

## **APPENDIX VI – 30**



*Tucson Unified School District*

**Corrective Action Plan: March 1, 2019**

**Booth-Fickett K8 Math/Science Magnet 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.

- Significant number of students assigned to PIC / ISI room

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

- Teacher needs training with regard to conflict resolution and implantation of meaning interventions in the classroom

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

- Teacher's referral to PIC and ISI room will decrease by at least 20%.

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).
2-18-2019	The RPPF will provide conflict resolution/intervention information and model appropriate teacher response for disruptive classroom behavior	RPPF and Assistant Principals	5-17-2019		

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

- African American students have the highest percentage of discipline referrals.

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

- African American students are violating the student code of conduct more frequent than other identified students

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

- Decrease the number of African American student discipline referrals.

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
2-18-2019	Identify African American students that are have more than 3 discipline referrals and refer those students to campus African American Student Services Representative on campus.	RPPF, African American Student Service Department, MTSS, ISI Teacher, Classroom Teachers, Assistant Principal	5-17-2019		
2-18-2019	Increase parental communication with students that violate the student code of conduct	All Faculty and Staff	5-17-2019		

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

- Student violation of the code of conduct in the area of possession and/or use of alcohol and/or drugs

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

- Decrease the number of student incidents that involve student possession and/or use of alcohol and/or drugs

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

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
2-18-2019	Increase the use of drug and alcohol counseling (Social Worker) and provide information to students through on site counseling services(Counselors)	Social Worker, Counselors, RPPF, African American Student Service Representative, and Teachers,	5-17-2019		

Signature Principal: Demetra Baxter-Oliver Date: 3-1-2019

Signature Director: \_\_\_\_\_ Date: \_\_\_\_\_



# TUSD

*Tucson Unified School District*

## Corrective Action Plan: Date

**School Name** : Doolen

**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. Aggression

**Justification Statement:** Identify the root causes for patterns and hotspots. We will identify hotspots/and the times of the incidents

**Target Goal:** Describe what data results would be indicative of success. **Passing periods /instructional time and our data sheets that show when and where the incidents occur.**

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).
3-01-19	Adding additional monitors. Visibility of staff. Rules are clear, concise and consistent.	Admin.	4-15-19	Targeted goal will be met.	Implementation of strategies, seeing teachers in the hallways and the monitors patrolling the campus.


**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
	Trauma Based Ed. Training	Lopez	4-15		Student Relationship will contact Mr. Lopez

**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: William F. Farnsworth Date: 3-11-19

Signature Director: Nan L. L. L. Date: 3-11-19



*Tucson Unified School District*

## Corrective Action Plan: June 7, 2019

### Magee Middle School

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

**Area of Concern:** African American students are disproportionately suspended/disciplined at a greater rate. The population of Magee is suspended at a rate of 19.10% however African Americans are suspended at a rate of 26.67% (24 out of 90).

**Justification Statement:** African American students need interventions/support to be successful rather than discipline consequences.

**Target Goal:** Reducing the number of discipline entries for African American students by 8% to ensure the ratios show a more balanced representation.

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).
August 1, 2019	Enlist the assistance of the African American Student Services for support	Assistance Principal, Counselors	Monthly	Continually check the data and see if percentages are within acceptable levels.	Continue to offer support to our African American students to ensure school success.
August, September,	Train teachers to teach in a more culturally responsive way	Curriculum Service	1 <sup>st</sup> Semester,	Agendas and sign-in sheets during Professional	Continue with training as well as sharing best practices for



October, 2019		Provider, CRC Teachers	December, 2019	Development on Wednesday's or in Content Area PLCs.	student engagement in the classroom
August, 2019 – May, 2020	Hire a MTSS and an RPPF to work with students to encourage positive participation in schooling	MTSS, RPPF	Each Quarter	Reduced suspension numbers for all subgroups	Ongoing review of data to review trends and ensure success

**Area of Concern:** Native American students are disproportionately suspended/disciplined at a greater rate. The population of Magee is suspended at a rate of 19.10% however Native Americans are suspended at a rate of 33.33% (4 out of 12).

**Justification Statement:** Native American students need interventions/support to be successful rather than discipline consequences.

**Target Goal:** Reducing the number of discipline entries for Native American students by 14% to ensure the ratios show a more balanced representation.

