

APPENDIX VI - 10

VI.G.1.f Site-Level Analyses Samples

2020-2021 Site-Based Discipline Monthly Report					
	School:	Doolen MS	Date:	11/5/2020	
	Month:				
Members Present (by name):		Judi Dauman, William Fosmire, Red Morrow, Diego Mendoza, Christa McConaughy, Noriko Barnabe			
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 be uploaded in the MTSS SharePoint by the 10 th of every month. The data in this report is from the previous month. <i>E.g. Submit the September analysis by October 10th.</i>					
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: <i>October2016_Miller_DisciplineMonthlyReport</i>					
Data Dashboard information will be used for Tables 1 – 3. To get to the Discipline Data Dashboard:					
· Open the webpage for the Data Dashboard -- http://tusddashboard/					
· 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.

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Table1: Referrals Summary of Students by Ethnicity

Type an X next to the YES for the view used:	School Risk Ratio				
	USP Discipline KPI				
<i>Ethnicity</i>	<i>Number Ratio</i>	<i>Color (Green, Yellow, or Red)</i>	<i># of Distinct Student Incidences</i>	<i># of Distinct Student Enrollment</i>	<i>Discipline % of population</i>
White	2				
African American	1				
Hispanic					
Native American					
Asian/PI					
Multi-Racial					

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

Positive: No serious or high level incidents. No repeat students. Hotspots: Includes video compliance, going to non instructional web sites, minor disruptions.

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.

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Table 2: Suspension Summary of Students by Name and Ethnicity *Types of Violations that resulted in Suspensions with Names and Ethnicity*

Student Name	Gender	USP Ethnicity	Mtr Number	Date	Violation Category	Violation
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		White			Other	Non Compliance
		Black			Other	Defiance/Disrespect
		White			Other	Innapropriate Language toward staff. Endangerment by touching other students and not weaing a mask properly.

Table 2A: Law Enforcement and School Safety Support Requested

Student Name	Gender	Ethnicity	Mtr Number	Date	Law Enforcement	School Safety

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.

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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.

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Table 3: Total Number of Discipline by Week

	White	African Am.	Hispanic	Native Am.	Asian/PI	Multi-Racial
Total (All)						

Week 1	1	1				
Week 2						
Week 3						
Week 4	1					
Week 5						
Analysis: According to the data in Table 3, is your PBIS approach working? Please explain:						
<p>Instructions to fill out Table 4: The data reported is <u>school-based</u> 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.</p>						
Table 4. Monthly Data Report: Teacher Referrals						
<i>Referral Source</i>	<i># of Referrals</i>	<i>Most Common Type of Incidence</i>	<i>Trouble Areas and Times</i>	<i>Support / Actions Taken with Referrer</i>		
Bus Drivers/ Monitors						
Playground/ Grounds Monitors						
Teachers	3	Defiance		Parent Contact, Counselor Contact, Restorative Conference.		
Other: Please Explain						
Other: Please Explain						
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:						
We had 2 individual students who were given tier 2 supports. We are working with their families to determine a plan that will help them meet the expectations in the classroom.						
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.						
Table 5. School Culture and Climate						
<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:					
b. students fight or show aggression against one another in specific locations at our school					X
Comment:					
c. discipline reporting did not include students with repeated offenses					X
Comment:					
d. PD on discipline, PBIS, restorative circles, or MTSS was provided	X				
Comment:	School Wide PBIS is implemented and in beginning stages				
e. staff showed sufficient cultural competency to meet the needs of our diverse students	X				
Comment:					
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.	School Counselors specifically, Christa McConaughy 6th Grade and Gate, Noriko Barnabe				
b.	7th & 8th Grade visit classrooms weekly to discuss and present various topics.				
d.	Including PBIS, Bully Prevention and how to report unacceptable behaviors.				
e.	We also have student support meetings twice a month with Counselors, Social Worker,				
f.	Ex Ed Chair, Physcologist and Administration.				
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.					
8. Provide action steps for those teachers needing support: E.g. Mentor, coaching, CSP assistance, Teacher Support Plan, and etc.					
A. Teacher idendifier: E.g. Teacher 1 or Teacher A					

