APPENDIX VI - 11

VI.G.1.c Supportive Action Plans SY2020-21

		Blen	man Ele	mentary	School	SAP					(Catalina	High Sch	ool S	AP		
A. Implementation	n:		L	evel 2 Priori	ities				A. Implement	tation:		L	evel 2 Priori	ties			
summarize where t				PBIS:			=		summarize wh				PBIS:				
was re level 1 and I	evel 2		 Mentori 	ing/Social Sk	ills Grps				was re level 1 a			 Mentori 	ng/Social Sk	ills Grps		=	
priorities (and by tl	ne RP, PBIS,			nts, Student		n			priorities (and	by the RP, PBI	5,		nts, Student		n		
Code components)	in SY2020-		2.Commur	nity embrace	PBIS	n			Code compone	ents) in SY2020	-	2.Commur	ity embrace	PBIS	n		
21			Stakeho	lders are co	mmunic-				21			Stakeho	lders are cor	mmunic-			
 Level 1 Pr 	iorities		ated with I			n			1. Level	1 Priorities		ated with r			n		
			PBIS imp	olemented v	v/fidelity	n						PBIS imp	lemented w	//fidelity	n		
Disc. Team	у		Restorative	e Practices:					Disc. Team	у		Restorative	e Practices:				
Disc. Flow Chart	у		1. Stakeho	lder have a	shared				Disc. Flow Char	t y		1. Stakeho	lder have a s	shared			
PBIS Team	У		vision for a	restorative	school	n			PBIS Team	у		vision for a	restorative	school	n		
PBIS Matrix	у]	2. Staff un	derstands th	ne]		PBIS Matrix	у		2. Staff un	derstands th	ne]	
SCOC Training]	paradigm s	shift from p	unitive]		SCOC Training			paradigm s	shift from pu	unitive]	
Staff	у		to restorat	tive		n]		Staff	у		to restorat	ive		n]	
Students	у		3. Time is §	given to imp	lement		1		Students	У		3. Time is a	given to impl	lement		1	
Referral Process	у		a restorati	ve classroor	n	у			Referral Proces	s y		a restorati	ve classroon	n	у	1	
RP Training	у		4. Support	structures a	are in		1		RP Training	у		4. Support	structures a	are in		1	
RP Revisited	у		place to in	nplement Re	stora-				RP Revisited	у		place to in	plement Re	stora-]	
PIC Room	n		ative Prac.	w/ fidelity					PIC Room	у		ative Prac.	w/ fidelity				
Mo Reports timely	у			Coaching		n			Mo Reports tim	nel y y			Coaching		n		
Use of Disc. Data		1		Mentoring		n			Use of Disc. Dat	ta			Mentoring		n		
Mo Report	у	1		PD/PLC's		у			Mo Report	у			PD/PLC's		у		
PD	у	1	SCOC:						PD	у		SCOC:					
Data input timely	у	1	1. Data inf	orms all disc	cipline				Data input time	e ly y		1. Data info	orms all disc	ipline			
Disc. Rating 1-5	3	1	meetings			у			Disc. Rating 1-5	i	3	meetings			у		
Formal Report		1	2. Hot spo	ts, trends, a	re ident	у			Formal Report	у		2. Hot spot	ts, trends, ar	re ident	у		
		-	3. Disciplin	e systems, p	oolicies,							3. Disciplin	e systems, p	olicies,			
			procedure	s are in plac	e	у						procedure	s are in place	e	у		
			4. Mo. disc	ipline repor	ts are							4. Mo. disc	ipline repor	ts are			
			communic	ated to fac/	staff		1					communic	ated to fac/s	staff	٧	1	
			5. Periodic	review of d	iscipline		1					5. Periodic	review of di	iscipline	ĺ	1	
			systems, p	olicies, proc	edures	у	1					systems, p	olicies, proc	edures	у	1	
2. Level 2 Pr	riorities						-		2. Level	2 Priorities					•	_	
B. Outcomes:									B. Outcomes:								
All		White	AA	ш	isp	NA	AS	М		ALL	White	AA	н		NA	AS	М
Student Incid 15		2	5	п 4		1475	1	3	Student Incid	92	22	28	38		2	A3	2
Aggression 14		2	5	3			1	3	Aggression	27	8	8	10		4		1
ISI 2		-	,	2			-	3	ISI	23	1	12	10				-
Suspensions 13		2	5	2			1	3	Suspensions	59	18	13	25		1		2
				_				-						-			
									Shool is on Su	pportive Actio	n Pian (SAP2,) 101 19-20 SY	/2U-215Y				

C. Actions:

First Semester:

All Blenman students returning to campus will review, practice, and demonstrate PBIS expectations in every area of the school.

By November 9^{th} , 2020, all Blenman students returning to campus in the hybrid model will review and model PBIS expectations in every area of the school as witnessed by teachers and staff using the PBIS rubric.

Completed Goal Results: All Blenman students will demonstrate PBIS expectations in every area of the school to minimize inappropriate behavior.

Second Semester:

All Blenman students learning on campus will use strategies from the Solution wheel and respond to the Restorative questions when dealing with conflict with their peers.

By February 1st, all Blenman students learning from campus will utilize the PBIS solution wheel including the restorative

By February 1st, all Blenman students learning from campus will utilize the PBIS solution wheel including the restorative conference questions when experiencing conflict as witnessed by teachers and staff using the PBIS rubric and solution

Completed Goal Results: All Blenman students will use the solution wheel to solve conflict to minimize escalating behaviors/ aggression.

C. Actions: First Semester:

Catalina would like to reduce the number of suspensions of African American and Hispanic students.

Catalina will work with PBIS/Discipline and MTSS teams to develop strategies for staff and students to reduce

Catalina will work with PBIS/Discipline and MTSS teams to develop strategies for staff and students to reduce suspensions. Catalina will have monthly discipline meetings with staff and share best practices. Implement the use of PBIS strategies school wide to teach, promote and recognize appropriate behavior.

This goal is imperative to keep our students in class and learning to promote growth in achievement as well as social emotional behavior.

Catalina High School will reduce suspensions for African American and Hispanic students to the Tucson Unified District Average or below for comprehensive high schools by January 4, 2021

Second Semester:

Catalina would like to focus on two of our subgroups of students in the first semester and then expand our work to reduce suspensions for all students in the second semester.

Catalina will work with PBIS/Discipline and MTSS teams to develop strategies for staff and students to reduce suspensions. Catalina will have monthly discipline meetings with staff and share best practices. Implement the use of PBIS strategies school wide to teach, promote and recognize appropriate behavior.

This goal is imperative to keep our students in class and learning to promote growth in achievement as well as social emotional behavior.

Catalina High School will reduce suspensions for all students to the Tucson Unified District Average or below for comprehensive high schools by May 28, 2021.