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
August 1, 2019	Enlist the assistance of the Native American Student Services for support	Assistance Principal, Counselors	Monthly	Continually check the data and see if percentages are within acceptable levels.	Continue to offer support to our Native American students to ensure school success.
August, September, October, 2019	Train teachers to teach in a more culturally responsive way	Curriculum Service Provider, CRC Teachers	1 <sup>st</sup> Semester, December, 2019	Agendas and sign-in sheets during Professional Development on Wednesday's or in Content Area PLCs.	Continue with training as well as sharing best practices for student engagement in the classroom
August, 2019 – May, 2020	Hire a MTSS and an RPPF to work with students to encourage positive participation in schooling	MTSS, RPPF	Each Quarter	Reduced suspension numbers for all subgroups	Ongoing review of data to review trends and ensure success

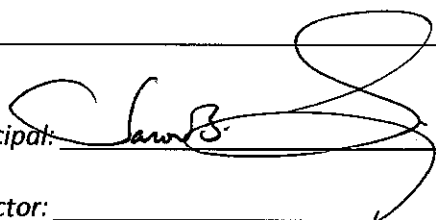
**Area of Concern:** Multi-Racial students are disproportionately suspended/disciplined at a greater rate. The population of Magee is suspended at a rate of 19.10% however Multi-Racial students are suspended at a rate of 23.33% (7 out of 30).

**Justification Statement:** Multi-Racial students need interventions/support to be successful rather than discipline consequences.

**Target Goal:** Reducing the number of discipline entries for Multi-Racial students by 4% to ensure the ratios show a more balanced representation.

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
August, September, October, 2019	Train teachers to teach in a more culturally responsive way	Curriculum Service Provider, CRC Teachers	1 <sup>st</sup> Semester, December, 2019	Agendas and sign-in sheets during Professional Development on Wednesday's or in Content Area PLCs.	Continue with training as well as sharing best practices for student engagement in the classroom
August, 2019 – May, 2020	Hire a MTSS and an RPPF to work with students to encourage positive participation in schooling	MTSS, RPPF	Each Quarter	Reduced suspension numbers for all subgroups	Ongoing review of data to review trends and ensure success

Signature Principal:



Date: 6.21.19

Signature Director:

Date:

# TUSD

Tucson Unified School District

3-11-19  
Roberts-Naylor K-8

## Corrective Action Plan: Date

## School Name

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

**Area of Concern:** 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).
Asst of Conduct	Completed Code	Principal	Quarterly	Reduction in	Continue training
	Training in Aug	IST/PC		number of at fault,	COC interventions
	and March 15, 2019	Counselors		Students and	parents



**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
ASHP	Established Discipline Comm mtg	ISJ Monitor MTSS Coors Dean Mr. Prin	Monthly	- Reduction in number of CAC interactions	Continue data disaggregation

**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
ASHP	Identify hotspots using discipline data	Disc. Comm	Monthly	- Reduction in number of CAC interactions	Continue to monitor data to hotspots and trends

Signature Principal: [Signature] Date: 3/11/19

Signature Director: [Signature] Date: 3-11-19





*Tucson Unified School District*

**Corrective Action Plan: May 29, 2019**

**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:** During Quarter 4 in the 2018-2019 school year 7 out of 20 African American students received disciplinary action resulting in 35% of our African American Student population receiving discipline consequences and in school interventions.

**Justification Statement:** Pistor Middle School has few African American students enrolled. (Total enrolled African American students at Pistor is 20). When one or more students in the demographic group were suspended it results in a disproportion of discipline. 4 out of the 7 students in the discipline incidents had repeated incidents during Q3 and Q4. Four of the 19 students are close friends and often results in their making poor choices together.

**Target Goal:** Over all decrease in aggression and discipline referrals for one demographic group.

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).
May 29, 2019	Implementing restorative discipline practices in classrooms that allow students to learn from their behaviors and restore relationships with teachers and staff	RPFF, Marilyn McGlory Counselors, Martina Leon Rodriguez, and Dan Keller	September 1, 2019 October 1, 2019 November 1, 2019	Lower the number of incidents with aggression on campus.	

	Providing incentives or encouraging positive behaviors from students.				
June 13-15	Seeking and providing additional professional development or workshops from entities that allow teachers to improve teacher-student relationships as classroom disciplinary practices that reduce discretionary referrals	Principal and Assistant principal will attend summer Institute for Culturally Responsive Education (SICRE)	June 13-15 <sup>th</sup> at U of A college of Education.	Administration will present to teachers at July 29 <sup>th</sup> in-service date with entire school staff	Schedule PD throughout the school year (Quarterly)for Culturally Responsive Practices for teachers. Share monthly discipline reports with the entire staff.
Monthly	Examining discipline data on a regular basis to identify teachers who frequently refer students  Including parent conferences to get support from home in regards to the behavior.	Assistant principal, Dean, Principal, Counselors and RPFF	Monthly Discipline meetings Aug-May and require parent conferences for students who are repeated code of conduct offenders to establish plans for improvement with family engagement.	Decrease the students ability to get in trouble or break code of conduct at school.	Look at discipline data to set up conferences with families at the beginning of the year as a preventative measure to school expectations, ask if anything concerning from the families perspective and how the school can support their child better.

