issues in the class in terms of fighting. | Loraine Egans-Teacher. Michael Beck— Evaluator, Fracnesca Fontana-School Psychologist | Discipline data will be reviewed monthly. I will check in with the ED teacher at least weekly | The ultimate results should be a reduction of the number of African American Students involved in aggressive situations. Overall in 2 nd Quarter African American Discipline rate dropped from 2.7 to 1.7. This is still too high, but it does represent a lower | Success will be sustained by having the ED teacher work with kids, incorporate de-escalation techniques, employ culturally responsive pedagogy (She is African American as well) into the class. The principal has also taken and successfully passed SIT training to implement |

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| 11/15/16 | <p>MTSS coordinator, SRO and Counselor to provide small group instruction to the ED-Self Contained classroom. We have consistently</p> | <p>Jeff Lent, Counselor and Karla Palacio, MTSS</p> | <p>Meeting will be held after small group instruction has occurred.</p> | <p>rate. Tools and strategies will be taught to those students to reduce aggressive behavior and what they can do to overcome it. Also, the drug suspensions were based on students stating they were "holding" for someone else. Therefore, some of the training will be in the area of how to handle those situations. Those were reviewed with students and there seems to be less of that activity in the second quarter.</p> | <p>those techniques in class. Success will be sustained by review of data from suspensions of students, particularly African American students in the ED-Self-Contained classroom. If behaviors have not increased, then more training and small group work can be accomplished. During second quarter, our discipline rate for African American students dropped from 2.7 to 1.7. Although that is still too high, it does represent a decrease.</p> |
| 11/1/16 | <p>MTSS Coordinator has established an MTSS classroom to meet with students who are identified as needing interventions in Clairty.</p> | <p>MTSS Coordinator, Karla Palacio, Stacey Gist, Assistant Principal</p> | <p>Data will be reviewed every two weeks and adjusted based on student need.</p> | <p>The MTSS classroom is a new idea from our MTSS Coordinator, Karla Palacio. Using Clarity and discipline data, the coordinator will establish groups and teachings based on student need. The outcome is a fluid class where students needing targeted interventions can receive training.</p> | <p>Success will be gauged by a reduction in students being suspended. Ms. Palacio will target classes based on need. For example, she is setting up a class to talk to students about drug use because we have seen a recent spike in both use and possession at Valencia. In conjunction with our SRO to talk to the students about the dangers of use and working with our CRC teachers to be more culturally aware in the delivery of instruction. As we see spikes in various types of discipline, the class can be differentiated to fit student need. This is a pull out of students based around their elective</p> |

schedule. During second quarter, this was implemented. Overall, our discipline rate for our African American students went from 2.7 to 1.7

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 |
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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 |
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Signature Principal:  Date: 2/8/17

Signature Director:  Date: 2/19/17