		Cave	ett Elemen	tary S	chool	SAP						Cra	gin Elem	entary	School	SAP		
A			Level	2 Priorit	ies								L	evel 2 Prior	ities			
A. Implementation			PBI	S:			_		A. Implement					PBIS:		1	_	
was re level 1 and			1. Mentoring/S	Social Skil	lls Grps				summarize wh				1. Mentori	ng/Social S	kills Grps			
priorities (and by t			Staff, Parents,	Students	,	n			was re level 1 a				Staff, Pare	nts, Studen	ts,	n		
PBIS, Code compo			2.Community 6	embrace	PBIS	n	1		Code compone				2.Commur	ity embrac	e PBIS	n		
SY2020-21	ilenes) iii		3. Stakeholders	s are con	nmunic-		1		21	ents) in	1312020-		3. Stakeho	ders are co	mmunic-			
1. Level 1 P	riorities		ated with mon	thly		n	1		1. Level	1 Prio	rities		ated with r	nonthly		n		
			4. PBIS implem	ented w/	/fidelity	n	1		2. 2010.				4. PBIS imp	lemented v	w/fidelity	n		
Disc. Team	у		Restorative Pra	actices:			1		Disc. Team		у		Restorative	Practices:				
Disc. Flow Chart	У		1. Stakeholder	have a sl	hared				Disc. Flow Char	t	У		1. Stakeho	der have a	shared			
PBIS Team	у		vision for a res	torative s	school	n	1		PBIS Team		У		vision for a	restorative	e school	n		
PBIS Matrix	у		2. Staff unders	tands the	9		1		PBIS Matrix		у		2. Staff un	derstands t	he		1	
SCOC Training			paradigm shift	from pu	nitive		1		SCOC Training				paradigm s	hift from p	unitive		1	
Staff	У		to restorative	T)		n	1		Staff		у		to restorat			у	1	
Students	у		3. Time is giver	n to imple	ement		1		Students		у		3. Time is g	iven to imp	lement		1	
Referral Process	у		a restorative cl			у	1		Referral Proces	s	у		a restorati			у	1	
RP Training	у		4. Support stru	ictures ai	re in		1		RP Training		у		4. Support	structures	are in		1	
RP Revisited	У		place to impler	ment Res	tora-		1		RP Revisited		У		place to im	plement Re	estora-		1	
PIC Room	n		ative Prac. w/ f	fidelity			1		PIC Room		n		ative Prac.	w/ fidelity			1	
Mo Reports timely	У			ching		n	1		Mo Reports tim	nely	n			Coaching		n	1	
Use of Disc. Data				ntoring		n	1		Use of Disc. Dat	_				Mentoring		n	1	
Mo Report	у			/PLC's		у	1		Mo Report		у			PD/PLC's		у	1	
PD	у		SCOC:				1		PD		у		SCOC:				1	
Data input timely	У		1. Data informs	s all disci	pline		1		Data input time	ely	У		1. Data info	orms all dis	cipline		1	
Disc. Rating 1-5	3		meetings			у	1		Disc. Rating 1-5		3		meetings			у	1	
Formal Report			2. Hot spots, tr	rends, are	e ident	у	1		Formal Report				2. Hot spot	s, trends, a	re ident	У	1	
			3. Discipline sy				1						3. Disciplin			ľ	1	
			procedures are			v	1						procedure	are in plac	ce	v	1	
			4. Mo. disciplin	_			1						4. Mo. disc			ľ	1	
			communicated				1							eted to fac		v	1	
			5. Periodic revi			1	1						5. Periodic			1	1	
			systems, polici			у	1						systems, p			У	1	
2. Level 2 P	riorities								2. Level	2 Prio	rities						•	
B. Outcomo									D 0:4									
B. Outcomes:									B. Outcomes									
		4.5					4.5			All		White	AA	H		NA	AS	М
All Student Incid 2	1 V	/hite	AA	H 1		NA	AS	M	Student Incid			1	1	6				
				1					Aggression	2		1		2				
Aggression 2	1			1					Suspension	2		1		1				
Suspension 2	1			1					Suspension	0		1		5				
Suspension 2	1			1														

First Semester:

Cavett playground referrals will decrease by 15% by the end of December 2020.

What do we want to accomplish? Students to resolve conflict on the playground.

Who is involved? Monitor, Principal, MTSS, Teachers and Counselor

How will we accomplish targeted goal? Training of the staff and students with mini lessons. Mini lessons on recognizing body language, facial expressions or hearing screaming and yelling. Other lessons is teaching students Rock, Paper, Scissors to help solve a dispute during play and also how to use I statements when sharing their feelings when something has transpired, either in class, or outside.

Why is this goal important? The playground is a time when the students have the ability to socialize without an adult hearing everything that is being said. Teaching adults how to intervene before it becomes and help student work through how to resolve conflict.

When? These lessons will be during pd/PLC, and can be administered during small group, whole group and one on one

for repeated practice. This is an ongoing training and practice.

Cavett playground referrals will decrease by 15% by the end of the May 2020.

What do we want to accomplish? Students to resolve conflict on the playground.
Who is involved? Monitor, Principal, MTSS, Teachers and Counselor

How will we accomplish targeted goal? Training of the staff and students with mini lessons. Mini lessons on recognizing body language, facial expressions or hearing screaming and yelling. Other lessons is teaching students Rock, Paper, Scissors to help solve a dispute during play and also how to use I statements when sharing their feelings when something has transpired, either in class, or outside.

Why is this goal important? The playground is a time when the students have the ability to socialize without an adult hearing everything that is being said. Teaching adults how to intervene before it becomes and help student work through how to resolve conflict.

When? These lessons will be during pd/PLC, and can be administered during small group, whole group and one on one for repeated practice. This is an ongoing training and practice.

C. Actions:

First Semester:

By Dec 2020, Cragin student behavioral referrals will decrease by 10%. This is being accomplished through establishing clear virtual learning norms, school wide point system via Class Dojo, establishing a CICO system and recognizing model students daily on the school announcements.

By Dec 2020, Cragin students with three or more disciplinary referrals during the first semester of the previous year will

reduce the number of cumulative referrals by 5%.
What do we want to accomplish? Lower behavioral distractions during instructional time and in common areas on

Who is involved? Teachers, counselor, MTSSF, classified staff as well as parents.

How will we accomplish targeted goal? School wide point system via Class Dojo, establishing a CICO system and recognizing model students daily on the school announcements.

Why is this goal important? Focus on positive behavioral interventions while involving families.

When? Year long focus to be measured at the end of each semester.

Second Semester:

By May 2021, Cragin student behavioral referrals will decrease by 10%. This is being accomplished through establishing clear virtual learning norms, school wide point system via Class Dojo, establishing a CICO system and recognizing model students daily on the school announcements.

By May 2021, Cragin students with three or more disciplinary referrals during the first semester of the previous year will reduce the number of cumulative referrals by 5%.

What do we want to accomplish? Lower behavioral distractions during instructional time and in common areas on

Who is involved? Teachers, counselor, MTSSF, classified staff as well as parents.

How will we accomplish targeted goal? School wide point system via Class Dojo, establishing a CICO system and recognizing model students daily on the school announcements.
Why is this goal important? Focus on positive behavioral interventions while involving families.

When? Year long focus to be measured at the end of each semester.

