

APPENDIX VI – 16



Tucson Unified School District

Discipline Support Action Plan: 4/17/18

Blenman Elementary 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: Classrooms and playground – repeat multiple offenders involved in altercations with other students in the classroom and on the playground with issues of disrespect and defiance towards most specifically their classroom teachers.

Justification Statement: Classroom expectations are unclear for our newest teachers and for two veteran teachers.

Target Goal: To reduce minor and major discipline incidents in the areas of aggression, other aggression and defiance/disrespect.

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
4/16/18	Teachers need to follow the discipline flowchart- warning, pink sheet, parent contact before ODR.	MTSS/Admin	5/1/18	Teachers will be more proactive in disciplining students by contacting parents	Teachers need to differentiate strategies in working with students that exhibits defiance and disrespect before escalation occurs.
ongoing	Teacher need to differentiate strategies in working with students that exhibit defiance and disrespect before escalation	MTSS	5/25/18	Teachers will see a de-escalation of behaviors in the classroom due to proactively addressing behaviors.	Teachers will establish clear procedures for classroom management and consistently address misbehaviors when they occur using their differentiated strategies.

ongoing	Teachers will establish clear procedures for classroom management and consistently address misbehaviors when they occur.	Teacher with MTSS guidance	5/25/18	Teachers will maintain a classroom environment that is conducive for learning.	Teachers will continue to build positive relationships with all students in all core subject areas including more rigor and student engagement in teaching.
Area of Concern: Repeat offenders for similar incidents- does not seem to change.					
Justification Statement: Classroom expectations may or may not be clear, Functional Behavioral Assessments need to be conducted to ascertain what the cause of the incidents seem to stem from.					
Target Goal: Students with repeat offenses are placed on a BIP that correlates with the FBA function/form of behavior.					
Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
4/23/18	MTSS Facilitator will schedule FBA observations for each of the top five repeat offenders.	MTSS	5/1/18	Students will have a FBA completed.	MTSS facilitator will create a BIP with teacher's input based on the FBA.
5/1/18	MTSS facilitator will create a BIP with teacher's input based on the FBA.	MTSS and teacher	5/25/18	Students will have a BIP that correlates to the FBA.	MTSS Facilitator will conduct training on Behavioral form vs. function for teachers
8/18	MTSS Facilitator will conduct training on Behavioral form vs. function for teachers	MTSS and Admin	9/18 and monthly	Teachers will be more informed as to why students misbehave	Staff will participate in PD that includes trauma informed practices, behavioral de-escalation practices and building relationships
8/18-ongoing	Staff will participate in PD that includes trauma informed practices, behavioral de-escalation practices and building relationships	MTSS and Admin	Monthly	Teachers will have strategies to handle conflict in their classrooms appropriately.	Classroom incidents will decrease.

Signature Principal: Kelly Mack Date: 4/18/18

Signature Director: _____ Date: _____



Tucson Unified School District

Discipline Support Action Plan: Thursday, April 19, 2018

Booth Fickett K-8 Math and Science 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.

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
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).
4/4/18	Discipline meeting to review student suspension areas of concerns and students involved.	Administration. RFFP, ISI/PIC Teacher/Monitors/MTSS Coordinator/ Behavior specialist/ Student Success Specialist/ Classroom Teachers	4/4/18	Monitors assigned to specific areas and hallways, pic data recorded daily and reviewed weekly. Hotspot students are meeting with Student success specialist. Behavior plans modified to fit the	Daily monitor meetings Monitors write student referrals and document interventions ISI teacher tracks hot spot classroom Admin works with teachers on lesson planning

3/7/18	Professional Development: Review of Positive Intervention Center monthly data (February and March).	Classroom Teachers, Administration Presented by Christine Cueva, ISI/PIC teacher	3/7/18 4/4/18	needs of students. Teachers learned various types of intervention strategies Teachers learned hotspot areas	Weekly during PD Ms. Cueva reports out to staff on referral data.
4/16/18	Alcohol/ Tobacco and Drug Awareness Assembly	Administration/ School Resource Officer Presented by Interim Assistant Principal, Eric Eulberg and School Resource Officer, Meghan Johnson	4/16/18	Students learned about the impacts of drug and alcohol use. Students learned about the consequences of using on campus Students reviewed protocol and GSSR.	School resource officer presents in classrooms. Success Specialist works with hot spot students

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
4/13	Kim Gunn binders	Kim Gunn- Consultant Middle School Science and Social Studies teachers	4/13	Kim Gunn created student engagement binders to increase student engagement for bell-to-bell teaching.	Kim Gunn will go in and observe the classrooms 3 days in April and 3 days in May Administration will go into classrooms to ensure the binders are being used

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

Signature Principal: Diana Flores Date: 4-19-18

Signature Director: [Signature] Date: 4-19-18



Tucson Unified School District

Corrective Action Plan: Date 11/07/16 (last updated 11/20/17)

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%.

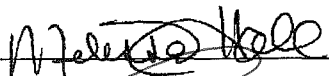
Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
Provide the date this action step will start	Describe the action step that will be taken to help reach the above target goal.	List those directly responsible for taking the action step and 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 have 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 have seen a decrease in physical aggression in the month of September and October.	Continuous vertical alignment using our reward system (PBIS)

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	Increase student participation and parent engagement.
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 Iamyou 360 Girls Workshop Program (20 girls in Feb.)	Increase student participation and parent engagement.
Area of Concern: Aggression and illegal/dangerous items					
Justification Statement: A lot of these issues originate outside of school and is brought back to the school. Social media is a major contributing factor to majority of the incident's brought to the 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
04/07/17	Behavior Plans for targeted students, especially students who have frequent academic and behavioral incidents per the MTSS meetings	Admin., Dean of Students	weekly	Students on a behavior plan are tightly monitored. The goal is to help support and promote positive behaviors on a consistent basis.	Increase student participation and parent engagement.

4//1/	Continue restorative practices with victims and offenders following minor and major behavior incidents.	Admin/ Dean of Students/ MTSS Facilitator/ Counselors	As needed due to discipline	Tolerance and peaceful conflict resolution	Continue to monitor all discipline with special attention to repeat offenders
04/7/17	Proactive conversations with students by Administration regarding social media/ bullying/ cyberbullying to predict and prevent aggressive acts on campus	Admin/ Dean of Students/ MTSS Facilitator/ Counselors	As needed due to discipline	Information (ex: screenshots) from students allow us to prevent escalation of aggressive acts on campus.	Create lesson plans for teachers/ SRO to present regarding social media and its dangers.
04/07/17	Provide Staff with Professional Development on Authentic Relationships through the use of Restorative Practices/Restorative Justice	Administration and MTSS Fascinator	As needed due to discipline	We would like to engage our teachers on best practices to remove the disparities of punitive discipline practices.	Ongoing Professional as needed per the discipline and MTSS data. Power Point Presentation.
04/07/17	Student Success Contact Wall that will help to support the Districts initiative to address the MTSS Process, Discipline, Student Supports, etc.	Admin. ,MTSS Facilitator, Student Support Specialist, Counselors, Drop-Out-Prevention Specialist, and teachers	Daily	To address the number of Tier 2 and Tier 3 Students.	We will teach the entire staff how to engage in this Student Success Wall. This will be apart of the Summer PD.
Area of Concern: Our 1 st QTR data for SY 2017-2018 shows a high level of discipline incidents. During 1 st quarter we documented a total of 46 incidents for a total percent of 5.63%. Of this data, there were 18 discipline incidents that resulted in suspensions representing 2.2% of our population. The majority of our incidents were involving aggression or alcohol, tobacco, and drugs.					
Justification Statement: Most incidents of aggression occurred after dismissal and off campus. The possession/ usage of drugs is something that we are still working to combat with our students.					
Target Goal: Reduce the total number (and percentage) of discipline incidents during the 2 nd quarter.					
Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
08/07/17	Behavior Plans for targeted students, especially students who have multiple behavioral incidents per the MTSS meetings and data dashboard	Admin., Dean of Students	weekly	Students on a behavior plan are tightly monitored. The goal is to help support and promote positive behaviors on a consistent basis.	Increase student participation and parent engagement.

	discipline.				
8/30/17-8/31/17	De-escalation training for MTSS Facilitator, ISI teacher and Dean of Students	KOI trainers	N/A	A team from Catalina attended training to learn tools and strategies to de-escalate students in crisis or behavioral incidents.	Implement learning with students in crisis or behavior issues.
9/6/17	Boys to Men: male mentor group.	Outside mentors	Biweekly	Targeted group of male students meet with mentors to discuss various topics related to behaviors and academic success.	Continue with meetings
10/16/17	Guy Talk: male mentor group	Outside mentors	Biweekly	Targeted group of male students meet with mentors to discuss various topics related to behaviors and academic success.	Continue with meetings
10/23/17	Lunch Intervention	BIM (Behavior Intervention Monitor), Dean of Students, security team	daily	Students that have been identified as not attending class on time in a predictable pattern, or students who are involved in out-of-classroom incidents are referred to lunch intervention. During this time BIM conducts a reflective writing assignment.	Continue with this intervention.
10/23/17	Wednesday Intervention	BIM, Dean of Students, Security Team	Every Wednesday	Students that have been identified as missing a class (ditching) will be asked to stay Wednesday for an hour. They will work on academic work they missed in their class and reflect on their behavior.	
11/14/17	School Resource Officer (SRO) in place at Catalina.	SRO	N/A	SRO Officer Higuera will first work on building relationships with students at Catalina. He will respond to discipline incidents as needed.	Next quarter SRO will start some outreach and LRE classes.

