

APPENDIX VI-44



Tucson Unified School District

Corrective Action Plan: Date

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: 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).
01/06/2020	Weekly check in. PBIS reward if she improves on her weekly Synergy report. (Data will be used to determine awards)	Principal Elizabeth Rivera-Russell	02/25/2020	Shared the attendance, grades and behavior reports with the student.	Check in weekly on: 1/14/2020 1/21/2020 1/28/2020 2/4/2020 2/11/2020 2/18/2020 2/25/2020 dates will continue if student shows signs of needing on-going weekly support.

1/17/2020	Met in person case after hours to accommodate work schedule of a 6:30pm meeting	Principal Elizabeth Rivera-Russell	02/25/2020	Parent agreed behavior, attendance and academics with principal. Student is high achieving academically and recommended to apply to college academy at feeder high school	We will meet with parent again to see if the reward system weekly is helping behavior and attendance.
1/06/2020	<ul style="list-style-type: none"> Schedule changes for students who need to be separated due to negative dynamics between groups. Restorative Circles conducted by the school's RPF weekly. Documented in Synergy. 	School Counselors RPF (Restorative Practices Facilitator)	End of Q3 03/13/2020	Parents were notified of schedule changes and some students were given alternative schedules to support social-emotional or mental health issues affecting ability to learn.	Referrals to Casa de Los Ninos for families requesting mental health support or counseling services. Revisit with RPF if check ins are needed with particular groups of students.

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

Our African American, Anglo, and Multi-Racial were high for quarter 2. There was group on group conflict that has now been resolved.

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

There have been some conflicts due to group affiliation, boyfriend or girlfriend concerns, students bringing illegal substances onto campus.

The science classroom area has been a hot spot for location of things that happen when student conflict arises, but we were able to hire an additional Monitor and AP after the major incident that had a domino effect in October.

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
01/06/2020	Assemblies about bullying and substance abuse from "Sold No More" for all grade levels	Counselors	1/09/2020	All three grade levels attended and discipline is already down 3 week later in all grades	Additional organizations presenting on the topics of cyber bullying, texting and talking about others. (Feb 3-4)
01/06/2020	To lower the number of African American, Anglo & Multi-Racial	MTSS Counselors	Weekly discipline	Assign one champion staff member to the 3	Weekly report out on how it is going with the

	students in Q3 from 3 students to 10 students with level 3, 4, or 5 discipline incidents	Dean Administration	report and student check ins	All and Anglo students who received discipline consequences Q2 to complete check ins, PBIS and support.	students on report from Q2.
03/13/2020	Review discipline reports from Q3 to determine if the plan is working	MTSS Dean Counselors Administration	03/13/2020	No specific ethnicity in the "red" for behavior during Q3	RPFf present in classrooms so students know there is an option. Share restorative option on social media, have RPFf call out students by teacher referral to discuss signs of aggression or conflict before there is a fight.

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

Student Demographics...	Distinct Stu...	Distinct Stu...	Discipline P...
▸ All			
▾ All	182	955	19.06%
White/Anglo	20	66	30.30%
African American	7	23	30.43%
Hispanic	142	781	18.18%
Native American	10	67	14.93%
Asian American		6	
Multi-Racial	3	12	25.00%

Low enrollment of African American, Anglo and Multi-racial students may put us in the red if even one student violates school policy.

Justification Statement: Identify the root causes for patterns and hotspots.
 Demographic of the community/ neighborhood is predominantly Hispanic generational families who have lived in Tucson for centuries.

Target Goal: Describe what data results would be indicative of success.
 If we continue to assign mentor staff members and use PBIS approaches, along with restorative practices we hope to see a decline in discipline and improved academic success.

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
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01/06/2020	RPF back at P	McGlory		conducted meetings with students	Set a plan and goals for Q4
01/06/2020	Meet with specific challenging students weekly	Principal Rivera-Russell	02/25/2020	Positive relationships with students	Assign one staff member to each student for check ins

Signature Principal: _____ Date: _____

Signature Director: _____ Date: _____



Tucson Unified School District

Corrective Action Plan: Date

School Name

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

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

High number of incidents due to 3 students including 1 kindergarten student, 1 8th grade student, and 2 7th grade students

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

Students with severe behavior needs lacking IEP/504 support and/or being new to school.

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

Reduction of discipline incidents tied to these students.