B. Problem(s) identified: E.g. Teacher 1 is over referring Hispanic students.						
C. Intervention support provided: E.g. CSP is working with Teacher 1 on classroom management.						
D. Assessment on teacher improvement: E.g. Teacher 1 has 4 weeks to reduce classmanagement issues by 20%.						
<i>Continuing Action Steps: (carried over from previous months)</i>						
<i>New Action Steps: (new to this month)</i>						
2020-2021 Site-Based Discipline Monthly Report						
	School:	Lynn Urquides Elementary	Date:	2/11/2021		
	Month:	January				
Members Present (by name):	Marisa Salcido, Marco Pizano, Nicole Zwickl, Dehny Nin, Mayra Campoy, Araceli Gomez					
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 be uploaded in the MTSS SharePoint by the 10 th of every month. The data in this report is from the previous month. <i>E.g. Submit the September analysis by October 10th.</i>						

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: <i>October2016_Miller_DisciplineMonthlyReport</i>					
Data Dashboard information will be used for Tables 1 – 3. To get to the Discipline Data Dashboard:					
· Open the webpage for the Data Dashboard -- http://tusddashboard/					
· Click on the Student Data box.					
· Click on the USP box.					
· 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				
	USP Discipline KPI				
<i>Ethnicity</i>	<i>Number Ratio</i>	<i>Color (Green, Yellow, or Red)</i>	<i># of Distinct Student Incidences</i>	<i># of Distinct Student Enrollment</i>	<i>Discipline % of population</i>
White					
African American					
Hispanic					
Native American					
Asian/PI					
Multi-Racial					
Analysis: What are the positive highlights or troublesome hot spots?					
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 *Types of Violations that resulted in Suspensions with Names and Ethnicity*

Student Name	Gender	USP Ethnicity	Mtr Number	Date	Violation Category	Violation

Table 2A: Law Enforcement and School Safety Support Requested

Student Name	Gender	Ethnicity	Mtr Number	Date	Law Enforcement	School Safety

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.

Zero suspensions or law enforcement calls made. We can infer that the school PBIS plan is working as designed during this time. School admin made PBIS classroom visits to entire school and discussed PBIS, code of conduct, and expectations. The School Counselor gave lessons on personal safety during the month of January and this all has had a positive effect on students as we have had 0 suspensions or law enforcement calls.

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.

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Table 3: Total Number of Discipline by Week

	White	African Am.	Hispanic	Native Am.	Asian/PI	Multi-Racial
Total (All)						
Week 1						
Week 2						
Week 3						
Week 4						
Week 5						

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

The school PBIS approach at Lynn is working as can be seen by the idea taht we had zero discipline incidence in the month of January. The admin team visited each classroom at the beginning of the month building relationships with the students and going back over the school PBIS plan that included the district code of conduct, expectations, online expecatations, and breaking down the ideas of respect and intergrity.

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

<i>Referral Source</i>	<i># of Referrals</i>	<i>Most Common Type of Incidence</i>	<i>Trouble Areas and Times</i>	<i>Support / Actions Taken with Referrer</i>
Bus Drivers/ Monitors				
Playground / Grounds Monitors				
Teachers				
Other: Please Explain				
Other: Please Explain				