Signature Principal:



Date:

11/27/17

Signature Director:



Date:

11.20.17

TUSD

Tucson Unified School District

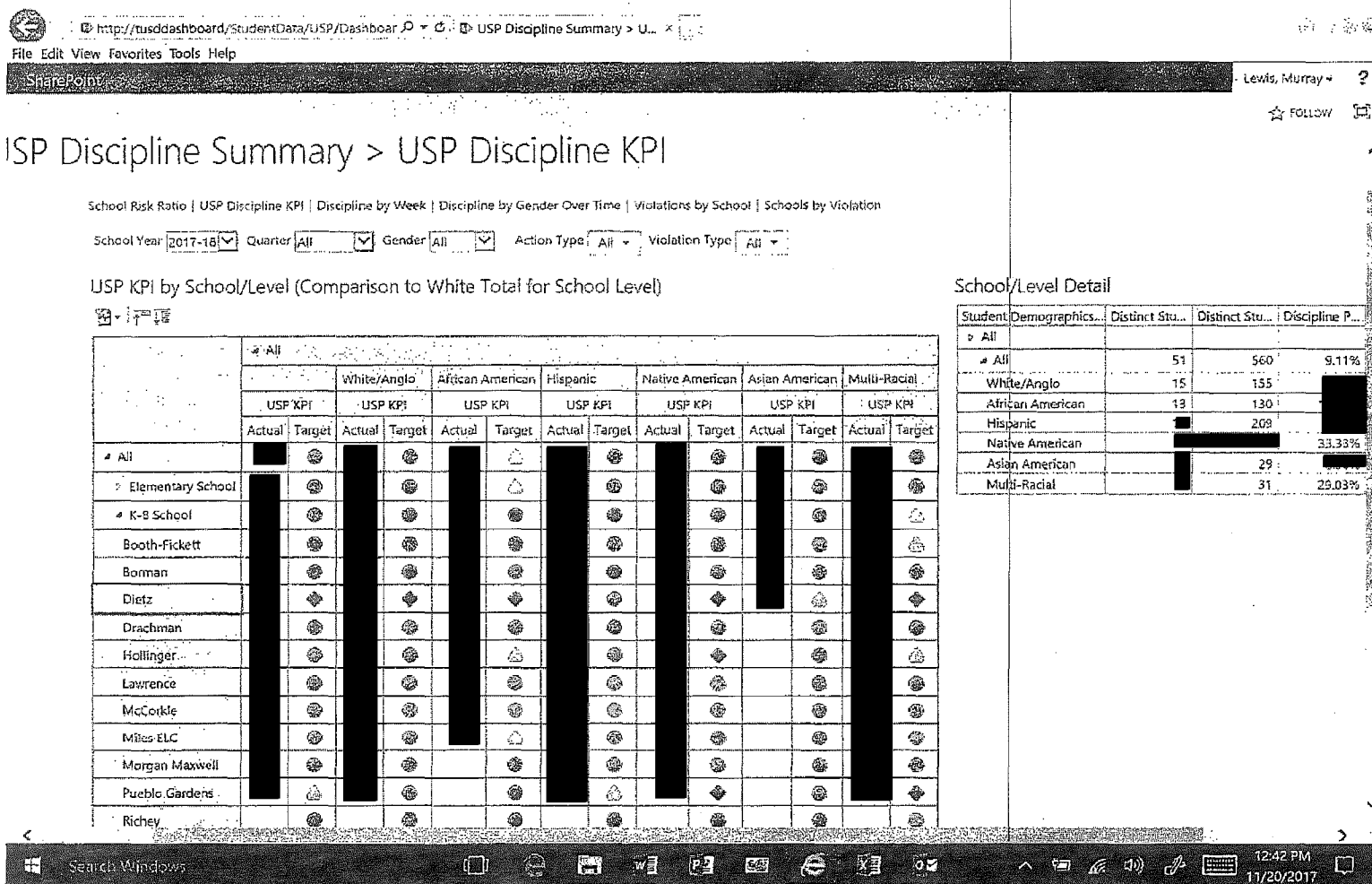
Corrective Action Plan: 11/20/2017

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 refraining or disciplinary action.					
Area of Concern: Identify pattern or hotspots that are in the discipline data. Discipline Summary > USP Discipline KPI [White/Anglo-2.7 RED]					
Justification Statement: Identify the root causes for patterns and hotspots. Data root causes are [Discipline reporting of detention assignments, peer mediation, etc., along with Student frequency, and frequent student fliers skew data targets; removal of these data samples yield a significant impact on data target indicators] - Data patterns are [Five percentile (Tier Three) consists of three students who require high energy supports to manage both behavior and academics] - Data hotspots are [focused on 3 rd grade Co-Hort]					
Target Goal: Describe what data results would be indicative of success. Data results dropping into the target range of the KPI index featuring Semester one comparison to Semester two. These data results highlight success factors associated with adherence to Discipline Documentation Tips Items 6 thru 8. Additionally, implementation of robust, efficient PBIS and MTSS student supports will provide foundational elements to manage both student behavior and achievement.					
Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
8/4/2017	1. Adherence to Discipline Documentation Tips Items 6 thru 8 2. Deployment of robust, efficient PBIS/MTSS support for staff and students	1. Admin Team 2. PBIS/MTSS Team	10/9/2017	Discipline Summary > USP Discipline KPI [White/Anglo]-Quarter Two; Action Type	1. Monitor discipline data and entry practices and adjust per Culture and Climate Leadership.
10/9/2017	3. Adherence to Discipline Documentation Tips Items 6 thru 8 4. Deployment of robust, efficient PBIS/MTSS support for staff and students	1. Admin Team 2. PBIS/MTSS Team	11/20/2017	Discipline Summary > USP Discipline KPI [White/Anglo]-Quarter Two; Action Type	1. Monitor discipline data and entry practices and adjust per Culture and Climate Leadership.

Area of Concern: Identify pattern or hotspots that are in the discipline data. Discipline Summary > USP Discipline KPI [African American-2.8 RED]					
Justification Statement: Identify the root causes for patterns and hotspots. Data root causes are [Discipline reporting of detention assignments, peer mediation, etc., along with Student frequency, and frequent student fliers skew data targets; removal of these data samples yield a significant impact on data target indicators]. Data patterns are [Five percentile (Tier Three) consists of three students who require high energy supports to manage both behavior and academics]. Data hotspots are [focused on 4 th and 5 th grade Co-Horts].					
Target Goal: Describe what data results would be indicative of success. Data results dropping into the target range of the KPI index featuring Semester one comparison to Semester two. These data results highlight success factors associated with adherence to Discipline Documentation Tips Items 6 thru 8. Additionally, implementation of robust, efficient PBIS and MTSS student supports will provide foundational elements to manage both student behavior and achievement.					
Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
8/4/2017	1. Adherence to Discipline Documentation Tips Items 6 thru 8 2. Deployment of robust, efficient PBIS/MTSS support for staff and students	1. Admin Team 2. PBIS/MTSS Team	10/9/2017	Discipline Summary > USP Discipline KPI [African American]-Quarter Two; Action Type	1. Monitor discipline data and entry practices and adjust per Culture and Climate Leadership.
10/9/2017	1. Adherence to Discipline Documentation Tips Items 6 thru 8 2. Deployment of robust, efficient PBIS/MTSS support for staff and students	1. Admin Team 2. PBIS/MTSS Team	11/20/2017	Discipline Summary > USP Discipline KPI [African American]-Quarter Two; Action Type	1. Monitor discipline data and entry practices and adjust per Culture and Climate Leadership.
Area of Concern: Identify pattern or hotspots that are in the discipline data. Discipline Summary > USP Discipline KPI [Native American-9.4 RED]					
Justification Statement: Identify the root causes for patterns and hotspots. Data root causes are [Student incidents versus Student population in terms of small sample sizes create target flags that can be described as pseudo-problematic].					
Target Goal: Describe what data results would be indicative of success. Data results will be monitored in accordance with Culture and Climate Leadership directives. At this time, based upon the JS enrollment, itself serves as a barrier to accurately report an/or assess any current discipline issues.					
Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
8/4/2017	1. Adherence to Discipline Documentation Tips Items 6 thru 8	1. Admin Team	10/9/2017	Discipline Summary > USP Discipline KPI [Native	1. Monitor discipline data and entry practices and