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
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12/05/19	MTSS review of discipline data	Konrad, Kelsey, and associated teachers	Monthly MTSS meetings	Support ideas created and implemented	
12/06/19	Data collection for IEP/504 support	Konrad, Kelsey, and associated teachers	Monthly MTSS meetings	504 and then IEP provided to Kinder student.	

(depends on student)	Implementation of student-specific behavior plans	Conrad, K. and associated teachers	Monthly MTSS meetings	Of the high-risk students left, other 2 put on plans and show reduced behaviors.	Continue to monitor behavior plans and accommodations provided
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Area of Concern: Identify pattern or hotspots that are in the discipline data.
 Frequent incidents involving student conflict leading to situations of aggression, harassment, bullying

Justification Statement: Identify the root causes for patterns and hotspots.
 Students engaging in horseplay and other low-level behaviors that then escalate in aggression and seriousness.

Target Goal: Describe what data results would be indicative of success.
 Reduction of incidents related to aggression or harassment.

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
1/22/20	Teacher PD on Trauma informed care and relation to bullying	Konrad/Holt	1/22/20	PD Session	Plan student assembly follow up
2/26/20	Anti-bullying assembly	Konrad/Holt	2/26/20	Student assembly	Review data in MTSS

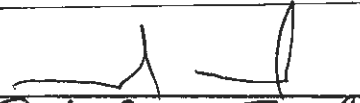
Area of Concern: Identify pattern or hotspots that are in the discipline data.
 Overall increase in low level discipline requiring intervention as well as high level incidents requiring discipline

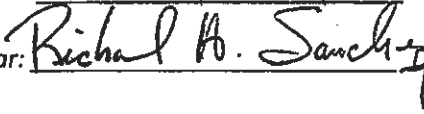
Justification Statement: Identify the root causes for patterns and hotspots.
 Lack of supervision in some locations/times on campus, low level incidents requiring more immediate response.

Target Goal: Describe what data results would be indicative of success.
 Overall reduction in discipline.

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
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ASAP	Change supervision map/plan to relocate monitors during morning and after school.	Konrad	ongoing	New supervision plan, changed crosswalk.	Meet with School Safety
ASAP	Explore adding a dean to school	Konrad	ongoing	Dean added to budget for 2020-21	T1 Budget review
12/18/19	Explore adding a uniform policy with site council	Konrad/Rodriguez	ongoing	SC minutes and uniform policy	Parent Vote

Signature Principal:  Date: 1/29/20

Signature Director:  Date: 01/29/20



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 Cyber 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: 2nd 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 16 teachers who are first year teachers with little to no experience with 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: 2/11/2020

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.

We have suspended percentage wise more students at Valencia than TUSD overall.

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

Students have shown overall aggressive behavior and it seems to be the same students that keep being represented in suspensions.

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

Reduction of overall suspensions that are closer to the district average.

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).
8/2019	Students that are frequent fliers are put on MTSS plans which are reviewed once a month if not weekly.	JContreras, teachers, RLopez, Gabaldon, Lohn, Gist	2/18/2020	Improved behavior overall from students and less suspensions for students that have had problems.	Each person is on an individual plan. We have partnered with Casa de los Ninos who will provide on Valencia site counseling. We are partnering individual meetings

2/27/2020	Girls Group – anti-bullying, resilience, confidence	Rache Lopez	3/27/20	Reduction in bullying and reporting of aggression	Adding more students to the groups or creating more groups.
3/5/2020	Mentoring for Native American Students	Gist	4/5/2020	Better understanding	

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

Suspensions in the area of drug usage which has caused suspensions.

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

Valencia has experienced problems with drugs/drug usage for multiple years. In previous years we didn't always catch students but instead the campus smelled like marijuana.

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

Reduced number of suspensions due to drug use/possession.

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
8/2019	Increased monitoring of the bathrooms where that is the overall feedback where most drugs are shared, passed, and used.	Monitors, Administration, Restorative practices and anyone on the leadership team.	Monthly, but if we see an increase we review with everyone and increase checks for safety.	Reduced number of students using. More students using the restroom as a bathroom not a gathering place to do naughty things.	Monthly review but if we get any information between that time, to step up and re-plan our course of actions.
2/10/20	Amistades "Los Jovenes" skill group	Amisades & R Lopez	Monthly	This is a 10 week course for students during their 3 rd period.	We checked in after the original group. Weekly check-ins with the facilitator of "Los Jovenes."

