

# **APPENDIX VI – 18**

## Site-Based Discipline Monthly Report – Revised 9-01-16

**School:** Robins K8 **Date:** 9.3.19  
**Month:** August

**Members Present (by name):** Chandra Thomas, Kellin Lovegren, Derek Hamilton, Erin Levensgood, Elma Damon, Rachael Walters, RoseMary Moreno

Please use the following **data sources** to complete this report:

1. TUSD Data Dashboard: <http://tusddashboard/>.
2. Incidence (Az Safe) Student Detail Report in Synergy
3. Clarity Intervention Tool (when available)

This report must be filled out electronically and submitted to the MTSS Facilitator SharePoint page in your designated School Folder. Go to the folder labeled: Documents > Discipline and drill down to your school:

<http://gateway/dept/CIPDA/lsc/layouts/15/start.aspx#/>

Sharepoint is a controlled internal website. If you receive an error message, simply click out of the message and then the LSC page will appear.

**This report is due to your Director by the 10<sup>th</sup> of every month.** The data in this report is from the previous month.  
 E.g. *Submit the September analysis by October 10<sup>th</sup>.*

Name each form by the month from which the data was pulled, the form name, and your school. For example for Miller's October report that is submitted Nov. 10th, the file name is: *October2016\_Miller\_DisciplineMonthlyReport*

Data Dashboard information will be used for Tables 1 – 3. To get to the Discipline Data Dashboard:

[-Open the webpage for the Data Dashboard --](#)

- ✓ Click on the Student Data box.
- ✓ Click on the USP box.

**Instructions to fill out Table 1:**

- ✓ Double click on the **School Risk Ratio** View at the top of the page.
- ✓ Click on the small arrow left of the school level for a drop down menu of schools.
- ✓ Click once on your school so that a blue box appears around the school name.
- ✓ Record the Number Ratio and the corresponding color in the first two columns below.
- ✓ If you do not see a number ratio, it means that you either do not have any White students and/or none of your White students have gotten into trouble yet. You will then need to use the **USP Discipline KPI** link at the top of the same page instead of the Risk Ratio View.
- ✓ On the right-hand box labeled 'School/Level Detail', you will find information to complete the last 3 columns.

Table1: Referrals Summary of Students by Ethnicity					
Type an X next to the YES for the view used:	School Risk Ratio		Yes -	No	
	USP Discipline KPI		Yes - X	No	
Ethnicity	Number Ratio	Color (Green, Yellow, or Red)	# of Distinct Student Incidences	# of Distinct Student Enrollment	Discipline % of population
White	0	Green	0	88	0.42%
African American	0	Green	0	27	0.00%
Hispanic	0.9	Green	2	333	0.60%
Native American	0	Green	0	6	0.00%
Asian/PI	0	Green	0	13	0.00%
Multi-Racial	0	Green	0	9	0.00%

**Analysis:** What are the positive highlights or troublesome hot spots?

The school is off to a great start with the Robins Rocks program for the elementary side and the Robins Bucks for the Middle School. So far the elementary staff has handed out almost 5 times as many Rocks compared to last year at this time. The 4th week of school had the highest total in the past two years. This is resulting in lower numbers of incidents to date.

**Instructions to fill out Table 2:**

- At the top of the same page, click on the arrow in the box labeled, 'Action Type'
  - Uncheck the box next to 'All' and check the box labeled, 'Suspensions'. Click 'OK'
  - Go to the Student/Level Detail box on the right
  - Under the column 'Distinct Student Incidence', you will see the number of suspensions by ethnicity.
- Right click on one of the numbers. Next, click on 'Show Details'
- Export to Excel. Copy and paste name, gender, ethnicity, matric number, date, for this month only.
- Insert additional rows as needed.

Table 2: Suspension Summary of Students by Name and Ethnicity <i>Types of Violations that resulted in Suspensions with Names and Ethnicity</i>						
Student Name	Gender	USP Ethnicity	Mtr Number	Date	Violation Category	Violation
					Vandalism or Criminal D	Vandalism of school
					Aggression	Other aggression

**Analysis:** What can you infer from this data? Pay particular attention to the violation type. Go to [AZ Safe](#) and/or the Clarity Intervention Tool (when available), as needed, for supplemental student information.

PBIS protocols and expectations were communicated clearly and student behavior expectations were communicated clearly. The two incidents to date were by new students to our school.

**Instructions to fill out Table 3:**

- Click on 'Discipline by Week' at the top of the same page
- Be sure to check that you are looking at your specific school data. Uncheck 'All' and then click on the arrow to the left of the School level for a drop down menu of schools. Check your school and click 'OK.'
- Fill out this table entirely based on the number of Discipline infractions from the Data Dashboard.