	2. Deployment of robust, efficient PBIS/MTSS support for staff and students	2. PBIS/MTSS Team		American]-Quarter Two; Action Type	adjust per Culture and Climate Leadership.
10/9/2017	1. Adherence to Discipline Documentation Tips Items 6 thru 8 2. Deployment of robust, efficient PBIS/MTSS support for staff and students	1. Admin Team 2. PBIS/MTSS Team	11/20/2017	Discipline Summary > USP Discipline KPI [Native American]-Quarter Two; Action Type	1. Monitor discipline data and entry practices and adjust per Culture and Climate Leadership.
Area of Concern: Identify pattern or hotspots that are in the discipline data. Discipline Summary > USP Discipline KPI [Multi-Racial-8.2 RED]					
Justification Statement: Identify the root causes for patterns and hotspots. Data root causes are [Student incidents versus Student population in terms of small sample sizes create target flags that can be described as pseudo-problematic; Student frequency is also a contributor to Red flag indicator]. Data hotspots are [focused on Middle School Co-Horts]					
Target Goal: Describe what data results would be indicative of success. Data results dropping into the target range of the KPI index featuring Semester one comparison to Semester two. These data results highlight success factors associated with adherence to Discipline Documentation Tips Items 6 thru 8. Additionally, implementation of robust, efficient PBIS and MTSS student supports will provide foundational elements to manage both student behavior and achievement.					
Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
8/4/2017	1. Adherence to Discipline Documentation Tips Items 6 thru 8 2. Deployment of robust, efficient PBIS/MTSS support for staff and students	1. Admin Team 2. PBIS/MTSS Team	10/9/2017	Discipline Summary > USP Discipline KPI [Multi-Racial]-Quarter Two; Action Type	1. Monitor discipline data and entry practices and adjust per Culture and Climate Leadership.
10/9/2017	1. Adherence to Discipline Documentation Tips Items 6 thru 8 2. Deployment of robust, efficient PBIS/MTSS support for staff and students	1. Admin Team 2. PBIS/MTSS Team	11/20/2017	Discipline Summary > USP Discipline KPI [Multi-Racial]-Quarter Two; Action Type	1. Monitor discipline data and entry practices and adjust per Culture and Climate Leadership.

Signature Principal: [Signature]

Date: 11/20/17

Signature Director: [Signature]

Date: 11/22/17

TUSD

Tucson Unified School District

Corrective Action Plan: 2/19/2018

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

Discipline Summary > USP Discipline KPI [White/Anglo-5 # of students suspended 2nd quarter (1:1) ratio] This is a low ratio compared to other ethnicities

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

Continue to supervise all areas

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

Continue with the implementation of robust, efficient PBIS and MTSS student supports will provide foundational elements to manage both student behavior and achievement. Dietz will show decrease in discipline referrals and an increase in positive behavior.

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
1/9/2018	Admin, Dean, Counselor will continue to meet w/ incoming students to review school expectations, procedures and PBIS program	1. Admin Team 2. PBIS/MTSS Team	3/16/18	All students will have a clear understanding of Dietz expectations. Continue building relationships will help decrease disciplinary referrals	1. Monitor discipline data and entry practices and adjust per Culture and Climate Leadership. Grade level assemblies to communicate our expectations.
1/9/2018	Continue to identify students and set up restorative conferences for all incidents, communicate with parents, and set up parent conferences.	1. Admin Team 2. PBIS/MTSS Team	3/16/2018	Dietz will show decrease in discipline referrals and increase in positive behavior.	1. Monitor discipline data and entry practices and adjust per Culture and Climate Leadership. Continue to be visible during passing periods

					and lunches to reduce number of incidents.
Area of Concern: Identify pattern or hotspots that are in the discipline data. Discipline Summary > USP Discipline KPI [African American 11 # of students suspended for second quarter. (3.1) ratio RED] Justification Statement: Identify the root causes for patterns and hotspots. Data patterns are [Two incidents where six females got into altercation and they were all A/A. Another incident involved two more A/A students, 4 th grade]. Data hotspots are Middle School Females during lunch activities. One female student was the instigator in both incidents. Target Goal: Describe what data results would be indicative of success. Continue implementation of robust, efficient PBIS and MTSS student supports will provide foundational elements to manage both student behavior and achievement. Increase of visibility by leadership team. Hiring of 3 rd monitor will help reduce and allow for extra supervision during all lunches. Mr. Warrior from African/American services will also be doing small groups and one on one interventions to support our A/a student population. This will help with decrease the number of discipline referrals and will continue to build relationships.					
Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
1/9/2018	Continue to implement restorative conferences for all incidents. Increase adult supervision and meet with team to review data.	1. Admin Team 2. PBIS/MTSS Team	3/16/2018	Reduce the number of discipline referrals and increase of positive behaviors by building relationships.	Set up a PD for all staff with Dr. Holt. on Aggression and Prevention strategies.
1/9/2018	Review discipline data and provide PD for faculty with Dr. Holt to continue developing a community and sense of pride.	1. Admin Team 2. PBIS/MTSS Team	3/16/2018	Help staff understand and continue to improve culture awareness and trends. This will help reduce the number of referrals	1. Monitor discipline data and entry practices and adjust per Culture and Climate Leadership. 2. Peer Mentorship support from African American Student Services

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

Discipline Summary > USP Discipline KPI [Multi-Racial 7.2 ratio, 7 # of students suspended. **RED**]

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

Continue to supervise all areas and teacher will be visible during passing period to help assist with supervision in our middle school hall.

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

Continue implementation of robust, efficient PBIS and MTSS student supports will provide foundational elements to manage both student behavior and achievement. Mr. Warrior from African American services will also be doing small groups and one on one interventions to support our A/a student population. Lupita Gamez is another resource from the Mexican American who provides interventions to many students.

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
1/9/2018	Continued use of restorative practices. Restorative practice facilitator will meet with individual students who have had prior incidents to prevent future issues.	1. Admin Team 2. PBIS/MTSS Team	3/16/2018	Reduction in reckless behavior and an increase in empathy and decision making skills	Dietz will also continue to review our positive behavior plan w/ faculty during PD
1/9/2018	Positive behavior contracts will be reviewed with students who had prior offenses. Continue to reward student who display improvement in there decision making skills	1. Admin Team 2. PBIS/MTSS Team	3/16/2018	Dietz will show decrease of referrals and increase of positive behavior.	Continue to review data and review behavior contract to communicate with parent's student's progress.
1/9/2018	Review discipline involving suspensions with Director before any suspension is imposed.	Admin/Director	3/16/2018	A decrease in the number of suspensions	Continue process throughout the year

Summary: Additional success factors are highlighted as the implementation of robust, efficient PBIS and MTSS student and staff supports to impact both student behavior and achievement. Continue to use resources and personnel to improve culture and climate of the school. Continue being visible during lunches, passing periods and release time to help monitor and be proactive to build relationship and trust among students and staff.

Signature Principal: [Signature] Date: 2/20/18

Signature Director: [Signature] Date: 2/20/18

TUSD

Tucson Unified School District

Corrective Action Plan: 2/19/2018

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.

Discipline Summary > USP Discipline KPI [White/Anglo-5 # of students suspended 2nd quarter (1-1) ratio] This is a low ratio compared to other ethnicities

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

Continue to supervise all areas

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

Continue with the implementation of robust, efficient PBIS and MTSS student supports will provide foundational elements to manage both student behavior and achievement. Dietz will show decrease in discipline referrals and an increase in positive behavior.