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:					
<p>No referrals were made during the month of January. When teachers were having a behavior issue with a student online, the teacher notified admin staff (MTSS coordinator, School Counselor, CSP, Principal) A member or mutiple members of the admin team would address the teachers concern with the student(s) in a restorative conference. The restorative conferences are part of the PBIS plan as one of our first strategies to be employed when behavior and/or conflict occurs in the classroom. This takes place after teachers have initaly talked to parents and made contact with student care proiders via phone, email, class-dojos etc. The pattern seen is that preventative restorative conferences during the month of January worked as intended as it led to no referrals being made</p>					
<p>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.</p>					
Table 5. School Culture and Climate					
<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:	Administration went classroom to classroom and discussed the school PBIS plan with each class including but not limited to code of conduct, school epectations and online epectations. School counselor delievered weekly classroom lessons discussing personal safety with an emphasis with online personal safety. School principal met with parents and holds a monthly cafecito explaining all the good things that are taking place with Lynn. School counselor provided P.D. on Mental health for the staff. P.D was also held on the importance of positivity and reflection for teachers. Monthly cerificates for attendance and waterford/IXL intervention usage given to students by teachers and the school as a whole.				
b. students fight or show aggression against one another in specific locations at our school					X
Comment:	Lynn has over 40 students on campus. Lynn has not had one fight or aggressive behavior being expressed at this time. It is a reflection of how well the proctors, aides and all members of the school who are on campus work with the students and build on student strengths and encourage the students of Lynn Urquides				

c. discipline reporting did not include students with repeated offenses	x				
Comment:	Please refer to the comments made forth in Part A and B of this section for details as to why Lynn has not had students with repeated offenses				
d. PD on discipline, PBIS, restorative circles, or MTSS was provided	x				
Comment:	PD in the month of January was given on PBIS, Discipline and MTSS. Admin team reviewed student code of conduct, with each classroom and expectations with teachers during P.D. P.D was given on MTSS as teachers reflected on quarter 2 data both academic and social/emotional learning. Teachers talked in small groups and came up with at least one positive change they could make to the delivery of their online lessons to encourage student participation, and achievement. MTSS coordinator reviewed with teachers what MTSS is for. MTSS coordinator met with grade levels 2, 3, 4, and 5 during the month of January in which a total of over 40 students were discussed, MTSS plans updated and goals were progress monitored.				
e. staff showed sufficient cultural competency to meet the needs of our diverse students	x				
Comment:	School CSPS worked with teachers lesson plans and lesson incorporating SPARKS. Also please reference comments made forth in Part A, B and D.				
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.	MTSS Facilitator and Principal presented the Code of Conduct and PBIS to each individual classroom.				
b.	Counselor has made herself available and has posted videos on Class Dojo				
d.	Counselor has weekly classes with the students. Counselor focused on Personal safety with an emphasis on personal safety on the internet				
e.	Counselor has small group sessions with specific students in each class that meets their individual needs including grief, personal safety, wellness, etc.				
f.	MTSS team meets with grade level PLC's and discussed over 40 students during the month of January. 2 students during the month were referred for Exceptional Education testing. Student data was analyzed by the team and students moved along the MTSS tiers based on this data on an individual basis				
G.	School CSPS provided small group reading academic interventions for students based on the academic recovery plan report.				
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. PD was provided on PBIS, Mental health, Reflection and positivity.					
8. Provide action steps for those teachers needing support: E.g. Mentor, coaching, CSP assistance, Teacher Support Plan, and etc.					