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

Increased monitoring has also caught many behaviors that otherwise would have been not dealt with due to having to address priorities.

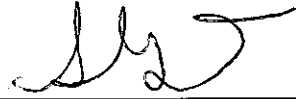
Justification Statement: Identify the root causes for patterns and hotspots.

We have coordinated as monitors so we have left less of the campus without adult supervision.

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

Overall a level of safety throughout the campus. Comparing year to year with Valencia data, there should be an overall reduction in offenses.

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
8/2020	Weekly meetings to discuss potential areas of concern.	Gist, Gabaldon, Lohn, Contreras, Lopez	Weekly	Less fights, assaults and drugs overall the whole year.	Continual meetings and debriefing about what is happening.

Signature Principal:  Date: 2/17/2020

Signature Director: _____ Date: _____



Tucson Unified School District

Corrective Action Plan: Date

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: Data shows an increased number of African Americans being suspended in the 19-20 SY. We noticed this at the end of 1st quarter and have been monitoring it since that time.

Justification Statement: Looking over our first semester data we noticed that the total number of African Americans that were suspended during 1st semester was roughly 10% of our total African American Population. Again, we notified this trend at the end of first quarter and have been monitoring it since.

Target Goal: To decrease our suspension percentages of African American students to no more that 5.45% (District population)

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
Provide the date this action step will start	Describe the action step that will be taken to help reach the above target goal.	List those directly responsible for taking the action step and those who will monitor.	List the date when results will be reviewed next.	After the review of the action step has occurred, describe the results.	Describe what will be done to sustain success or new strategies that will be used (which will be fully described in a following row).
10/14/19	Increased supervision in the identified hotspots.	Admin., Dean of Students, campus monitors	12/20/19	We have seen a decrease in physical aggression in the months of October-Jan of 2020	We will continue to pay close attention to the identified hotspots. We will continue to be in those areas to monitor.
1/7/20	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 months of October-Jan	Continuous vertical alignment using our reward system (PBIS) and/or new community.

					partners. Exploring the antecedent cause of aggressive behaviors.
11/19	Expand mentoring/teaching opportunities for at-risk students with current and/or new community partners.	Administration, TPD, Partnership for a drug-free America	Bi-Monthly	PD by SRO during conference period. Presentations to students about dangers of vaping	Increase student participation and parent engagement. Decrease in behaviors that get students in trouble
Area of Concern: Data shows and increased number of Hispanic Students being suspended in the 19-20 SY. We noticed this at the end of 1st quarter and have been monitoring it since that time.					
Justification Statement: Looking over our first semester data we noticed that the total number of Hispanic students that were suspended during 1 st semester was roughly 4.3% of our total Hispanic Population. Again, we notified this trend at the end of first quarter and have been monitoring it since					
Target Goal: To decrease our suspension percentages of Hispanic students to no more that 3.25% (District population)					
Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
10/14/19	Increased supervision in the identified hotspots.	Admin., Dean of Students, campus monitors	12/20/19	We have seen a decrease in physical aggression in the months of October-Jan of 2020	We will continue to pay close attention to the identified hotspots. We will continue to be in those areas to monitor.
1/7/20	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 months of October-Jan	Continuous vertical alignment using our reward system (PBIS) and/or new community partners. Exploring the antecedent cause of aggressive behaviors.
11/19	Expand mentoring/teaching opportunities for at-risk students with current and/or new community partners.	Administration, TPD, Partnership for a drug-free America	Bi-Monthly	PD by SRO during conference period. Presentations to students about dangers of vaping	Increase student participation and parent engagement. Decrease in behaviors that get students in trouble
Area of Concern: Our suspension rate of Native American students was flagged for concern because our rate of suspension was 4.76% of the Native American population.					
Justification Statement: This was identified though our discipline data					

Target Goal: Our goal is to reduce Native American suspension to lower than the district percentage of 3.53%. Although not met however, we have suspended a total of 1 Native American student this year. Catalina only has 21 students who identify as Native American.

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
12/19	Native American student suspended for use of marijuana. He was assigned drug counseling and was identified to work with our Native American Student Services Coordinator,	Native American Student Service, Social Worker	1/7/20	Student will not repeat the offenses and can get the necessary services he needs to be successful.	Continue to monitor student and their behavioral progress.