		D	avidson	Elemen	tary S	AP						oolen M	iddle Sc	hool 9	SAP		
A. Implementation summarize where th was re level 1 and le priorities (and by th Code components) i 21 1. Level 1 Priorities	he school evel 2 e RP, PBIS, in SY2020-		1. Mentori Staff, Pare 2.Commun 3. Stakeho ated with	PBIS: ng/Social Sk nts, Student nity embrace Iders are co monthly	ills Grps s, PBIS mmunic-	n y y			A. Implement summarize wh was re level 1 a priorities (and Code compone 21	ere the scho and level 2 by the RP, P	PBIS, 020-	1. Mentori Staff, Pare 2.Commur 3. Stakeho ated with r	PBIS: ng/Social SI nts, Student ity embrace ders are co nonthly	cills Grps CS, PBIS mmunic-	n n		
Disc. Team Disc. Flow Chart Disc. Flow Chart PBIS Team PBIS Matrix SCOC Training Staff Students Referral Process RP Training RP Revisited PIC Room Mo Reports timely Use of Disc. Data Mo Report PD Data input timely Disc. Rating 1-5 Formal Report	y y y y y y y y y y y y y y y t y y t y t y t		Stakeho vision for a 2. Staff un paradigm to restorat 3. Time is a a restorati 4. Support place to imative Prac. SCOC: Data inf meetings 2. Hot spo 3. Disciplin procedure 4. Mo. disc	given to imp ve classroor structures aplement Re	eschool lement n are in sstora- cipline re ident coolicies, e ts are staff	y y y y y n n y y			Disc. Team Disc. Flow Char PBIS Team PBIS Matrix SCOC Training Staff Students Referral Proces RP Training RP Revisited PIC Room Mo Reports tim Use of Disc. Dai Mo Report PD Data input time Disc. Rating 1-5 Formal Report	y y y y s y y y y tely n	2	vision for a 2. Staff un paradigm to restorat 3. Time is a restorati 4. Support place to in ative Prac. SCOC: 1. Data inf meetings 2. Hot spo 3. Disciplin procedure 4. Mo. disc.	der have a restorative derstands th hift from p ive iven to imp ve classroor structures plement Re	e school ne unitive lement n are in sstora- cipline re ident coolicies, e ts are	n n y y n n y y		
2. Level 2 Pri				olicies, proc		У	1		2. Level				olicies, proc		n		
Student Incid 15 Aggression 10 ISI 2 Suspensions 13		White 7 5 1 6	AA 2 1 1	H 5 3		NA	AS	M 1 1	Student Incid Aggression ISI Suspensions Shool is on Su	All 201 133 29 183 pportive Ac	White 38 25 5 33 tion Plan (SAP2	AA 49 40 3 48) for 19-20 SY	H 9 5 1 8 /20-21SY	4 6 7	NA 6 4 2 6	AS 7 5 1 7	M 7 3 1 5

First/Second Semester:

Background: The PAX (Peace, Productivity, Health, and Happiness) Good Behavior Game, is a research-based, nationally known Social Emotional Learning Program. Davidson earned a grant from ADE during the 2019-2020 SY for the training and implementation of PAX School-wide.

SMART GOAL: Students will increase their application of PAX behaviors, as measured during a 15-minute lesson in which

The Good Behavior Game is played, and a decrease in the number of Spleems, as evidenced by BOY Spleem count in August, MOY Spleem count in January, and EOY Spleem count in May. Spleem counts will be graphed on an Excel

The PAX Sustainability Team includes the principal, counselor, MTSSF, and six teachers. The team meets monthly to plan professional development for colleagues, classroom visits, and ascertain progress towards goals. Action Steps:

One PAX Kernel/week is the focus on daily announcements (Principal) and during daily class meeting discussions (Classroom Teachers).

The PAX Sustainability Team plans classroom visits to support the implementation of kernels and Good Behavior Game. The PAX Sustainability Team plans monthly Professional Development for colleagues on PAX.

PAX is a research-based SEL program that reduces problematic behaviors, increases self-regulation, co-regulation, and improves pro-social behaviors. PAX works in concert with our PBIS program.

C. Actions: First Semester:

Decrease inappropriate Zoom etiquette and hackers from 12 or more to zero by May, 2021. What do we want to accomplish?

Reduce inappropriate zoom etiquette and remove Zoom hackers from 12 or more to Zero. Who is involved?

Teachers, proctors, ISI, MTSS, monitors, administration, students, parents/guardians How will we accomplish targeted goal?

Send letter home to parents/guardians, students keeping videos on when joining Zoom, students encouraged to change passwords once per grading period, teachers and proctors set clear standards for appropriate Zoom use

Why is this goal important?

To create less disturbance and more safety in the online classroom, help students stay focused, teaching digital citizenship When?

Partial implementation immediately; Full implementation by Nov. 9th

Second Semester:

Reduce the number of black students being suspended by 25% from 120 suspensions to 90 black student suspensions. Reduce the number of suspensions of our black students.

Who is involved?

Teachers, proctors, ISI, MTSS, monitors, administration, students, parents/guardians, counselors

Teachers, proctors, ISI, MTSS, monitors, administration, students, parents/guardians, counselors

How will we accomplish targeted goal?

Letter to parents/guardians explaining discipline policy for aggressive behaviors, counselors working with students on conflict resolution, implementing SWPBIS, restorative practices – training teachers and students, encourage teachers to inform admin when they hear of things going on before it escalates and to discuss the issues with students as they come

up, adult presence during transitions on campus
Parent/guardian communication and utilize district supports of African American and Refuge Student Services. Utilize SWPBIS, restorative practices and train staff on cultural sensitivity.

Why is this goal important?

Reduce repeat negative behaviors, promote culture of inclusion and acceptance throughout school, keep

campus safe, improving instruction by having less disruptive behaviors in the classroom To become compliant with district and court mandated student equity guidelines

Start upon student return to school with hybrid model.