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
1/9/2018	Admin, Dean, Counselor will continue to meet w/ incoming students to review school expectations, procedures and PBIS program	1. Admin Team 2. PBIS/MTSS Team	3/16/18	All students will have a clear understanding of Dietz expectations. Continue building relationships will help decrease disciplinary referrals	1. Monitor discipline data and entry practices and adjust per Culture and Climate Leadership. Grade level assemblies to communicate our expectations.
1/9/2018	Continue to identify students and set up restorative conferences for all incidents, communicate with	1. Admin Team 2. PBIS/MTSS Team	3/16/2018	Dietz will show decrease in discipline referrals and	1. Monitor discipline data and entry practices and adjust per Culture and

	parents, and set up parent conferences.			increase in positive behavior.	Climate Leadership. Continue to be visible during passing periods and lunches to reduce number of incidents.
3/28/18	PD on improving PBIS to review school expectation, look at data to identify areas of improvement	Admin/Counselor/RPF	3/28/18	Staff will have a clear understanding of Dietz expectations and areas of improvement to decrease disciplinary referrals.	Review data with leadership team and pull out students who are identified to have restorative conferences
Area of Concern: Identify pattern or hotspots that are in the discipline data. Discipline Summary > USP Discipline KPI [African American 11 # of students suspended for second quarter: (3:1) ratio RED] Justification Statement: Identify the root causes for patterns and hotspots. Data patterns are [Two incidents where six females got into altercation and they were all A/A Another incident involved two more A/A students, 4 th grade]. Data hotspots are Middle School Females during lunch activities. One female student was the instigator in both incidents. Target Goal: Describe what data results would be indicative of success. Continue implementation of robust, efficient PBIS and MTSS student supports will provide foundational elements to manage both student behavior and achievement. Increase of visibility by leadership team. Hiring of 3 rd monitor will help reduce and allow for extra supervision during all lunches. Mr. Warrior from African/American services will also be doing small groups and one on one interventions to support our A/a student population. This will help with decrease the number of discipline referrals and will continue to build relationships.					
Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
1/9/2018	Continue to implement restorative conferences for all incidents. Increase adult supervision and meet with team to review data.	1. Admin Team 2. PBIS/MTSS Team	3/16/2018	Reduce the number of discipline referrals and increase of positive behaviors by building relationships.	Set up a PD for all staff with Dr. Holt on Aggression and Prevention strategies.
1/9/2018	Review discipline data and provide PD for faculty with Dr. Holt to continue developing a community and sense of pride.	1. Admin Team 2. PBIS/MTSS Team	3/16/2018	Help staff understand and continue to improve culture awareness and trends. This will help reduce the number of referrals	1. Monitor discipline data and entry practices and adjust per Culture and Climate Leadership. 2. Peer Mentorship support from African

					American Student Services
4/11/18	PD with Dr. Holt. PD was conducted by Dr. Holt to address culture and climate. Bullying and interventions were discussed and a team. Interventions were presented on how to manage and understand our student.	Dr. Holt	4/11/18	Teachers and staff found the presentation to be very beneficial and are asking for a follow up presentation.	Train staff on restorative practices and running classroom circles to maximize positive effects of implementing circles throughout the school year
4/13/18	M.S school assembly to address areas of concern, go over expectations and end of the year procedures/expectations	Administration	4/13/18	Students were informed of areas of improvement and areas of concern such as disrespect towards our adults and following school policies.	Staff will continue to monitor students behavior during lunches and passing periods and rewards student with positive behavior.
<p>Area of Concern: Identify pattern or hotspots that are in the discipline data.</p> <p>Discipline Summary > USP Discipline KPI [Multi-Racial-7.2 ratio, 7 # of students suspended: RED]</p> <p>Justification Statement: Identify the root causes for patterns and hotspots.</p> <p>Continue to supervise all areas and teacher will be visible during passing period to help assist with supervision in our middle school hall.</p> <p>Target Goal: Describe what data results would be indicative of success.</p> <p>Continue implementation of robust, efficient PBIS and MTSS student supports will provide foundational elements to manage both student behavior and achievement. Mr. Warrior from African/American services will also be doing small groups and one on one interventions to support our A/a student population. Lupita Gamez is another resource from the Mexican American who provides interventions to many students.</p>					
Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
1/9/2018	Continued use of restorative practices. Restorative practice facilitator will meet with individual students who have had prior incidents to prevent future issues.	1. Admin Team 2. PBIS/MTSS Team	3/16/2018	Reduction in reckless behavior and an increase in empathy and decision making skills	Dietz will also continue to review our positive behavior plan w/ faculty during PD

1/9/2018	Positive behavior contracts will be reviewed with students who had prior offenses. Continue to reward student who display improvement in there decision making skills	1. Admin Team 2. PBIS/MTSS Team	3/16/2018	Dietz will show decrease of referrals and increase of positive behavior.	Continue to review data and review behavior contract to communicate with parent's student's progress.
1/9/2018	Review discipline involving suspensions with Director before any suspension is imposed.	Admin/Director	3/16/2018	A decrease in the number of suspensions	Continue process throughout the year

Summary: Additional success factors are highlighted as the implementation of robust, efficient PBIS and MTSS student and staff supports to impact both student behavior and achievement. Continue to use resources and personnel to improve culture and climate of the school. Continue being visible during lunches, passing periods and release time to help monitor and be proactive to build relationship and trust among students and staff.

Signature Principal: *Asen Vasquez*

Date: 4/20/18

Signature Director: *Maria Marin*

Date: 4/25/18

CONFIDENTIAL

TUSD

Tucson Unified School District

Corrective Action Plan: 11/20/2017

Doolen 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: Discipline referrals for Native American students.

Justification Statement: Referrals for Native American students were listed in the Red as per the October discipline report.

Target Goal: Referrals for Native American students to go back down to Yellow and ultimately Green over the next few months.

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).
11/20/17	1 on 1 discipline data review and training with Cathy Comstock	Director, Principal, AP, RPF	12/22/17		
ASAP	Hiring of a Behavior Intervention Monitor	Principal, AP, RPF, MTSS Co	12/22/17		
11/20/17	Targeted Support Services for Identified Students as per MTSS process	NASS: Jolene Jose	12/22/17		

ASAP	Mentorship Program. Staff volunteers to become "case manager" for individual students	MTSSF, Principal, RPPF, Volunteering Staff	12/22/17		
Revisit ASAP	Coordinate with Boys & Girls Club to develop a policy ensuring students sign-in to the club or must leave the property. Attempt to have B&GC staff help monitor compliance of developed policy	Principal, AP	12/22/17		
11/29/17	Leadership Meeting with targeted staff to identify and address areas of emphasis regarding campus hot spots, daily procedures, team to team communication	Principal, AP, MTSSF, RPPF, Monitors, Custodians, Counselors	12/22/17		

Area of Concern: Discipline referrals for African American students.

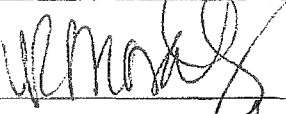
Justification Statement: Referrals for African American students were listed in the Red as per the October discipline report.

Target Goal: Referrals for African American students to go back down to Yellow and ultimately Green of the next few months.

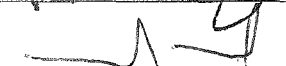
Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
11/20/17	1 on 1 discipline data review and training with Cathy Comstock	Director, Principal, AP, RPF	12/22/17		
ASAP	Hiring of a Behavior Intervention Monitor	Principal, AP, MTSS Co, RPF	12/22/17		
11/20/17	Targeted Support Services for Identified Students as per MTSS process	AASS: Eric Brown	12/22/17		
10/5/17	Doolen Support Meeting regarding ongoing hostility between groups of students	Director MS, Director AASS, Cathy Comstock, Principal, AP, AASSSS, SSSS	12/22/17		
ASAP	Mentorship Program. Staff volunteers to become "case manager" for individual	MTSSF, Principal, RPPF,	12/22/17		

	students	All volunteering staff			
Revisit ASAP	Coordinate with Boys & Girls Club to develop a policy ensuring students sign-in to the club or must leave the property. Attempt to have B&GC staff help monitor compliance of developed policy	Principal, AP	12/22/17		
11/29/17	Leadership Meeting with targeted staff to identify and address areas of emphasis regarding campus hot spots, daily procedures, team to team communication	Principal, AP, MTSSF, RPPF, Monitors, Custodians, Counselors	12/22/17		
Area of Concern: Discipline referrals for Hispanic students.					
Justification Statement: Referrals for Hispanic students were listed in the Yellow as per the October discipline report.					
Target Goal: Referrals for Hispanic students to go back down to Green over the next few months.					
Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
11/20/17	1 on 1 discipline data review and training with Cathy Comstock	Director, Principal, AP, RPF	12/22/17		
ASAP	Hiring of a Behavior Intervention Monitor	Principal, AP, MTSS Co, RPF	12/22/17		
11/20/17	Targeted Support Services for Identified Students as per MTSS process	MASS: Anne Felix	12/22/17		
10/5/17	Doolen Support Meeting regarding ongoing hostility between groups of students	Director MS, Director AASS, Cathy Comstock, Principal, AP, AASSSS, SSSS	12/22/17		
ASAP	Mentorship Program. Staff volunteers to become "case manager" for individual students	MTSSF, Principal, RPPF, All	12/22/17		

		volunteering staff			
Revisit ASAP	Coordinate with Boys & Girls Club to develop a policy ensuring students sign-in to the club or must leave the property. Attempt to have B&GC staff help monitor compliance of developed policy	Principal, AP	12/22/17		
11/29/17	Leadership Meeting with targeted staff to identify and address areas of emphasis regarding campus hot spots, daily procedures, team to team communication	Principal, AP, MTSSF, RPPF, Monitors, Custodians, Counselors	12/22/17		

Signature Principal: 

Date: 11.22.17

Signature Director: 

Date: 11/22/17



Tucson Unified School District

Corrective Action Plan: 11/20/2017

Doolen 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: Discipline referrals for Native American students.