Signature Principal: _____ Date: _____

Signature Director: _____ Date: _____



Tucson Unified School District

Corrective Action Plan: 2/4/20

Rincon 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: There has been a rise in vaping devices, alcohol, tobacco and other drugs on our campus this year.

Justification Statement: We believe that this rise is related to vaping devices being easy to conceal, and with the legalization of marijuana, it has become easier for students to obtain.

Target Goal: Decrease the number of vaping, drug referrals

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
2/10/20	Individualized Code of Conduct Review Lessons w Students who Violate Policy	Administration, Dean of Students, MTSS, Social Worker, Counselors	3/27/20		
Ongoing	Referral to drug and alcohol support counseling on-site and off-site	Administration, Dean of Students, MTSS, Social Worker, Counselors	3/27/20		
Ongoing	Student Mentoring Utilizing MTSS Process: Bi-weekly Check-ins	Administration, Counselors, Dean of Students,	3/27/20		

		Teachers		
Ongoing	Parent Contact Outreach when Concerns or Incidents Arise	Administration, Dean of Students, MTSS, Counselors, Teachers	3/27/20	

Area of Concern: There has been a rise in incidents involving aggression on our campus this year.

Justification Statement: The majority of incidents involving aggression occur when there is shared common time amongst students including passing periods, lunch, before/after school. We believe this is in part due to Rincon being a “green light” school, in which more students from surrounding schools are open enrolling at Rincon, who do not have long-standing relationships with the “neighborhood” student population. Also, we have seen this increase over the last two years since the Code of Conduct changed, lessening the consequences for aggression and fighting on campus. Students engaged in this behavior on campus are often seeking attention from their peers during the shared common time.

Target Goal: Decrease in incidents involving aggression and/or fighting

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
Ongoing	Increased Supervision of Common Areas	Administration, Security Staff, MTSS, Counselors	3/27/20		
Ongoing	Positive Behavior Supports	MTSS, Administration, Dean of Students, Teachers, Counselors	3/27/20		
Ongoing	Training in and Use of Restorative Practices	MTSS, Administration, Dean of Students, Counselors, Teachers	3/27/20		
Ongoing	Student Mentoring Utilizing MTSS Process: Bi-weekly Check-ins	Administration, Counselors, Dean of Students,	3/27/20		

		Teachers			
Ongoing	Parent Contact Outreach when Concerns or Incidents Arise	Administration, Dean of Students, MTSS, Counselors, Teachers	3/27/20		
11/15/19	Anti-Bullying Assembly	Administration, Guest Presenter	3/27/20		
1/29/20 2/5/20	Trauma Informed Instructional Training for Staff	CSP, Guest Presenter	3/27/20		
2/10/20	Individualized Code of Conduct Review Lessons w Students who Violate policy	Administration, Dean of Students, MTSS, Social Worker, Counselors	3/27/20		
2/13/20	Assembly to Build School Community	Student Council, Administration	3/27/20		
Planning Stages	Trauma Informed Instruction Training for targeted students	Dean, Guest Presenter	TBD		

Signature Principal: _____ Date: _____

Signature Director: _____ Date: _____



Tucson Unified School District

Corrective Action Plan: Date 2/10/2020

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: Santa Rita's rate of exclusionary discipline consequences is 2.34% greater than our District's reported rate for African American students, and 1.8% greater than our District's reported rate for Multi-Racial students.

Justification Statement: We have seen an increase in physical altercations on campus—often perpetuated by social media. We have also seen an increase in substance use—primarily vaping—amongst our student population. Inconsistencies with classroom discipline and cultural competence among our teaching staff may be another contributing factor.

Target Goal: Decrease the rate of exclusionary discipline consequences amongst African American students to below our District's reported rate of 5.45% and 4.08% amongst Multi-Racial students.