		Hov	well Eleme	ntary Schoo	SAP					Linev	weaver Elem	nenatry Sch	ool SAP		
A. Implementation			Leve	l 2 Priorities				A. Implemen	tation:		Leve	2 Priorities			
summarize where th			PB			_		summarize wh		ool	PB				
was re level 1 and le				Social Skills Grps				was re level 1			1. Mentoring/	Social Skills Grps		_	
priorities (and by the			Staff, Parents,	Students,	n			priorities (and			Staff, Parents,	Students,	n		
Code components) in	n SY2020-		2.Community	embrace PBIS	n			Code compon	ents) in SY2	020-	2.Community	embrace PBIS	n		
21			3. Stakeholder	rs are communic-				21			Stakeholder	s are communic-			
1. Level 1 Pric	orities		ated with mor	nthly	n			1. Level	1 Priorities	5	ated with mor	nthly	n		
			4. PBIS implen	nented w/fidelity	n						PBIS implen	nented w/fidelity	n		
Disc. Team	у		Restorative Pr	actices:				Disc. Team	У		Restorative Pr	actices:			
Disc. Flow Chart	У		1. Stakeholder	r have a shared				Disc. Flow Char	t y		1. Stakeholder	have a shared			
PBIS Team	у		vision for a res	storative school	у			PBIS Team	у		vision for a re	storative school	n	7	
PBIS Matrix	у		2. Staff under	stands the	Î			PBIS Matrix	у		2. Staff under:	stands the		1	
COC Training				t from punitive				SCOC Training				from punitive		1	
Staff	У		to restorative		У	1		Staff	у		to restorative		n	1	
Students	у		3. Time is give	n to implement	1			Students	y		3. Time is give	n to implement		1	
Referral Process	у		a restorative of		у	1		Referral Proces	s y		a restorative of		У	1	
RP Training	v		4. Support str		ľ	1		RP Training	v		4. Support str		ľ	1	
RP Revisited	v			ment Restora-		1		RP Revisited	ý			ment Restora-		1	
PIC Room	n		ative Prac. w/			1		PIC Room	n		ative Prac. w/			1	
Mo Reports timely	n			aching	n	1		Mo Reports tin	nely v			aching	n	1	
Jse of Disc. Data				entoring	n	1		Use of Disc. Da				entoring	n	1	
Mo Report	v			/PLC's	v	1		Mo Report	٧			/PLC's	v	1	
PD PD	v		SCOC:		ľ	1		PD	ý		SCOC:		ľ	1	
Data input timely	, V			ns all discipline		1		Data input time	el y v			s all discipline		1	
Disc. Rating 1-5	3		meetings		v	1		Disc. Rating 1-5		3	meetings		v		
ormal Report				rends, are ident	v	1		Formal Report				rends, are ident	v		
				stems, policies,	- 1'	1						stems, policies,	T'		
			procedures ar		v	1					procedures ar		v		
				ne reports are	ľ	1						ne reports are	,	1	
			communicate		1	1					communicate	_	1	1	
				view of discipline	1	1						iew of discipline	1	1	
				ies, procedures	v	1						ies, procedures	v	1	
2. Level 2 Pric	orities		. , , pone	, p				2. Leve	2 Priorities	s	, , , pone	, ,	11	_1	
B. Outcomes:								B. Outcomes							
All		Vhite	AA	Н	NA	AS	M		All	White	AA	Н	NA	AS	М
Student Incid 9	2		4	2			1	Student Incid		4		8			
Aggression 9	2		4	2			1	Aggression	10	2		6			
ISI								ISI	8	4		1			
Suspensions 9	2		4	2				Suspensions	5	1		8			

First Semester:

Peter Howell's student conflict referrals will decrease by 10%. What do we want to accomplish?

We want students to use self-regulating strategies to deescalate situations and solve problems. Who is involved?

All staff is involved, but primarily Teachers, Counselor, MTSSF, and Principal.

How will we accomplish targeted goal?

We will accomplish this goal through continued Mindfulness, Restorative Practices, PBIS, and Trauma-informed trainings. Why is this goal important?

This goal is important because it will help students develop social skills and problem solving skills. When?

Trainings will occur during Wednesday Professional Development and Collaborative Team Meetings.

Second Semester:

Peter Howell's student conflict referrals will decrease by 10%.

What do we want to accomplish?

We want students to use self-regulating strategies to deescalate situations and solve problems. Who is involved?

All staff is involved, but primarily Teachers, Counselor, MTSSF, and Principal. How will we accomplish targeted goal?

We will accomplish this goal through continued Mindfulness, Restorative Practices, PBIS, and Trauma-informed trainings. Why is this goal important?

This goal is important because it will help students develop social skills and problem solving skills.

Trainings will occur during Wednesday Professional Development and Collaborative Team Meetings

C. Actions:

First Semester:

Lineweaver K-5 student positive behavior interventions will increase by 100 ROARS from last year 2019-2020 with 9,705 to this year 2020-2021 with 9,805 as measured by collected ROAR tickets of students submitting their count earned for

incentives.

All teachers and staff will positively recognize students for following school-wise expectations of: Be Safe, Be Respectful, Be Responsible, Be Caring and distribute ROAR tickets to students. Students will exchange those tickets for incentives. We will monitor this on a monthly basis as part of a PBIS team agenda item. This goal is important as it measures the number of positive recognition which will have a positive effect of school and classroom climate and culture. Second Semester:

Lineweaver K-5 student referrals of Level 2 and Level 3 incidents will decrease by 10% from last year 2019-2020 with 199 to this year 2020-2021 of 179 as measured by collected and processed referrals.

We will monitor this on a monthly basis as part of a PBIS team agenda item and hold professional development with teachers and staff regarding ways to address discipline.

	M	lansfe	ld Magn	et Mido	lle Scho	ol SA	P						Miles K	-8 Scho	ol SA	P		
A. Implementation:			Lev	vel 2 Priori	ties				A. Implemen	tation			Le	vel 2 Prior	ities			
summarize where the	school		F	PBIS:			_		summarize wh					PBIS:				
was re level 1 and leve			1. Mentorin	g/Social Sk	ills Grps				was re level 1				1. Mentorir	g/Social SI	kills Grps			
priorities (and by the			Staff, Parent	ts, Student	s,	n			priorities (and				Staff, Parer	ts, Studen	ts,	n		
Code components) in			2.Communit	ty embrace	PBIS	n			PBIS, Code cor				2.Commun	ty embrac	e PBIS	n		
21			3. Stakehold	lers are co	mmunic-				SY2020-21	•			3. Stakehol	ders are co	mmunic-			
 Level 1 Prior 	ities		ated with m	onthly		n			1. Leve	l 1 Prio	rities		ated with n	nonthly		n		
			4. PBIS imple	emented w	/fidelity	n							4. PBIS imp	lemented v	v/fidelity	n		
Disc. Team	y		Restorative	Practices:					Disc. Team		у		Restorative	Practices:				
Disc. Flow Chart	y		1. Stakehold	ler have a :	shared				Disc. Flow Cha	rt	у		1. Stakehol	der have a	shared			
PBIS Team	y		vision for a I	restorative	school	n			PBIS Team		у		vision for a	restorative	school	n		
PBIS Matrix	/		2. Staff unde	erstands th	ne				PBIS Matrix		у		2. Staff und	erstands t	he			
SCOC Training			paradigm sh	nift from pu	unitive				SCOC Training				paradigm s	hift from p	unitive			
Staff	y		to restorativ	/e		n			Staff		у		to restorati	ve		n		
Students	/		3. Time is giv	ven to imp	lement				Students		у		3. Time is g	iven to imp	lement			
Referral Process	/		a restorative	e classroon	n	у			Referral Proces	ss	у		a restorativ			у		
RP Training	/		4. Support s	tructures a	re in				RP Training		у		4. Support	structures	are in			
RP Revisited	/		place to imp	lement Re	stora-				RP Revisited		у		place to im	olement Re	estora-			
PIC Room	/		ative Prac. v	v/ fidelity					PIC Room		n		ative Prac.	w/ fidelity				
Mo Reports timely	y		(Coaching		n			Mo Reports tin	nely	у			Coaching		n		
Use of Disc. Data				Mentoring		n			Use of Disc. Da	ita				Mentoring		n		
Mo Report	/			PD/PLC's		у			Mo Report		у			PD/PLC's		у		
PD N	y		SCOC:						PD		у		SCOC:					
Data input timely	y		1. Data info	rms all disc	ipline				Data input tim	ely	у		1. Data info	rms all dis	cipline			
Disc. Rating 1-5	3		meetings			у			Disc. Rating 1-	5	3		meetings			у		
Formal Report			2. Hot spots	, trends, a	re ident	у			Formal Report				2. Hot spot	s, trends, a	re ident	у		
			3. Discipline	systems, p	olicies,								3. Discipline	systems,	policies,			
			procedures	are in plac	e	у							procedures	are in plac	e	у		
			4. Mo. discip	oline repor	ts are								4. Mo. disci	pline repo	rts are			
			communicat	ted to fac/:	staff								communica	ted to fac/	staff			
			5. Periodic r	eview of d	iscipline								5. Periodic	review of d	liscipline			
			systems, po	licies, proc	edures	у							systems, po	licies, prod	edures	у		
2. Level 2 Prior	rities								2. Leve	l 2 Prio	rities							
B. Outcomes:									B. Outcomes	:								
• 11		L:4-					45					14/6-14					4.5	
All Student Incid 90	WI 8	hite	AA 9	H 65		NA 6	AS	M 2	Student Incid	All		White	AA 1	H 3		NA	AS	M 1
Aggression 54	8		7	36		3		2	Aggression	2			1	1				1
ISI 10	2		1	6		3		1	ISI	1				1				1
Suspensions 83	6		9	60		6		2	Suspensions				1	1				
545pc11310113 63	U		,	00	•	5		-	Suspensions	-			-					
Shool is on Supportiv	e Action Plan	(SAP2) f	or 19-20 SY/	20-21SY														