Justification Statement: Referrals for Native American students were listed in the Red as per the October discipline report.

Target Goal: Referrals for Native American students to go back down to Yellow and ultimately Green over the next few months.

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).
11/20/17	1 on 1 discipline data review and training with Cathy Comstock	Director, Principal, AP, RPF	12/22/17		
ASAP	Hiring of a Behavior Intervention Monitor	Principal, AP, RPF, MTSS Co	12/22/17	Interviewed candidates. Making a recommendation to hire.	Train candidate.
11/20/17	Targeted Support Services for Identified	NASS: Jolene	12/22/17	We have had success	Continue to work with VI - 16, p. 25

	Students as per MTSS process	Jose		with working better with families. Eric Brown (AASSD) has also joined our team 1x/wk	student service providers to address issues with students
ASAP	Mentorship Program. Staff volunteers to become "case manager" for individual students	MTSSF, Principal, RPPF, Volunteering Staff	12/22/17	There have been group time sessions with targeted students.	We are making a dent but really need a higher level of service for needy kiddos (Social Worker not only for ExEd)
Revisit ASAP	Coordinate with Boys & Girls Club to develop a policy ensuring students sign-in to the club or must leave the property. Attempt to have B&GC staff help monitor compliance of developed policy	Principal	12/22/17	Meeting was successful. We have provided the club with a TUSD radio that makes communication easier during the high issue times.	Continue to check in with the club to make sure that we are supporting each others efforts.
11/29/17	Leadership Meeting with targeted staff to identify and address areas of emphasis regarding campus hot spots, daily procedures, team to team communication	Principal, AP, MTSSF, RPPF, Monitors, Custodians, Counselors	12/22/17	Meeting was successful. Team was able to address campus issues that would tighten up supervision and visibility.	Meet quarterly to make sure we are working together.
12/1/17	Admin (MS Director and Asst. Sup & MTSS Coordinator) CAP support walkthrough	Principal, AP, MS Director, Asst. Superintendent, MTSS Coordinator	1/8/18	Admin reported that there was no evidence of behaviors in classrooms. Tier 1 instruction was strong and relationships and procedures were evident in every room visited.	Continue to work with district supports to provide assistance to students who need additional support outside of the classroom.
2 nd semester	Meet with Michael Konrad and Dr. Holt to create additional supports for students. Ex: Task Force, Crisis Team	Principal, AP, MS Director, Dr. Holt			
2/15/18	Met with Cathy Comstock, MTSS Coordinator to review data	Principal, AP, MTSS	2/15/18	It was agreed that the issues are outside of the classroom, often supported by parents,	We want to work to find ways to proactive instead of reactive when there are obvious issues happening

				happening with new students to Doolen.	between students outside of the classroom...sometimes outside of the school.
Ongoing	Review all suspensions with academic director	Principal, AP, MS Director			
Area of Concern: Discipline referrals for African American students.					
Justification Statement: Referrals for African American students were listed in the Red as per the October discipline report.					
Target Goal: Referrals for African American students to go back down to Yellow and ultimately Green of the next few months.					
Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
11/20/17	1 on 1 discipline data review and training with Cathy Comstock	Director, Principal, AP, RPF	12/22/17		
ASAP	Hiring of a Behavior Intervention Monitor	Principal, AP, MTSS Co, RPF	12/22/17		
11/20/17	Targeted Support Services for Identified Students as per MTSS process	AASS: Eric Brown	12/22/17		
10/5/17	Doolen Support Meeting regarding ongoing hostility between groups of students	Director MS, Director AASS, Cathy Comstock, Principal, AP, AASSSS, SSSS	12/22/17		
ASAP	Mentorship Program. Staff volunteers to become "case manager" for individual students	MTSSF, Principal, RPPF, All volunteering staff	12/22/17		
Revisit ASAP	Coordinate with Boys & Girls Club to develop a policy ensuring students sign-in to the club or must leave the property. Attempt to have B&GC staff help monitor compliance of developed policy	Principal	12/22/17		

11/29/17	Leadership Meeting with targeted staff to identify and address areas of emphasis regarding campus hot spots, daily procedures, team to team communication	Principal, AP, MTSSF, RPPF, Monitors, Custodians, Counselors	12/22/17		
12/1/17	Admin (MS Director and Asst. Sup & MTSS Coordinator) CAP support walkthrough	Principal, AP, MS Director, Asst. Superintendent, MTSS Coordinator	1/8/18	Admin reported that there was no evidence of behaviors in classrooms. Tier 1 instruction was strong and relationships and procedures were evident in every room visited.	Continue to work with district supports to provide assistance to students who need additional support outside of the classroom.
1/24/18	Met with AASSD Director and Student Service Provider	Jimmy Hart, Eric Brown, Principal, AP	2/1/18	It was agreed that we have less AASSD support this year. It was also agreed that the numbers are inflated by repeat offenders. It was also found that when a restorative is entered it is counted as discipline	Work with the district on how to read the data condensing the repeat offenders and removing restoratives.
2 nd semester	Work with Dr. Holt	Principal, Dr. Holt, AP, MTSS, RPPF	Ongoing	Dr. Holt began meeting with our high flyers developing relationships and working to understand why the same kids were having the same issues outside of the classroom.	We will have a group meeting with the kids and Dr. Holt. He will continue to work with a targeted group.
2 nd semester	Meet with Michael Konrad and Dr. Holt to create additional supports for students. Ex: Task Force, Crisis Team	Principal, AP, MS Director, Dr. Holt			
2/15/18	Met with Cathy Comstock, MTSS Coordinator to review data	Principal, AP, MTSS	2/15/18	It was agreed that the issues are outside of the classroom, often supported by parents, happening with new students to Doolen.	We want to work to find ways to proactive instead of reactive when there are obvious issues happening between students outside of the

					classroom...sometimes outside of the school.
Ongoing	Review all suspensions with academic director	Principal, AP, MS Director			
Area of Concern: Discipline referrals for Hispanic students.					
Justification Statement: Referrals for Hispanic students were listed in the Yellow as per the October discipline report.					
Target Goal: Referrals for Hispanic students to go back down to Green over the next few months.					
Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
11/20/17	1 on 1 discipline data review and training with Cathy Comstock	Director, Principal, AP, RPF	12/22/17		
ASAP	Hiring of a Behavior Intervention Monitor	Principal, AP, MTSS Co, RPF	12/22/17		
11/20/17	Targeted Support Services for Identified Students as per MTSS process	MASS: Anne Felix	12/22/17		
10/5/17	Doolen Support Meeting regarding ongoing hostility between groups of students	Director MS, Director AASS, Cathy Comstock, Principal, AP, AASSSS, SSSS	12/22/17		
ASAP	Mentorship Program. Staff volunteers to become "case manager" for individual students	MTSSF, Principal, RPPF, All volunteering staff	12/22/17		
Revisit ASAP	Coordinate with Boys & Girls Club to develop a policy ensuring students sign-in to the club or must leave the property. Attempt to have B&GC staff help monitor compliance of developed policy	Principal	12/22/17		
11/29/17	Leadership Meeting with targeted staff to identify and address areas of emphasis regarding campus hot spots,	Principal, AP, MTSSF, RPPF, Monitors,	12/22/17		

	daily procedures, team to team communication	Custodians, Counselors			
2 nd semester	Work with Dr. Holt	Principal, Dr. Holt, AP, MTSS, RPPF	Ongoing	Dr. Holt began meeting with our high flyers developing relationships and working to understand why the same kids were having the same issues outside of the classroom.	We will have a group meeting with the kids and Dr. Holt. He will continue to work with a targeted group.
12/1/17	Admin (MS Director and Asst. Sup & MTSS Coordinator) CAP support walkthrough	Principal, AP, MS Director, Asst. Superintendent, MTSS Coordinator	1/8/18	Admin reported that there was no evidence of behaviors in classrooms. Tier 1 instruction was strong and relationships and procedures were evident in every room visited.	Continue to work with district supports to provide assistance to students who need additional support outside of the classroom.
2 nd semester	Meet with Michael Konrad and Dr. Holt to create additional supports for students. Ex: Task Force, Crisis Team	Principal, AP, MS Director, Dr. Holt			
2/15/18	Met with Cathy Comstock, MTSS Coordinator to review data	Principal, AP, MTSS	2/15/18	It was agreed that the issues are outside of the classroom, often supported by parents, happening with new students to Doolen.	We want to work to find ways to proactive instead of reactive when there are obvious issues happening between students outside of the classroom...sometimes outside of the school.
Ongoing	Review all suspensions with academic director	Principal, AP, MS Director			

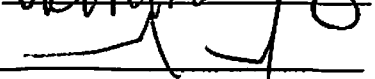
Signature Principal:



Date:

3/8/18

Signature Director:



Date:

3/8/18



Tucson Unified School District

Corrective Action Plan: 2-13-18

School Name: Pistor 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: disparity in the discipline of 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. Four of the students (three African American and one Multi-Racial) have IEPs with social/emotional/behavioral goals.