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
<i>Provide the date this action step will start</i>	<i>Describe the action step that will be taken to help reach the above target goal.</i>	<i>List those directly responsible for taking the action step and those who will monitor.</i>	<i>List the date when results will be reviewed next.</i>	<i>After the review of the action step has occurred, describe the results.</i>	<i>Describe what will be done to sustain success or new strategies that will be used (which will be fully described in a following row).</i>
02/13/2020	Utilize the expertise of African American Student Success Specialist on campus to mentor students, work with families, and inform staff members of preventative strategies. Ms. Fort is on campus every Thursday.	Shermaine Fort	5/13/2020		

02/10/2020	Continue to utilize the expertise of Drop-Out Preventionist, Kristopher Neal, to meet with at-risk students regarding academics and how their behavior and mindset affect success in school; facilitate Check In/Check Out process	Kristopher Neal	5/10/2020		
2/10/2020	Intentional hiring practices to align staff representation with student representation.	Principal Asst Principal	5/10/2020		
2/10/2020	Continue to have administrative staff monitor rotations in the hallways and other designated hot spots/times.	Principal Asst Principal Dean of Students CSP MTSS Ath. Director	5/10/2020		
02/10/2020	Pre-Referral Intervention – Systemic utilization of PIC Room for Restorative Conferences and mediations to prevent future disciplinary incidents; this includes ongoing PD for staff regarding process	Dean of Students and MTSS Facilitator	5/10/2020		
2/10/2020	Site Discipline Team—Ongoing analysis of Monthly Discipline Reports to monitor and identify trends in disciplinary hot spots; Share out data with Administrative Leadership Team.	Principal Asst Principal MTSS Dean of Students CSP Ath. Director Counselor/CCRC	5/10/2020		
2/10/2020	Monthly MTSS Meetings –Analyze the link between student behavior, academics, and discipline – How can students use restorative practices to solve disagreements? Analyze Check In/Check Out process and its impact on recidivism rates. Analyze No-Contact Contracts and if this process decreases engagement in additional altercations. Analyze effectiveness of TUSD Substance Workshops.	Principal Asst Principal MTSS Dean of Students	5/10/2020		

2/12/2020	SOAR Wednesday and Thursday Block Period – Tier I supports that focus on Restorative Practices, Locus of Control/Reflections, and Self-Advocacy.	Asst Principal MTSS Dean of Students CSP Ath. Director Counselor/CCRC SR Faculty	5/12/20		
2/17/2020	Family Engagement Focus Group consulted to generate views of Culture and Climate from our families and community to aid in the ongoing development and sustainability of cultural competence.	Family Engagement Facilitator/Team Community Stakeholders	5/6/2020		

Area of Concern: Santa Rita’s overall rate of exclusionary discipline consequences is 1.35% greater than our District’s reported rate.

Justification Statement: We have seen an increase in physical altercations and tensions on campus—often perpetuated by social media. We have also seen an increase in substance use—primarily vaping—amongst our student population. Inconsistencies with classroom discipline and cultural competence may be another contributing factor.

Target Goal: Decrease the rate of exclusionary discipline consequences amongst our total student population to drop below our District’s reported rate of 3.38%.

Date to Begin	Action Steps to address concern	Person(s) Responsible	Date of Review	Outcome or Product	Next Steps
2/10/2020	See all Action Steps Above	See Above	See Above		
2/10/2020	Ongoing Professional Development focused on Culture and Climate, Code of Conduct, and Classroom Management.	Principal Asst Principal CSP	5/10/2020		
2/10/2020	Site Discipline Team—Ongoing analysis of Monthly Discipline Reports to monitor and identify trends in disciplinary “hot spots;” Share data with Administrative Leadership Team. Hot Spots can include behaviors of students, but also behaviors of staff members regarding reporting, interventions	Principal Asst Principal MTSS Dean of Students CSP Ath. Director Counselor/CCRC	5/10/2020		

2/10/2020	Monthly MTSS Meetings - Analyze the link between student behavior, academics, and discipline – How can students use restorative practices to solve disagreements? Analyze Check In/Check Out process and its impact on recidivism rates. Analyze No-Contact Contracts and if this process decreases engagement in additional altercations. Analyze effectiveness of TUSD Substance Workshops.	Asst Principal MTSS Dean of Students	5/12/2020		
2/12/2020	SOAR Wednesday and Thursday Block Period – Tier I Supports to focus on Prevention, Restorative Practices, Relevant Issues, and Goal(s) Creation.	Principal Asst Principal MTSS Dean of Students CSP Ath. Director Counselor/CCRC SR Faculty	5/12/2020		

Area of Concern:

Justification Statement:

Target Goal:

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

Signature Principal: Tamara Ray Date: 2/10/2020

Signature Director: _____ Date: _____