First Semester:

By December 2020 80% of our Mansfeld staff will begin to utilize the new electronic version of the PBIS program as measured by the Live School Data.

Mansfeld will begin the electronic version of our PBIS program which will allow us to reach all our students not matter if they are learning remote or are on campus. The PBIS program is important because it will help to increase academic performance, increase attendance with both students and teachers, reduce problem behaviors and reduce staff turn around.

The PBIS program will allow all staff to participate and recognize students who are upholding our values in every capacity and area of our school campus. Masfeld's commitment is for all students to Be Safe, Be Smart and Belong. The Live School App we will be utilizing will allow all staff to create a positive learning environment virtually or in person. Staff members will be able to reward students immediately points the student can see. These points will allow student to purchase school rewards.

Completed Goal Results: December 2020

Second Semester:

By May 2021 100% of our staff will be participating in the electronic PBIS program and as a result our discipline data will improve meaning less students will be received discipline.

Mansfeld Leadership team will evaluate the effectiveness of the Live School PBIS program by looking at Live School data.

Mansfeld will continue recognize students who are upholding our values in every capacity and area of our school campus. Mansfeld's commitment is for all students to Be Safe, Be Smart and Belong.

Completed Goal Results: May 2021

C. Actions: First/Second Semester:

First Semester:
Review and revise PBIS Matrix and Discipline Flow chart. School will seek input from faculty, staff, students, parents, and the community.

Second Semester:

 $Discipline \ Team\ will\ report\ monthly\ to\ faculty\ and\ staff\ regarding\ rhe\ previous\ month's\ discipline\ report.$

	P	roject MOR	E High Schoo	I SAP					Pue	eblo Garde	ns K-8 School	SAP		
A. Implementation: summarize where the was re level 1 and leve priorities (and by the F Code components) in 9 21 1. Level 1 Priori	el 2 RP, PBIS, SY2020-	1. Mentori Staff, Pare 2.Commur 3. Stakeho ated with	vel 2 Priorities PBIS:	n n :-			A. Implement summarize who was re level 1 a priorities (and I Code compone 21 1. Level	re the school nd level 2 by the RP, PBIS		1. Mentoring Staff, Parent 2.Communit 3. Stakehold ated with mo	y embrace PBIS ers are communic-	n n		
Disc. Team y Disc. Flow Chart y	,	Restorative 1. Stakeho	Practices: lder have a shared				Disc. Team Disc. Flow Char	у		Restorative F	Practices: er have a shared	n		
PBIS Team y PBIS Matrix y SCOC Training	'	2. Staff un	restorative school derstands the shift from punitive	n	-		PBIS Team PBIS Matrix SCOC Training	у	1	2. Staff unde	estorative school erstands the lift from punitive	n		
Staff y Students y	'	to restorat 3. Time is g	ive given to implement	У]		Staff Students	y y		to restorativ	en to implement	У		
Referral Process y RP Training y RP Revisited y	'	4. Support	ve classroom structures are in splement Restora-	У	<u> </u> -		Referral Process RP Training RP Revisited	у			classroom cructures are in lement Restora-	У		
PIC Room n Mo Reports timely y	1	ative Prac.		n			PIC Room Mo Reports tim			ative Prac. w		n		
Use of Disc. Data Mo Report PD v	'	SCOC:	Mentoring PD/PLC's	n y	<u> </u> -		Use of Disc. Dat Mo Report PD	y v			Mentoring D/PLC's	n y		
Data input timely y Disc. Rating 1-5	3	Data inf meetings	orms all discipline	у			Data input time Disc. Rating 1-5	у у	3	1. Data infor meetings	ms all discipline	у		
Formal Report		Disciplin procedure	ts, trends, are ident e systems, policies, s are in place	у	<u> </u>		Formal Report			3. Discipline procedures a		У		
		communic 5. Periodic	ipline reports are ated to fac/staff review of discipline olicies, procedures	y	1					communicat 5. Periodic re	line reports are ed to fac/staff eview of discipline icies, procedures	V		
2. Level 2 Prior	ities	systems, p	oncies, procedures	ĮŸ	ı		2. Level	2 Priorities		systems, por	icies, procedures] 7		
Student Incid 20 Aggression 2	White 1	te AA 6 2	H 11	NA 1	AS	M 1		All 37 23	White 1 1	AA 3 2	H 32 19	NA 1 1	AS	М

C. Actions: First Semester:

Suspensions 19

We will reduce the number of Out of School suspensions by 50% compared to number of suspensions during $\mathbf{1}^{st}$ semester of 2019-2020 SY: n=11.

Reduce the percent of students reporting "Very Strongly" (10.61%) in School Quality Survey that they have been victims of bullying or harassment to 5%. What do we want to accomplish?
Reduction in suspensions, and students reporting they have been a victim of bulling and/or harassment.

Who is involved?

All Project MORE staff

How will we accomplish targeted goal? Counselor will deliver anti-bullying lessons in classrooms.

PM will hold a school-wide assembly regarding bullying and the consequences that follow.

Teachers and staff will be trained on identifying bullying behaviors and recognize students who are withdrawing as a

Adhere to school's PBIS matrix.

Admin will communicate with parents via a newsletter/email regarding anti-bullying campaign.

Why is this goal important?

This goal will help us promote the positive learning/social emotional environment for all students. In return, this will increase student grades and attendance

When?

This will be done at the start of the second quarter.

Second Semester:

We will reduce the number of Out of School suspensions by 25% compared to number of suspensions during 2nd semester of 2019-2020 SY: n=4.

Maintain the percent of students (90%) in our School Quality Survey reporting, "Agree" or "Strongly Agree" a positive

learning environment exist at PMORE where students behave during class.

What do we want to accomplish? Reduction in suspensions

Maintaining a healthy number of students who strongly agree/agree with a positive learning environment. Who is involved?

Admin, counselor, and teachers

How will we accomplish targeted goal?

Individual classroom lessons on GSRR with counselor and principal. Maintaining strong parent communication regarding student behaviors.

Teachers and staff will be trained on being trauma responsive and recognize students who are withdrawing and/or

misbehaving as a result of being traumatized. Cultural diversity training with staff and utilizing culturally responsive strategies.