<p>A. Teacher identifier: E.g. Teacher 1 or Teacher A: Teacher A , B and C asked for support with student behavior during the time when students are taking online assessments. School admin provided support and talked to each teachers individual classes and also aided in the procotoring of the online assessments. School admin team provided assistance for teachers in brainstorming, planning and implementing a change in strategy or lesson delivery that the school admin will both monitor and discuss with teachers moving forward. This was a result of P.D on reflection and positivity.</p>						
<p>C. Intervention support provided: E.g. CSP is working with Teacher 1 on classroom management. School admin met with grade level PLC teams. MTSS coordinator with team discussed over 40 students that are currently in MTSS. School admin team met with grade level PLC teams in planning, implementing and monitoring instructional changes/strategy for each individual teacher. CSP's are working with teachers 1-4 in implementing small reading groups and aiding in providing reading interventions to identified students from the School Academic recovery plan</p>						
<p>D. Assessment on teacher improvement: E.g. Teacher 1 has 4 weeks to reduce classmanagement issues by 20%. all teachers working on implementing a change in strategy has 3 weeks to implement their change with different goals based on individual student need. some of the goals include but are not limited to a 20% improvement of student work competion. a 25% improvement in IXL/Waterford student usage. a 20% increase in student usage of RAZZ kids. a 20% improvement in daily student attendance with students staying online with the teacher the full school day.</p>						
<i>Continuing Action Steps: (carried over from previous months)</i>						
P.D on PBIS and social/emotional support						
MTSS weekly meetings						
School admin attending PLC grade level meetings and providing support based on grade level/ teacher need						
Celebrations of student attendance. IXL/Waterford usage						
<i>New Action Steps: (new to this month)</i>						
Teachers implementing one change in teaching strategy/ lesson delivery						
School admin team providing support/monitoring teacher implementation of change in teaching strategy/lesson delivery						

2020-2021 Site-Based Discipline Monthly Report					
	School:	Cholla High School	Date:	6/3/2021	
	Month:	May-21			

Members Present (by name):	Frank Armenta, Tariq Rasool, Sharon Ingram, Cathy Adams, Stephen Sagi, Jackie Croteau, April Ruiz-Alegria				
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 be uploaded in the MTSS SharePoint by the 10 th of every month. The data in this report is from the previous month. <i>E.g. Submit the September analysis by October 10th.</i>					
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: <i>October2016_Miller_DisciplineMonthlyReport</i>					
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· Open the webpage for the Data Dashboard -- http://tusddashboard/					
· 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				
	USP Discipline KPI				

<i>Ethnicity</i>	<i>Number Ratio</i>	<i>Color (Green, Yellow, or Red)</i>	<i># of Distinct Student Incidences</i>	<i># of Distinct Student Enrollment</i>	<i>Discipline % of population</i>
White					
African American					
Hispanic					
Native American					
Asian/PI					
Multi-Racial					

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

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 *Types of Violations that resulted in Suspensions with Names and Ethnicity*

Student Name	Gender	USP Ethnicity	Mtr Number	Date	Violation Category	Violation
		Hispanic			Aggression	Aggravated Assault
		Hispanic			Alcohol, Tobacco, and other drugs	Possession - Marijuana

Table 2A: Law Enforcement and School Safety Support Requested

Student Name	Gender	Ethnicity	Mtr Number	Date	Law Enforcement	School Safety
		Hispanic			Yes	Yes

<p>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.</p>						
<p>We can infer that with students being back on campus there is more contact time between students.</p>						
<p>Instructions to fill out Table 3:</p>						
<ul style="list-style-type: none"> Click on 'Discipline by Week' at the top of the same page 						
<ul style="list-style-type: none"> 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.' 						
<ul style="list-style-type: none"> Fill out this table entirely based on the number of Discipline infractions from the Data Dashboard. 						
<p>Table 3: Total Number of Discipline by Week</p>						
	White	African Am.	Hispanic	Native Am.	Asian/PI	Multi-Racial
Total (All)						
Week 1						
Week 2						
Week 3						
Week 4						
Week 5						
<p>Analysis: According to the data in Table 3, is your PBIS approach working? Please explain:</p>						
<p>Instructions to fill out Table 4: The data reported is <u>school-based</u> 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.</p>						
<p>Table 4. Monthly Data Report: Teacher Referrals</p>						
<i>Referral Source</i>	<i># of Referrals</i>	<i>Most Common Type of Incidence</i>	<i>Trouble Areas and Times</i>	<i>Support / Actions Taken with Referrer</i>		
Bus Drivers/ Monitors	0					
Playground/ Grounds Monitors	0					
Teachers	2	Inappropriate language	class time	Talked to student and teachers, reviewed policies and discussed ways to support the students during stressful times		