Target Goal: Decrease in disciplinary incidents for 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).
11/30/17	Meet with students to assess motivation factors by giving the "what I like" inventory	Angela Wichers, Marilyn McGlory	2/28/18	Develop a check-in/check out plan for individual students	Continue with Check in/check out plan
1/8/18	Review student IEPs and where necessary, call new IEP meetings to address individual student needs	Wichers, Favela	2/12/18	IEP goals to better address behaviors	Wichers to meet with social worker and psychologist
1/8/18	Consider schedule changes for students with multiple disciplinary incidences	Mendez, Byrd, Wichers, Huss, Rodriguez		Decrease in disciplinary incidences	Continue to monitor,

1/8/18	Consider Edgenuity for students with multiple behavioral incidences	Mendez, Brd, Wichers, Huss, Rodriguez	2/12/18	Addressing academic deficiencies may have a positive impact on behaviors.	Check grades/progress
--------	---	---------------------------------------	---------	---	-----------------------

Area of Concern: disparity in the discipline of 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. Four of the students (three African American and one Multi-Racial) have IEPs with social/emotional/behavioral goals.

Target Goal: Decrease in disciplinary incidents for 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
1/8/18	MTSS Case Managers assigned to check on students minimum of once per week	McGlory, Mendez, Ramos, Rodriguez, Wichers, Huss, Waldorf, Macias, Solis	2/6/17		Progress monitor
2/14/18	Dr. Holt to provide aggression/bullying PD for staff	Dr. Holt	3/14/18	Less instances of aggression	
3/14/18	Dr. Holt to provide aggression/bullying PD for staff	Dr. Holt	3/30/18	Less instances of aggression	

Area of Concern: disparity in the discipline of 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. Four of the students (three African American and one Multi-Racial) have IEPs with social/emotional/behavioral goals.

Target Goal: Decrease in disciplinary incidents for 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
2/9/18	Consider asking Ex Ed team to conduct FBA for Ex Ed students with continued behavioral incidences	Wichers	2/28/18	More appropriate IEP Goals	Continue to monitor behavior
2/9/18	Contact Dr. Holt for student assembly	McGlory	TBD	Less incidences of aggression	Schedule assembly on master calendar
1/29/18	Receive permission from director for any suspensions	Wichers, Huss	3/26/18	Ensure suspensions are justified	

Signature Principal: Angela Wichers Date: 2/13/18

A handwritten signature in black ink, appearing to be a stylized 'H' or similar monogram.

Signature Director: Date: 2/13/18

TUSD

Tucson Unified School District

Corrective Action Plan: February 15, 2018

Roberts Naylor K- 8th

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. A hot spot for Roberts Naylor is on the playground. Behavioral reports turned in to MTSS and office have shown a significant rise for kindergarten through 5th grade students while outside. The type of behavior occurring is rough play, minor aggressive acts and other aggression. The result has been unnecessary fights and a rise of incidents reported to the nurse for assessment.

Justification Statement: Identify the root causes for patterns and hotspots. After Discipline meetings with MTSS, Leadership meetings with grade level representatives and PBIS meetings, root causes are due to lack of immediate interventions which leads to more frequent rough play and escalation of physical contact amongst students.

Target Goal: Describe what data results would be indicative of success. Target goal is to reduce the number of aggressive acts that occur outside, which will also decrease student Synergy incidents as well.

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 February 2018	Describe the action step that will be taken to help reach the above target goal. Monthly meeting with monitors to allow them to analyze data and take initiative in addressing and preventing behavior trends occurring outside	List those directly responsible for taking the action step and those who will monitor. Asst. Principal, MTSS	List the date when results will be reviewed next. Results will be reviewed at March Monthly meeting	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). Continued review of data with monitors and PBIS team. Strategies from PBIS

	Monthly meeting will allow for assessment of A.P and Principal to deliver strategies for monitors to use while supervising students during recess on the playground.	coordinator will review monthly data and continue to provide training.			world to assist monitors. Collaboration with leadership team and monthly meetings will give monitors tools, and strategies to use with students when at recess.
February 2018	Teachers will address outside expectations with students.				Teachers will go over expectations in the school with individual classes.
March 7, 2018	Dr. Holt will be returning to Roberts Naylor for Professional development. He will be conducting Professional Development for all teachers on the following, "Building relationships and class, community meetings."				Train teacher on restorative practices and running classroom circles to maximize positive effects of implementing circles throughout the school year. Circle time to address teachers' issues and team building.
Area of Concern: Identify pattern or hotspots that are in the discipline data. A hot spot for Roberts Naylor is occurring during passing period. Behavior reports turned in to MTSS and office have shown a small rise in student misconduct.					
Justification Statement: Identify the root causes for patterns and hotspots. Synergy incidents and teacher concerns reported during passing period. Concerns stem from congestion in the hallway, teachers having students line up and waiting before entering the classroom and students chronically tardy between classes.					
Target Goal: Describe what data results would be indicative of success. Target goal is to reduce the number of concerns and incidents occurring in the hallway. Measurement taken with attendance in regards to tardies. Minor behavior and Synergy incident reports calculated to decrease hallway incidents and student safety increases.					
Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
February	Supervision occurring in hotspots during passing period.	Monitors	March		Continue to supervise hotspots and discuss at

2018					following discipline meeting and PBIS meeting.
February 2018	Teachers will be at doors supervising while passing period occurs.	Administration	March		Administration will be observing to see continuation of student supervision.
Jan 2018 March 2018	Grade level assemblies covering behavior expectations	MTSS and Administration			
Area of Concern: Identify pattern or hotspots that are in the discipline data. A hot spot for Roberts Naylor discipline concern is disrespect in the middle school classrooms. Behavioral reports turned in to MTSS and office have shown a significant rise in ongoing and escalating aggression, disrespect and non-compliance. There is vulgar language, directed at a multitude of teachers. The result has been unnecessary fights, threats and or intimidation.					
Justification Statements: Identify the root causes for patterns and hotspots.					
Target Goal: Describe what data results would be indicative of success. Target goal is to reduce the number of aggressive acts that occur outside, which will also decrease student incidents as well.					
Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
2/14/18	Dr. Holt conducted a Professional Development session with teachers and staff at Roberts Naylor on bullying prevention, student relationships and developing a community.	Dr. Holt	2/15/18	Teachers and staff found the presentation to be very beneficial and are asking for a follow up presentation to cover class meetings, building relationships	Dr. Holt will be conducting a follow up presentation with Roberts Naylor staff.
February 2018	MTSS, Administration, PBIS and staff will be "incentivizing." This will allow the focus on rewarding students who are exhibiting respect, responsibility, safety and kindness. This entails a "Phoenix store which is open to all students	MTSS, Administration, PBIS and staff	monthly PBIS meetings and Discipline meetings with MTSS and Administration	Outcome would be a decrease in minor behavior reports and student incidents in synergy.	

	on a designated day of the week. Students have an opportunity to use "Phoenix bucks to purchase incentive items such as pencils, books, footballs etc.				
	Teachers are collaborating and creating ways to use Phoenix bucks in their classroom. Examples are students paying Phoenix bucks to sit in teacher area, permission to go to front of line at lunch.	MTSS			
January 29, 2018	Before any suspensions occur Roberts Naylor administration will continue to contact director prior to any suspension to review incident before suspension is imposed.	Administration and district director	MTSS and administration will review at monthly discipline meetings		Continue process throughout school year.

Signature Principal: C. Tepeda Date: 2/15/18
 Signature Director: [Signature] Date: 2/16/18



Tucson Unified School District

Corrective Action Plan: February 16, 2018

Safford 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.

Discipline incidents at Safford have increased during the second quarter and the school is showing a disparity for the discipline of Hispanic, Native American, White and African American students. Safford has had an increase of 5.1 for White students, an increase of 1.8 for Hispanic students, an increase of 2.1 for African American students, an increase of 1.8 for Native American students and increase of 2.9 for Multiracial students.

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

The enrollment of new students entering Safford at the start of the second quarter. Many new students were unfamiliar with positive culture and climate. It took time for our new students to adjust to the Safford's environment and expectations.