Why is this goal important?

This goal will help us to maintain desired positive behaviors in class.

Students will be made aware of the consequences of potential negative behaviors.

When? Beginning of second semester.

C. Actions:

ISI 18 Suspensions 22

Pueblo Gardens will reduce the number of **first semester** K-8 suspensions by a minimum of 20%. **What do we want to**

accomplish?
-Reduction of suspensions

Who is involved?
-Teachers, students, admin, intervention staff

How will we accomplish targeted goal?
-Hire a student support specialists to assist with PBIS and restorative practices.

-Implement new PBIS program in grades 6-8.
-Provide behavior interventions documented through MTSS process.

Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY

Why is this goal important? -Student and staff safety

When?

Immediately with results by 12/20/20 Second Semester:

Pueblo Gardens will increase participation of grade 6-8 teachers and students by 20% in our PBIS program that includes

Monthly and Quarterly rewards. What do we want to accomplish?

Increased participation in PBIS program Who is involved?

-Teachers, students, admin, intervention staff

How will we accomplish targeted goal?

-Hire a student support specialists to assist with PBIS and restorative practices.

Implement new PBIS program in grades 6-8. Provide PD on PBIS and RP

Why is this goal important?

-Campus climate and culture as well as student and staff safety.

		Robi	son Eler	nentary	School	SAP					Sam H	ughes Ele	menata	ry Schoo	l SAI	P	
A. Implementation summarize where th was re level 1 and le priorities (and by th Code components) i 21 1. Level 1 Prio	ne school evel 2 e RP, PBIS, n SY2020-		1. Mentori Staff, Pare 2.Commur 3. Stakeho ated with	PBIS: ing/Social Sk nts, Student nity embrace	ities cills Grps ts, e PBIS mmunic-	n n			Code compone	ere the school and level 2 by the RP, PBIS,		Le	vel 2 Priori PBIS: ng/Social Sk its, Student ity embrace ders are con	ills Grps s, PBIS	n y y		
Disc. Team Disc. Flow Chart PBIS Team PBIS Team PBIS Matrix SCOC Training Staff Students Referral Process RP Training RP Revisited PIC Room Mo Reports timely Use of Disc. Data Mo Report PD Data input timely Disc. Rating 1-5 Formal Report	y y y y y y y y y y y y y y y y y y y		Stakeho vision for a 2. Staff un paradigm to restorat 3. Time is a a restorati 4. Support place to imative Prac. SCOC: Data inf meetings 2. Hot spot 3. Disciplin procedure 4. Mo. disc communic 5. Periodic 5.	given to impree classroor structures : struc	e school ne unitive llement n n are in sestora- cipline re ident solicies, e ts are staff lscipline	n n n n n n n n n n n n n n n n n n n			Disc. Team Disc. Flow Char PBIS Team PBIS Matrix SCOC Training Staff Students Referral Proces Re P Training RP Revisited PIC Room Mo Reports tim Use of Disc. Dat Mo Report PD Data input time Disc. Rating 1-5 Formal Report	y y y y y y y y y y y n n n ely y y a		SCOC: 1. Data info meetings 2. Hot spot 3. Discipline procedures 4. Mo. disci	der have a serestorative erestands the inference of the control of	school le unitive lement n re in stora- lipline leident loolicies, le le let are stare stare stare stare stare staff	y y y n n y y y y y y y y y y		
2. Level 2 Pri	orities		systems, p	olicies, proc	edures	<u>ТУ</u>			2. Level B. Outcomes:	2 Priorities		systems, po	nicies, proc	edures	<u>IY</u>	1	
Student Incid 10 Aggression 8 ISI 2 Suspensions 10	:	White 2 2 1 1	AA	H 8 6 1 8		NA	AS	М	Aggression ISI	All 14 8 6 1	White 2	AA	H 10 6 5 1		NA	AS 2 1 1	М

C. Actions: First Semester:

Teachers and staff will implement respectful communication skills and conflict resolution through Class Dojo, modeling, restorative circles, instruction, and parent communication to create a positive school climate and culture in order to decrease referrals.

What do we want to accomplish? Decrease the number of teacher referral on defiance and disrespect.

Who is involved? Principal, Teachers, Staff, Students, Parents
How will we accomplish targeted goal? By end of first semester December 2020

Why is this goal important? PD training, student training in classroom on positive behavior and character When? Continuously in classroom lessons and PD trainings.

Completed Goal Results: Less referrals in discipline and defiance

Teachers and staff will continue implementation of respectful communication skills and conflict resolution through Class Dojo, modeling, restorative circles, instruction, and parent communication to create a positive school climate and culture in order to decrease referrals.

What do we want to accomplish? Decrease the number of teacher referral on defiance and disrespect. Who is involved? Principal, Teachers, Staff, Students, Parents

How will we accomplish targeted goal? PD training, student training in classroom on positive behavior and character

Why is this goal important? This goal is important to the climate and culture of our campus. When? Continuously in classroom lessons and PD trainings.

Completed Goal Results: Less referrals in discipline and defiance

C. Actions:

First Semester:

Sam Hughes student conflict referrals will decrease by 10%. What do we want to accomplish?

Students to resolve conflict on the playground or in class.

Who is involved?

Teachers, monitors, Counselor, Principal

How will we accomplish targeted goal?

Training of the staff and students with mini lessons on how to use restorative practice strategies to resolve issues. Additionally, there will lessons and modeling on how to use I statements when sharing their feelings when something has transpired, either in class, or outside.

There are times in both the classroom and on the playground when the students have the ability to socialize without an adult hearing everything that is being said. We want students to have productive tools to help them advocate for themselves when a conflict arises. Additionally, teaching adults how to intervene before it becomes a major issue and help students work through how to resolve conflict.

These lessons will be during PD/PLC, and can be administered during small group, whole group and one on one for repeated practice. This is an ongoing training and practice. Second Semester:

Sam Hughes student conflict referrals will decrease by 10%.

What do we want to accomplish? Students to resolve conflict on the playground or in class.

Teachers, monitors, Counselor, Principal

How will we accomplish targeted goal?

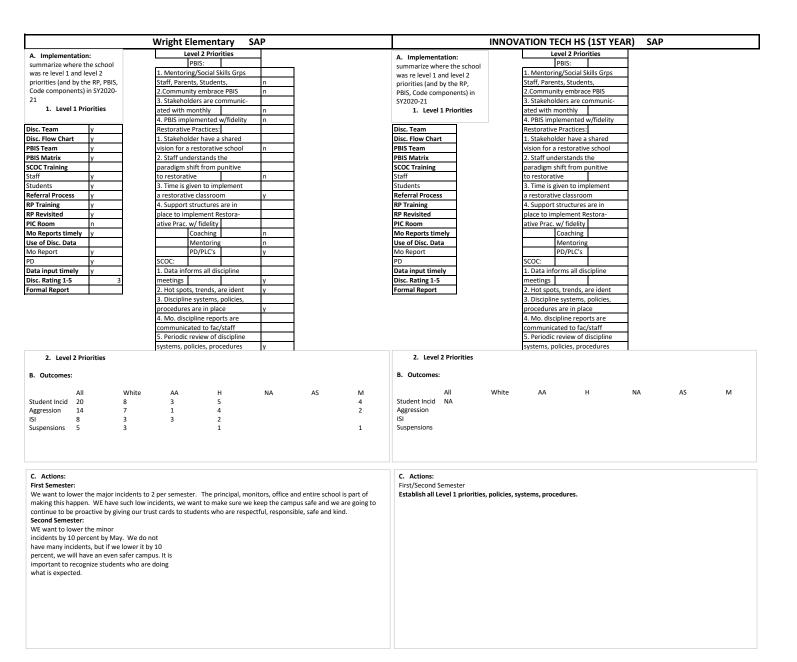
Training of the staff and students with mini lessons on how to use restorative practice strategies to resolve issues. Additionally, there will lessons and modeling on how to use I statements when sharing their feelings when something has transpired, either in class, or outside.