Table 3: Total Number of Discipline by Week						
	White	African Am.	Hispanic	Native Am.	Asian/PI	Multi-Racial
Total (All)	0	0	0	0	0	0
Week 1	0	0	0	0	0	0
Week 2	0	0	0	0	0	0
Week 3	0	0	1	0	0	0
Week 4	0	0	0	0	0	0
Week 5	0	0	1	0	0	0

**Analysis:** According to the data in Table 3, is your PBIS approach working? Please explain:

Yes, the PBIS program is working for both levels in the school. The combination of Daily Rocks/Bucks, Principal Passes, the Big Bucks in the cafeteria, and individual teacher classroom incentives is paying dividends at the current time in the school year

**Instructions to fill out Table 4:** The data reported is school-based and is not available on the Data Dashboard. This table is to document the supports/actions that are provided to teachers, bus monitors, and others with high referrals.

Table 4. Monthly Data Report: Teacher Referrals				
Referral Source	# of Referrals	Most Common Type of Incidence	Trouble Areas and Times	Support / Actions Taken with Referrer
Bus Drivers/ Monitors	0	N/A	N/A	N/A
Playground/ Grounds Monitors	0	N/A	N/A	N/A
Teachers	2	N/A	N/A	Two incidents in classrooms. One was a new MS student to Robins who vandalized a laptop and then lied about it. She had an alternative classroom assignment. The second was also a new MS to Robins who was playing around in class and stabbed/poked a male student when they used inappropriate words towards each other. She had a week of lunch detention away from her peers.
Other: Please Explain	0	N/A	N/A	N/A
Other: Please Explain	0	N/A	N/A	N/A

Use the following data sources to complete Table 4:

- AZ Safe Incident Detail Report
- Clarity Intervention Tool (when available)
- Your Internal Referral Form and Bus Conduct Referral

**Analysis:** Do you see any patterns when reviewing all of the referrals this month? Please explain:

There has only been two referrals to date which is not enough to see any patterns. The only pattern we may have seen is that the incidents so far have been by new students to Robins in the middle school.

**Instructions to fill out Table 5:** Please fill out this Rubric by placing an **X** in the box (SA-A-D-SD) that best describes your school this month and add comments for each question.

<b>Table 5. School Culture and Climate</b>				
<i>This month, our</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
a. school culture and climate overall was positive	X			
Comment:	The beginning of the year has been a very positive start.			
b. students fight or show aggression against one another in specific locations at our school		X		
Comment:	During low supervision times (lunch, before school and after school) is when most incidents happen			
c. discipline reporting did not include students with repeated offenses		X		
Comment:	The restorative conferences that students participated in were effective in redirecting their behaviors to align with our PBIS expectations.			
d. PD on discipline, PBIS, restorative circles, or MTSS was provided	X			
Comment:	Professional development on restorative practices, specifically how to conduct classroom circles.			
e. staff showed sufficient cultural competency to meet the needs of our diverse students	X			
Comment:	Robins K-8 staff is attentive to the cultural needs of our community.			

**6. Cite evidence of programs that successfully supported individual students or small groups by school support personnel (MTSS Facilitator, Equity staff, counselor, etc.) Be specific. E.g. on 8/21/16, counselor presented bullying prevention tips to all 6th grade classrooms.**

- a. On Mondays student are acknowledged during morning announcements.
- b. Professional developments
- c. Monthly birthday announcements
- d. Implemented weekly Thursday PBIS Day for all staff and students.
- e. At beginning of the year there will be a school wide PBIS introduction.
- f. Lunch room positive behavior tracking with elementary student classes
- g. Elementary teachers turning in Big Bucks to reward their classes.
- h. During PD and PLC, staff has had discussions on how to imcrease particiaption in PBIS
- i.

**7. Provide action steps with an emphasis on the hot spot areas and/or celebrations: E.g. Increase PD on PBIS, put Teacher A on a Targeted Support Plan, Students X and Y are repeat offenders who will receive Z-type of intervention, etc.**

*Continuing Action Steps: (carried over from previous months)*

- a. Continue to be proactive by reviewing PBIS expectations and steps to recognize students  
Staff challenge to increase their daily recognition of students (Roadrunner
- b. Rock/Roadrunner Bucks)
- c. Implemented weekly Thursday PBIS Day for all staff and students.
- d.
- e.

*New Action Steps: (new to this month)*

- a. PBIS implementation in the computer lab.
- b. Review of program by classroom teachers at beginning of quarter
- c. Planning days for PBIS in the summer for PBIS team if schedules can work
- d. Planning days for PBIS in the summer for PBIS team if schedules can work
- e. Data on PBIS is now shared with the staff
- f.
- g.