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

Safford will show a decrease in discipline referrals and an increase in positive behavior

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
Provide the date this action	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	List the date when results will be	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).

step will start		those who will monitor.	reviewed next.		
January 8, 2018	Counselors, Dean and/or Admin will meet with incoming students to review school expectations and PBIS program	Counselor, Dean and/or Admin.	March 15, 2018	All students will have a clear understanding of Safford's expectations and PBIS program. Decrease in disciplinary referrals will occur.	Grade level assemblies that will communicate Safford's expectations and PBIS program.
Jan. 8 2018	Continue to implement Restorative conferences for all incidents.	Counselors, Admin and/or Dean.	March 15 2018	Safford will show a decrease in discipline referrals and an increase in positive behavior	Safford will also continue to review our positive behavior plan with faculty during PD Wednesday's
Jan 8 2018	Increase in adult supervision and additional monitor meetings to review hot spots	Faculty, staff and principal	March 15, 2018	Safford will show a decrease in discipline referrals and an increase in positive behavior	Faculty, staff and admin will be visible during passing periods and lunches to reduce student aggression.

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

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

A hotspot was student aggression

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

Safford will show a decrease in discipline referrals and an increase in positive behavior.

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
Jan, 18, 2018	Positive behavior contracts will be reviewed with students who had prior offenses.	Restorative Practice facilitator, Dean and Admin.	March 15, 2018	Safford will show a decrease in discipline referrals and an increase in positive behavior	Students will sign a Positive Behavior contract and a restorative conference will be held with the student and parent.
Jan 18, 2018	Continued use of restorative practices. Restorative Practice facilitator will meet with individual students who have had	Restorative Practice Facilitator,	March 15, 2018	Safford will show a decrease in discipline	Set a date for the PD with Safford will also continue to review our positive behavior

	prior incidents to help prevent future issues.	Admin and Dean		referrals and an increase in positive behavior.	plan with faculty during PD Wednesday's
Jan 8 2018	Review any discipline involving suspensions with Director before any suspension is imposed	Admin and Director	March 15, 2018	A decrease in the number of suspensions	Continue process throughout the year
Jan 8 2018	Dr. Holt will provide a faculty PD on Aggression and Prevention strategies.	Dr. Holt	March 15, 2018	A decrease in the aggression incidents noted in Synergy	Dr. Holt will do a follow-up with Staff. Faculty and staff will be better equipped to handle students who may be aggressive and deescalate a situation.

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

Reckless behavior and decision making skills.

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

Need for additional behavior and decision making skills

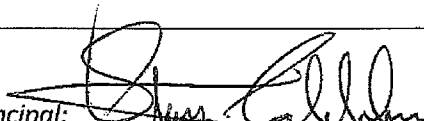
Target Goal: Describe what data results would be indicative of success.

Safford will show a decrease in discipline referrals and an increase in positive behavior.

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
Jan. 8, 2018	Counselors will deliver lessons on decision making skills/reflection and empathy.	Counselors	March 15	Reduction in reckless behavior and an increase in empathy and decision making skills	Safford will also continue to review our positive behavior plan with faculty during PD Wednesday's

Signature Principal: _____ Date: _____

Signature Director: _____ Date: _____

Signature Principal:  Date: 2/16/18

Signature Director:  Date: 2/16/18



Tucson Unified School District

Corrective Action Plan: Date

School Name: Santa Rita 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. We have a disparity in discipline in all ethnic areas.

Justification Statement: Identify the root causes for patterns and hotspots. We have had several incidences on fights and aggression.

Target Goal: Describe what data results would be indicative of success. **Reduce incidences in all ethnic areas.**

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).
11/17	New Dean of Students has been hired to work with students regarding discipline. He is developing lunch and after school programs to help with monitoring the high at risk students.	Dean of Students	1/18		
11/17	Instruction Data Intervention Specialist	Instructional	1/18		

	position has been filled to work with Teachers on classroom management and engagement strategies to help with preventive discipline.	Data Intervention Specialist.			
11/17	Providing students with conflict resolution lessons in Success Academy classes.	MTSS Facilitator and Counselor	1/18		
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
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

--	--	--	--	--	--

Signature Principal:  Date: 11/17/17

Signature Director:  Date: 11.17.17



Tucson Unified School District

Corrective Action Plan: Third Quarter

Santa Rita 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: More discipline is happening outside of the classroom. We have noticed that more incidents have happened with students leaving campus or problems in areas that are isolated on our campus.

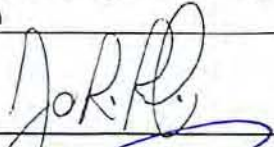
Justification Statement: Teachers have increased their behavior management in their classrooms that has driven students that are discipline problems to ditch classes on a regular basis.

Target Goal: Decrease the number of discipline incidents outside of the classroom

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).
1/18	Re arrange the areas that the monitors patrol.	Assistant Principal	2/18		
1/18	Implement a monitoring rotation schedule with the Administration and	Assistant Principal	4/18		

	Support Staff.				
1/18	Implement tracking system of the students that have repeat discipline incidents outside of the classroom	MTSS Facilitator	4/18		
Area of Concern: Inconsistency among staff on routines which has lead to inconsistency with discipline across the campus					
Justification Statement: Teachers are not consistent with Hall Passes, Tardy Policies and Cellphone Policies across the campus. This has lead to a great deal of students out of the classroom, with lead to large amounts of discipline incidents occurring.					
Target Goal: Create and Implement School wide policies for Hall Passes, Tardies, and Cellphones.					
Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
12/18	Create policies for Hall Passes, Tardy Policies, and Cell Phones	Administration Team	1/18		
12/18	Profession Development to the Teaching staff about the new policies	Administration Team	1/18		
1/18	Teacher will teach the students the new policies	Teachers	2/18		
1/18-5/18	Teacher will consistently enforce the new policies	Teacher	3/18		
Area of Concern: Increase in Alcohol, Tobacco, and other Drug offenses					
Justification Statement: We have an increase in number of students who have been caught with illegal drugs on campus					
Target Goal: Decrease the number of incidents of Alcohol, Tobacco and other Drug offenses on campus					
Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
1/18	Create a tracking tool of students who have been caught with illegal drugs on campus.	MTSS Facilitator	2/18		
1/18	Work with SRO to have classes for students who have been caught with illegal drugs on campus during Success Academy.	SRO and MTSS Facilitator	5/18		

1/18	Have question and answer forums for students with Law Enforcement.	SRO and Assistant Principal	5/18		
1/18	Increase monitoring outside of the classroom	Assistant Principal and Monitors	5/18		

Signature Principal:  Date: _____

Signature Director:  Date: 3.26.18

Version 1.0

TUSD

Tucson Unified School District

Corrective Action Plan: 4/13/2018

Santa Rita 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: We continue to have high discipline rates among several ethnic groups.

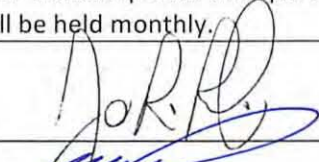
Justification Statement: We continue to have issues with students leaving campus and inconsistencies with discipline among teaching staff.

Target Goal: Decrease number of discipline incidents on campus among all ethnic groups

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).
4/2018	African American Student Success Specialist will begin to mentor students on campus.	African American Student Success Specialist	8/2018		
4/2018	Dr. Holt will begin to have student groups	Dr. Holt and	8/2018		

	working with students who have had repeat discipline incidents.	MTSS Facilitator			
4/2018	Continue to have Administration staff have monitor rotations in the hallways	Assistant Principal	5/2018		
Area of Concern: Teachers and support staff continue to escalate student behavior and struggle with classroom management					
Justification Statement: Lack of staff training on dealing with students who have experienced high levels of trauma.					
Target Goal: Train students to better meet the diverse needs of our student population					
Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
5/2018	Administration will be attending a 2 day training on Children Trauma in Schools	Administration Staff	8/2018		
7/2018	Staff will receive training on Trauma Induced Care and Student De-Escalation	Principal and MTSS Facilitator	8/2018		
8/2018	All students will be given the ACES test.	Counselor and Assistant Principal	12/2018		
7/2018	Tier 2 Interventions will be implement and rolled out for the new school year.	MTSS Facilitator and PBIS Team	10/2018		
Area of Concern: Continue to have a high number of drug and alcohol incidents on campus					
Justification Statement: We have seen a rise in not only illegal drugs but also alcohol use on campus.					
Target Goal: Decrease the number of offences of alcohol and illegal drugs on campus					
Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
4/2018	<u>Break Down</u> performance group for an assembly on campus. 4.19.18	MTSS Facilitator	5/2018		Success ; James Waplesworth Dress / Access ; James Waplesworth
7/2018	M.A.D.D. organization partner with Santa Rita High School to establish weekly program during Success Academy	MTSS Facilitator and • M.A.D.D. Organization	10/2018		

7/2018	Establish a S.A.D.D. organization on campus	MTSS Facilitator and M.A.D.D. Organization	12/2018		
7/2018	Select staff members will participate in trainer of trainer program through M.A.D.D. for parent educations.	Admin Staff	8/2018		
8/2018	Establish a program that students who have been caught with alcohol or illegal drug will need to attend a Parent Educator workshop with their parents. This will be held monthly.	Admin Staff	12/2018		