Why is this goal important?

There are times in both the classroom and on the playground when the students have the ability to socialize without an adult hearing everything that is being said. We want students to have productive tools to help them advocate for themselves when a conflict arises. Additionally, teaching adults how to intervene before it becomes a major issue and help students work through how to resolve conflict.

These lessons will be during PD/PLC, and can be administered during small group, whole group and one on one for repeated practice. This is an ongoing training and practice.

	TAP High School SAP		Utterb	ack Middle School School	I SAP
A. Implementation:	Level 2 Priorities		A. Implementation:	Level 2 Priorities	
summarize where the school	PBIS:		summarize where the school	PBIS:	
was re level 1 and level 2	Mentoring/Social Skills Grps		was re level 1 and level 2	Mentoring/Social Skills Grps	
priorities (and by the RP, PBIS, Code components) in SY2020-	Staff, Parents, Students, 2.Community embrace PBIS	n n	priorities (and by the RP, PBIS, Code components) in SY2020-	Staff, Parents, Students, 2.Community embrace PBIS	n n
21	3. Stakeholders are communic-		21	3. Stakeholders are communic-	l'
1. Level 1 Priorities	ated with monthly	n	1. Level 1 Priorities	ated with monthly	n
		n		4. PBIS implemented w/fidelity	n
Disc. Team	Restorative Practices:		Disc. Team y	Restorative Practices:	
Disc. Flow Chart PBIS Team	Stakeholder have a shared vision for a restorative school	n	Disc. Flow Chart y PBIS Team y	Stakeholder have a shared vision for a restorative school	n .
PBIS Matrix	2. Staff understands the		PBIS Matrix y	2. Staff understands the	"
SCOC Training	paradigm shift from punitive		SCOC Training	paradigm shift from punitive	
Staff	to restorative	n	Staff y	to restorative	n
Students	3. Time is given to implement		Students y	3. Time is given to implement	
Referral Process RP Training y	a restorative classroom 4. Support structures are in	У	Referral Process y RP Training y	a restorative classroom 4. Support structures are in	У
RP Revisited n	place to implement Restora-		RP Revisited y	place to implement Restora-	
PIC Room n	ative Prac. w/ fidelity		PIC Room y	ative Prac. w/ fidelity	
Mo Reports timely n	Coaching		Mo Reports timely n	Coaching	n
Use of Disc. Data		n	Use of Disc. Data	Mentoring	У
Mo Report PD	PD/PLC's SCOC:	У	Mo Report n PD y	PD/PLC's SCOC:	У
Data input timely y	1. Data informs all discipline		PD y Data input timely y	1. Data informs all discipline	
Disc. Rating 1-5	meetings		Disc. Rating 1-5 3	meetings	v
Formal Report	2. Hot spots, trends, are ident		Formal Report	2. Hot spots, trends, are ident	у
	3. Discipline systems, policies,		_	3. Discipline systems, policies,	
	procedures are in place	у		procedures are in place	У
	Mo. discipline reports are			Mo. discipline reports are communicated to fac/staff	
	communicated to fac/staff 5. Periodic review of discipline			communicated to fac/staff 5. Periodic review of discipline	
	systems, policies, procedures	у		systems, policies, procedures	у
2. Level 2 Priorities	· · · · · · · · · · · · · · · · · · ·		2. Level 2 Priorities		
B. Outcomes:			B. Outcomes:		
All White	AA H	NA AS M	All White	AA H	NA AS M
Student Incid 5		1	Student Incid 104 6	17 73	4 4
Aggression 4	4		Aggression 46 3	6 33	3 1
ISI Suspensions 4	3	1	ISI 68 4 Suspensions 53 2	9 50 10 37	3 2 3 1
Suspensions 4	3	1	Suspensions 55 2	10 57	5
			Shool is on Supportive Action Plan (SAP2)	for 19-20 SY/20-21SY	
C. Actions: NA			C. Actions: Utterback First Semester: By the end of the first semester, the class Referrals from 6th, 7 th, and 8 th grade si measured by the Synergy Dashboard; MT [cyber] bully behavior will decline. What do we want to accomplish? Decrea Referrals; Significant impact on bully beha Who is involved? SLT; school staff How will we accomplish targeted goal? C communication; data assimilation; produc artifacts; deployment of efficient student practices. Why is this goal important? To impact cu hence impacting student achievement. When? The beginning of each quarter; or Completed Goal Results: Current data me illustrate DDR activity is below 10%. Second Semester: By the end of the second semester, the cl Referrals from 6th, 7th , and 8 th grade si Synergy Dashboard; MTSS Workflow; reports of [cyber] bully te What do we want to accomplish? Decrea Referrals; Sginficant impact on bully beha Who is involved? SLT; school staff How will we accomplish targeted goal? C communication; data assimilation; produc	tudents will decrease by 10% as SS Workflow; reports of see Office Discipline awor. Collaboration; ction of usable management sulture and climate, angoing odels for 1st quarter lassroom Office Discipline tudents will decrease by 5% of the first behavior will decline. see Office Discipline awor. Collaboration;	st semester data point as measured by the
			practices. Why is this goal important? To impact cu hence impacting student achievement. When? The beginning of each quarter; or Completed Goal Results: Current data mo illustrate ODR activity is below 10%.	n-going	