**Area of Concern:** Same students show up on data report Q3 & Q4 for threats and intimidation.

**Justification Statement:** A close group of male & female friendships that are negatively having an impact on school behaviors, as when one gets upset the others in the group will follow. Additionally, a group of 4 students within the group who are "dating" or couples caused conflict due to their relationships. As a result there have been issues with the students encouraging each other to fight other students or threaten others for wrong doing their friends.

**Target Goal:** An African American discipline report card less than 5% for the Quarter. To teach students to positively handle situations and their friends issues are not their issues. To provide students with opportunities to learn about healthy relationships.

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
August	Social worker referrals	School Social Worker, Cindy Garcia	August 30 <sup>th</sup> 2019	Calm, focused student with weekly check ins by the Social worker.	Give a list of names to Ms. Garcia as students exhibiting signs of support needed such as conflict with others, relationships, and aggression.
May 2019- May 2020	Casa de Los Ninos Site based therapy services.	Counselors refer to Community Engagement Coordinator, Alisa Cunningham	Every Monday all School year.	Calm focused students with no conflict among peers, and healthy choices in relationships.	Referrals have been sent, call and remind families for therapy services on a weekly basis. Get parental permission for assessments of student needs.

**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: \_\_\_\_\_







*Tucson Unified School District*

**Corrective Action Plan: 06/21/2019**

**Safford K-8**

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

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

Procedures and strategies used in the classroom by specific teachers and staff are more escalating than de-escalating in concerns to student behavior and discipline.

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

The current and ongoing professional development appears to be no effective. All school staff must be more effectively trained on Cultural Responsiveness and de-escalation strategies to be utilized daily in the classroom, school grounds and extracurricular activities.

**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
08/01/2019	PLC meetings will target de-escalation skills, PD will be offered by the school to the entire school staff and stakeholders regarding de-escalation strategies. Data will be analyzed for trends and hot spots by Safford's discipline team and findings shared with all staff.	Administration, Discipline team, teachers, school staff	Data will be reviewed weekly by PLC teams and monthly by Discipline team.	Less office referrals, decrease in aggressive and conflictual behaviors/attitudes displayed by school staff in tense and escalating student interactions. Increase in positive attitudes and actions pertaining to the school's Culture and Climate.	Data will continually be reviewed and shared with all school staff. The school will celebrate the positive outcomes(student incentives and whole school celebrations). Strategies will be altered and amended as needed for continued success.

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

Aggressive acts by student are more prevalent during lunch, after lunch and after school in the common areas.

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

Students display lack of concern for others, group dynamics, gossip (verbal and digital), and mob mentality that lead to aggressive acts.

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

Decrease in level 3 and 4 violations associated with aggression.

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
08/01/2019	SWPBIS, Tangible incentives, Grand opening of PRIDE STORE for MS. Elementary currently has this.	PBIS Team	Monthly	Decrease in Level 3 and 4 violations.	Team discipline meetings to ensure positive gains, student happiness surveys,
08/01/2019	Staff PD on Cultural responsive pedagogy	Admin, RSPPC	Quarterly	Decrease in aggressive acts, positive student and staff attitudes in an increasing goal of a happy and healthy school climate.	Continued PD, completion of "Happiness "surveys by students, ongoing monitoring of data.
08/01/2019	Strategic placement of monitors	Dean of students	Weekly	Decrease in aggression campus wide.	Promote positives, reward student who display growth in their pro-social behaviors.

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

Violations of the discipline policy predominantly occur during free time after lunch and after school on our common grounds.

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

Student boredom and idle time lack of meaningful engaging opportunities.

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

Decrease in all levels of discipline violations during these times.

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
08/01/2019	Structured lunch activities ( i.e. lunch time tournaments)	Monitors, PE coaches	Weekly	Less aggression during among students – more harmonious environment.	Monitor data

08/01/2019	Open Room 305 Tech Building as a Cycle Café and PBIS hub	Teachers, admin	Weekly	Engaged students, decrease in negative activities, increase in positive school Culture and Climate.	Monitor data
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Signature Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Signature Director: \_\_\_\_\_ Date: \_\_\_\_\_



*Tucson Unified School District*

**Corrective Action Plan: 2<sup>nd</sup> Quarter**

**Secrist 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:** For second quarter, Secrist Middle School was in the "green" for all ethnicities but saw an increase in the number of referrals and incidents being reported as the quarter progressed.