Other: Please Explain	0			
Other: Please Explain	0			
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:				
We had 1 student with marijuana and 1 student with aggression>aggravated assault. We continue to work with our students on the Code of Conduct and the student understanding of the Code of Conduct and how it applies to them. We also discussed the importance of not using drugs and bringing them to 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.				
Table 5. School Culture and Climate				
<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:	There are approximately 400 students on campus each day. Students are learning to work together again in a pandemic environment. Wearing masks each day has been trying on the students and staff members but we are trying to be encouraging and work with everyone on campus to stay positive. We do find that as holidays approach and the end of the year approaches students tend to have short fuses. We work with each student on any issues. Cholla Administrators ensure to be seen on campus each day by walking around in the morning before school, being out during passing periods, being out during lunches and after school each day. We try to talk to our students before issues arise.			
b. students fight or show aggression against one another in specific locations at our school				X
Comment:	We had one aggressive act this month and it was a situation of bullying. We have met with the students and their families and will be working with these students when we return.			
c. discipline reporting did not include students with repeated offenses	X			
Comment:	There were no repeat offenses this month.			

d. PD on discipline, PBIS, restorative circles, or MTSS was provided	X				
Comment:	PD was provided this semester to the teachers and staff. A drawing was held on May 20th for students to receive prizes for the previous month. All prizes were given to students before they left for the summer.				
e. staff showed sufficient cultural competency to meet the needs of our diverse students	X				
Comment:	PD was provided on cultural instructional practices to all teachers at the beginning of the school year. Teachers are working with the diverse needs of their students in their curriculum. Cultural instructional practices include using the SPARKS curriculum that was provided by TUSD. PD on February 3, was Restorative Practices and Testing Protocols. There was no PD on February 10, as teachers were calling parents to remind them of Parent Teacher Conferences and PD on February 17 was Department meetings.				
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.	PBIS Meeting held at the beginning of May. 122 students were nominated for Student of the Month by 38 teachers. Students received Canes gift card and a positive call home from their teachers.				
b.	ISI Teacher has been working with students individually on ways to organize their assignments and how to build healthy relationships.				
c.	MTSS Coordinator is interim through the end of the year. He is working on At Risk Seniors on an individual basis. The MTSS Coordinator with the assistance of the counseling team were able to remove 10 names from the MTSS of seniors that would now be graduating in May.				
d.	Instruction Data Coordinator created the Charger Plug in Page that provides all resources for PD and CTT workshops for the teachers to refer to. i.e. Board Configuration form; data dashboard; Powerpoint creations; best practices, etc.				
e.	Counselors continue to meet with students on social and emotional issues over zoom.				
f.	Social Worker held 4 in person groups this month with students on grief and social emotional issues. Social worker also held 3 drug and alcohol workshops for students that were caught with drugs on campus.				

<p>7. Provide action steps with an emphasis on the hot spot areas and/or celebrations: Students that made the honor roll during the 1st semester with a GPA of 3.5 or higher and perfect attendance were recognized with a video celebration that was recorded and placed on our Facebook page and website. Students were mailed a bumper sticker, a letter and if they had a 4.0 a Cholla Honor the Charge T-shirt. Students with perfect attendance also received a T-shirt. IB Certificate and Diploma students from the 2019-20 school year received their IB Certificates and IB Diplomas by mail with a congratulation letter for all of their hardwork and efforts.</p>						
<p>8. Provide action steps for those teachers needing support: E.g. Mentor, coaching, CSP assistance, Teacher Support Plan, and etc.</p>						
<p>A. Teacher identifier: There were no incidents reported during this month.</p>						
<p>B. Problem(s) identified: There were no problems identified during this month.</p>						
<p>C. Intervention support provided: N/A</p>						
<p>D. Assessment on teacher improvement: N/A</p>						
<p><i>Continuing Action Steps: (carried over from previous months)</i></p>						
	<p>See sections 6 and 7</p>					
<p><i>New Action Steps:(new to this month)</i></p>						