Signature Principal:  Date: _____

Signature Director:  Date: 6.20.18



Tucson Unified School District

Corrective Action Plan: JANUARY 29, 2018				ALICE VAIL 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: INCREASED EXCLUSIONARY DISCIPLINE WITHIN AFRICAN AMERICAN AND NATIVE AMERICAN SUB-GROUPS					
Justification Statement: The increase in exclusionary discipline is directly attributed to 2 of our EDSC students whose disability led to the extreme behaviors. Both of these students have significant histories of behaviors which required exclusionary discipline. Our AA student was moved to another campus, and the number of exclusionary discipline at Vail MS has decreased significantly already, while those at the other school have increased. The NA student has been experienced changes in his outside services which have led to a significant reduction in his aggressive outburst that are manifestations of his disability. We also have 2 other students who are undergoing evaluation for exceptional education (ED) as a result of their behaviors. Both of these students are currently undergoing evaluation for exceptional education based upon the frequency and aggressive and violent nature of their episodes, especially towards adults. One student has significant clinical documentation as well as TUSD history that shows her behaviors here are not unusual for her. She is in our attendance zone due to her placement in a foster home nearby. The AA student has been a member of the MTSS student group for 1.5 years, and we have finally been able to move forward with an exceptional education evaluation.					
Target Goal: Increased student interventions leading to a reduction in exclusionary discipline while maintaining the positive culture and climate of the school					
Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
1/29/18	Administration will continue to provide support for students through: -daily progress reports -check in/check out throughout the day -time out spaces to regroup -parent notification to assist with interventions -teacher advocates for students -MTSS -seeking support from AA Student Services for select students -schedule adjustments	Principal Assistant Principal Dean of Students	Weekly (Mondays)	Reduce exclusionary discipline for ALL students Reduce incidents requiring discipline overall Increase use of restorative practices to promote positive culture and climate	Continue restorative practices in the mornings Add conflict-resolution skills to curriculum in some way (CORE Enrichments?) Continue to support positive and creative outlets for students
	Review all suspensions with academic director	Filler Beaton	As needed	Reduction in OSS	
	Use a lesser consequence when it's appropriate	Filler Beaton	As needed	Keep students in school and classes whenever possible	Increased student achievement as students remain in school

Case 4:74-cv-00990-DCB Document 2133-2 Filed 10/01/18 Page 90 of 92

	Increase frequency of communication with parents	Filler Beaton Ryan	As needed	Increases parent support of school initiatives and establishes partnership with home	Developing a way to communicate with families besides the presentation of a problem
Area of Concern: Aggression between students					
Justification Statement: Lack of problem-solving skills, societal norms support aggressive actions in some cases, student feels as if there is no other choice					
Target Goal: decrease in the incidences of aggression within Synergy Discipline					
Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
	Presentation with Dr. Holt re; aggressive behaviors	Filler	After the presentation	Reduction in aggressive behavior	Use the presentation to foster resolution skills
Aug 2018 Jan 2018	Restorative practices with staff and students	Filler Ryan Wilson-Bard	Weekly and monthly	Reduction in aggressive behavior Increase in communicative practices	Teach students how to resolve conflicts themselves
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
Jan 2018	Increase supervision at lunch, passing periods, before and after school	Administration	Weekly	Fewer incidents that result in a fight	Continue increased supervision Use PIC and restorative practices to resolve conflicts

Signature Principal: LARISSA FILLER Date: 3/16/18

Signature Director:  Date: 3/16/18

TUSD

Tucson Unified School District

Corrective Action Plan: 2/13/2017

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

Valencia's Discipline data shows high suspensions. The two areas of concern were suspensions of African Americans and Multi-Racial students.

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

The students in both ethnic groups were suspended due to fights and/or assaults. We have also had numerous situations with students in possession, using marijuana, or under the influence of marijuana.

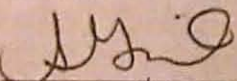
Target Goal: Describe what data results would be indicative of success.

A success would be an overall decrease in the amount of suspensions out of Valencia.

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).

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
2/5/2018	Call Director, Michael Konrad, before suspensions	Steve Lopez Stacey Gist	Weekly	Daily knowledge of who is being suspended on a day-to-day basis for the Director.	We will continue to send daily dose of discipline to Mr. Konrad in addition to the calls so that we can see overall suspensions or in-schools.
2/13/2018	Dr. Holt is meeting with approximately 40 students in each grade level (6 th , 7 th & 8 th) to discuss bullying and aggression. These are students that are frequent fliers and were listed on the data dashboard for discipline.	Dr. Holt Stacey Gist	2/16/2018 Weekly	Strategies for students to stop and think before engaging in aggressive behavior.	Selecting certain students that may meet with Dr. Holt on a regular basis.
2/6/2018	PBIS trip for students who have good behavior, grades, and with parent consent.	Stacey Gist 8 th Grade Team	2/5/2018	Incentives for students to make good choices.	Application process, grade review and discipline review to follow through.
2/12/2018	Letters sent to students and parents about appropriate behavior. A parent link was included to remind students and parents about 8 th grade expectations for graduation.	Stacey Gist 8 th Grade Team	2/12/2018	Motivation for students to make good choices and be aware of consequences.	Verbal understanding of the expectations for both students and parents about 8 th graders and their choices.
2/12/2018	Parent Meetings – Conferences when students are getting agitated. We have already called but now we are going to bring parents in to address the behaviors.	Stacey Gist Steve Lopez Karla Palacio Jennifer Contreras	Weekly	Decreased aggressive behavior especially with students that are frequent fliers.	Weekly discussions about students.

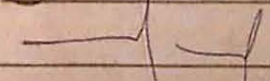
Signature Principal:



Date:

2/14/2018

Signature Director:



Date:

2/14/18



Tucson Unified School District

Corrective Action Plan: 2/13/2017

4/20/2018

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

Valencia's Discipline data shows high suspensions. The two areas of concern were suspensions of African Americans and Multi-Racial students.

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

The students in both ethnic groups were suspended due to fights and/or assaults. We have also had numerous situations with students in possession, using marijuana, or under the influence of marijuana.


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


A success would be an overall decrease in the amount of suspensions out of Valencia.

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	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).

		and those who will monitor.			
Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
2/5/2018	Call Director, Michael Konrad, before suspensions	Steve Lopez Stacey Gist	Weekly	Daily knowledge of who is being suspended on a day-to-day basis for the Director.	We will continue to send daily dose of discipline to Mr. Konrad in addition to the calls so that we can see overall suspensions or in-schools.
2/13/2018	Dr. Holt is meeting with approximately 40 students in each grade level (6 th , 7 th & 8 th) to discuss bullying and aggression. These are students that are frequent fliers and were listed on the data dashboard for discipline.	Dr. Holt Stacey Gist	2/16/2018 Weekly	Strategies for students to stop and think before engaging in aggressive behavior.	Selecting certain students that may meet with Dr. Holt on a regular basis.
2/6/2018	PBIS trip for students who have good behavior, grades, and with parent consent.	Stacey Gist 8 th Grade Team	2/5/2018	Incentives for students to make good choices.	Application process, grade review and discipline review to follow through.
2/12/2018	Letters sent to students and parents about appropriate behavior. A parent link was included to remind students and parents about 8 th grade expectations for graduation.	Stacey Gist 8 th Grade Team	2/12/2018	Motivation for students to make good choices and be aware of consequences.	Verbal understanding of the expectations for both students and parents about 8 th graders and their choices.
2/12/2018	Parent Meetings – Conferences when students are getting agitated. We have already called but now we are going to bring parents in to address the behaviors.	Stacey Gist Steve Lopez Karla Palacio Jennifer Contreras	Weekly	Decreased aggressive behavior especially with students that are frequent fliers.	Weekly discussions about students.
4/1/2018	Addition of a new monitor with specific areas around campus 6 th grade pod	Rene Avilla, Steve Lopez, Stacey Gist	Weekly	Awareness of increased aggressive behaviors before they become a problem.	Weekly discussions about students.
4/1/2018	Assignment of pods to RP, AP, MTSS, and Dean during passing periods. They will check in with students be aware of discipline. Enter classrooms for support or just to be available.	Palacio, Contreras, Lopez, and Sanchez	Daily	Increased presence in each pod to support good behavior, relationships and be preventative.	Weekly discussions about students.
4/1/2018	Teachers walk out with students at the end of the day when leaving campus.	At least two teachers per pod.	Daily	More eyes to watch students to alert if any hostility.	Weekly discussions about students.

4/1	Monitor training about supervision, how to be proactive instead of reactive. Training by principal and daily monitoring by assistant principa.	Gist & Lopez	Weekly/Daily	At Valencia things don't just happen. It starts out friends then students get carried away. We are trying to intervene before it becomes personal	Daily debrief.
-----	--	--------------	--------------	---	----------------

Signature Principal:  Date: 4/20/2018

Signature Director:  Date: 4/20/18