**Justification Statement:** Secrist Middle School administration has been cognizant of exclusionary practices for all ethnic categories but a general trend of continued violations of aggression by a variety of students still occurs. In addition, second quarter saw an increase in sexual offenses.

**Target Goal:** Decrease number of violations for sexual offenses and aggression.

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).
1/7/19	Grade level assemblies to review Code of Conduct and expectations of behaviors at Secrist Middle School.	Administration Teachers	3/25/19		
1/7/19	Code of Conduct lessons given by Dean of Students, MTSSF, and counselor in social studies classes	Administration MTSSF Counselor Soc. St. Teachers	3/25/19		



1/7/19	Increase the number of classroom walkthroughs to observe student and teacher behaviors	Administration	3/25/19		
1/7/19	Provide continued support and PD to teachers on PBIS and restorative practices in the classroom	Administration MTSSF Teachers Consultants	3/25/19		
1/7/19	Remind all staff, including security, to address all minor aggressive actions, such as pushing, pulling, or kicking, before they escalate	Administration MTSSF Counselor Security Teachers Office Staff	3/25/19		

**Area of Concern:** Most of the referrals and incidents reported for second quarter are coming from teachers and the incidents are occurring in the classrooms.

**Justification Statement:** Secrist Middle School has some teachers with ineffective classroom management skills.

**Target Goal:** Decrease the number of Level 1 and Level 2 infraction referrals occurring in classrooms.

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
1/7/19	Continue training to teachers on restorative practices in the classroom	Administration MTSSF Teachers Consultants	3/25/19		
1/7/19	Code of Conduct lessons given by Dean of Students, MTSSF, and counselor in social studies classes	Administration MTSSF Counselor Soc. St. Teachers	3/25/19		
1/7/19	Continue PBIS program and Scorpion Gold Card rewards system including daily announcements about the Secrist PBIS Code. Weekly drawing of gold tickets for incentives.	Administrators MTSSF Teachers Office Staff Security	3/25/19		
1/7/19	Provide support to teachers and students through use of restorative circles held in classrooms	Administration MTSSF	3/25/19		
1/7/19	All new students to the school meet with Dean of Students to review expectations and Code of Conduct.	Administration Front Office Staff	3/25/19		

1/7/19	Review PBIS Flowchart and make sure all teachers have the charts posted in classrooms	Administration MTSSF Counselor Teachers	3/25/19		
1/7/19	Use of grade level team conferences with families to address behavior concerns	Administration Teachers Counselor	3/25/19		

Signature Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Signature Director: \_\_\_\_\_ Date: \_\_\_\_\_



*Tucson Unified School District*

**Corrective Action Plan: Date**

**Utterback Middle School- Quarter 3**

**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.

**African American student discipline represented 18.42% (7) of the total discipline for quarter 3.**

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

There were 2 instances of harassment, threat and intimidation; 4 instances of aggression/assault; 1 instance of Sexual Harassment; 1 instance of Alcohol/tobacco.

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

**A Reduction of African-American discipline.**

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
Provide the date this action step will start	Describe the action step that will be taken to help reach the above target goal.	List those directly responsible for taking the action step and those who will monitor.	List the date when results will be reviewed next.	After the review of the action step has occurred, describe the results.	Describe what will be done to sustain success or new strategies that will be used (which will be fully described in a following row).

March 24, 2019	<ul style="list-style-type: none"> <li>Check-in/check-out system for struggling students-</li> <li>Pairing students with a mentor for moral support</li> <li>Increased PBIS embedded activities- Middle School Fun Friday's- an earned behavior incentive.</li> <li>Monthly honor roll recognition</li> <li>Examining data triangulation- behavior, academics, attendance</li> </ul>	Principal Sanders AP Rodriguez MTSS RPFF Teaching Staff Dean	Quarters 1-4 of the 2019-2020 School Year	To see a 10% decrease in African American discipline infractions.	<p>Continue the action steps with fidelity:</p> <ul style="list-style-type: none"> <li>Check-in/check-out system for struggling students-</li> <li>Pairing students with a mentor for moral support</li> <li>Increased PBIS embedded activities- Middle School Fun Friday's- an earned behavior incentive.</li> <li>Monthly honor roll recognition</li> </ul> <p>Examining data triangulation- behavior, academics, attendance</p>

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

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

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

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps



**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: \_\_\_\_\_

Signature Director: \_\_\_\_\_ Date: \_\_\_\_\_