Blenman Elementary School SAP Catalina High School SAP Level 2 Priorities Level 2 Priorities A. Implementation: A. Implementation: PBIS: PBIS: summarize where the school summarize where the school was re level 1 and level 2 was re level 1 and level 2 priorities (and by the RP, PBIS, 1. Mentoring/Social Skills Grps 1. Mentoring/Social Skills Grps Staff, Parents, Students, Staff, Parents, Students priorities (and by the RP, PBIS. Code components) in SY2020-2.Community embrace PBIS 2.Community embrace PBIS Code components) in SY2020-21 Stakeholders are communic Stakeholders are communic 1. Level 1 Priorities ated with monthly 1. Level 1 Priorities ated with monthly 4. PBIS implemented w/fid 4. PBIS implemented w/fidelity Disc. Team Restorative Practices: Disc. Team Restorative Practices: Disc. Flow Chart Disc. Flow Chart 1. Stakeholder have a shared 1. Stakeholder have a shared BIS Team vision for a restorative school PBIS Team vision for a restorative school **PBIS Matrix** Staff understands the **PBIS Matrix** 2. Staff understands the SCOC Training paradigm shift from punitive SCOC Training paradigm shift from punitiv to restorative Staff to restorative 3. Time is given to implement 3. Time is given to implement Students Students Referral Process Referral Process a restorative classroom a restorative classroom RP Training . Support structures are in **RP Training** 4. Support structures are in **RP Revisited** place to implement Restora-RP Revisited place to implement Restora-PIC Room ative Prac. w/ fidelity PIC Room ative Prac. w/ fidelity Coaching ∕lo Reports timely Mo Reports timely Coaching Use of Disc. Data Mentoring Use of Disc. Data Mentoring Mo Report PD/PLC's Mo Report PD/PLC's SCOC: Data input timely Data informs all discipline Data input timely 1. Data informs all discipline Disc. Rating 1-5 meetings Disc. Rating 1-5 meetings . Hot spots, trends, are ident 2. Hot spots, trends, are ident Formal Report Formal Report Discipline systems, policies 3. Discipline systems, policies procedures are in place procedures are in place 4. Mo. discipline reports are 4. Mo. discipline reports are communicated to fac/staff communicated to fac/staff Periodic review of discipline 5. Periodic review of discipline systems, policies, procedure 2. Level 2 Priorities 2. Level 2 Priorities B. Outcomes: B. Outcomes: White AA Hisp NA AS White NA AS М Student Incid Student Incid Aggression 14 2 3 3 Aggression 27 8 10 1 1 3 2 13 59 Suspensions Suspensions 25 Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY

C. Actions:

First Semester:

All Blenman students returning to campus will review, practice, and demonstrate PBIS expectations in every area of the school.

By November 9th, 2020, all Blenman students returning to campus in the hybrid model will review and model PBIS expectations in every area of the school as witnessed by teachers and staff using the PBIS rubric.

Completed Goal Results: All Blenman students will demonstrate PBIS expectations in every area of the school to minimize

inappropriate behavior. Second Semester:

All Blenman students learning on campus will use strategies from the Solution wheel and respond to the Restorative

questions when dealing with conflict with their peers.

By February 1st, all Blenman students learning from campus will utilize the PBIS solution wheel including the restorative conference questions when experiencing conflict as witnessed by teachers and staff using the PBIS rubric and solution wheel.

Completed Goal Results: All Blenman students will use the solution wheel to solve conflict to minimize escalating behaviors/ aggression.

C. Actions:

First Semester:

Catalina would like to reduce the number of suspensions of African American and Hispanic students.

Catalina will work with PBIS/Discipline and MTSS teams to develop strategies for staff and students to reduce

Catalina will work with Palsy Discipline and M155 teams to develop strategies for staff and students to reduce suspensions. Catalina will have monthly discipline meetings with staff and share best practices. Implement the use of PBIS strategies school wide to teach, promote and recognize appropriate behavior.

This goal is imperative to keep our students in class and learning to promote growth in achievement as well as social emotional behavior.

Catalina High School will reduce suspensions for African American and Hispanic students to the Tucson Unified District Average or below for comprehensive high schools by January 4, 2021

Second Semester:

 $Catalina\ would\ like\ to\ focus\ on\ two\ of\ our\ subgroups\ of\ students\ in\ the\ first\ semester\ and\ then\ expand\ our\ work\ to\ reduce\ suspensions\ for\ all\ students\ in\ the\ second\ semester.$

Catalina will work with PBIS/Discipline and MTSS teams to develop strategies for staff and students to reduce suspensions. Catalina will have monthly discipline meetings with staff and share best practices. Implement the use of PBIS strategies school wide to teach, promote and recognize appropriate behavior.

This goal is imperative to keep our students in class and learning to promote growth in achievement as well as social emotional behavior.

Catalina High School will reduce suspensions for all students to the Tucson Unified District Average or below for comprehensive high schools by May 28, 2021.

		Cav	vett Eleme			SAP					Cra	gin Elem			SAP		
A l		1	Le	vel 2 Prior	ities							L	vel 2 Prio	rities			
A. Implementation summarize where			F	BIS:					A. Implementation				PBIS:				
was re level 1 and			1. Mentorin	g/Social SI	cills Grps				summarize where			1. Mentori	ng/Social S	kills Grps		1	
			Staff, Paren	ts, Studen	ts,	n			was re level 1 and			Staff, Pare	nts, Studer	nts,	n	1	
priorities (and by t PBIS, Code compo			2.Communi	ty embrac	e PBIS	n			priorities (and by t			2.Commur	ity embrad	e PBIS	n	1	
SY2020-21	nents) in		3. Stakehold						Code components 21) in SY2020-		3. Stakeho				1	
1. Level 1 P	riorities		ated with m	onthly		n			1. Level 1 P	riaritias		ated with r	nonthly		n	1	
1. LCVC/11	ionacs		4. PBIS impl	emented v	v/fidelity	n			I. Level I P	riorities		4. PBIS imp	lemented	w/fidelity	n	1	
Disc. Team	v	1	Restorative		, ,				Disc. Team	v	7	Restorative				1	
Disc. Flow Chart	v		1. Stakehold		shared				Disc. Flow Chart	v		1. Stakeho				1	
PBIS Team	v		vision for a			n			PBIS Team	v		vision for a	restorativ	e school	n	1	
PBIS Matrix	v		2. Staff und						PBIS Matrix	v		2. Staff un				1	
SCOC Training	1	1	paradigm sh				1		SCOC Training	1	7	paradigm s			1	1	
Staff	у	1	to restorativ			n	1		Staff	у	1	to restorat			у	1	
Students	v		3. Time is gi		lement		1		Students	v	7	3. Time is g	iven to im	plement	1	1	
Referral Process	v	1	a restorative			٧	1		Referral Process	v	1	a restorati			٧	1	
RP Training	v	1	4. Support s			ť	1		RP Training	v	1	4. Support			1	1	
RP Revisited	v	1	place to imp				1		RP Revisited	v	1	place to im			1	1	
PIC Room	n		ative Prac. v	v/ fidelity					PIC Room	n		ative Prac.				1	
Mo Reports timely	v			Coaching		n	1		Mo Reports timely		1		Coaching		n	1	
Use of Disc. Data	1	1		Mentoring		n	1		Use of Disc. Data		1		Mentoring		n	1	
Mo Report	v			PD/PLC's		v			Mo Report	v			PD/PLC's		v	1	
PD	v		SCOC:						PD	v		SCOC:			ľ	1	
Data input timely	v		1. Data info	rms all dis	cipline				Data input timely	v		1. Data info	orms all dis	cipline		1	
Disc. Rating 1-5		3	meetings			٧			Disc. Rating 1-5		3	meetings			V	1	
Formal Report			2. Hot spots	, trends, a	re ident	v			Formal Report			2. Hot spot	s, trends, a	are ident	v	1	
		_	3. Discipline			1					_	3. Disciplin			1	1	
			procedures	are in plac	e	v						procedure	are in pla	ce	v	1	
			4. Mo. disci									4. Mo. disc			ľ	1	
			communica				1					communic			v	1	
			5. Periodic r				1					5. Periodic			1	1	
			systems, po		_	у	1					systems, p		_	у	1	
2. Level 2 P	riorities								2. Level 2 P	riorities							
P. Outcomo:									D 0-1								
B. Outcomes:									B. Outcomes:								
		14/1-14-					4.5		Al	I	White	AA	ŀ		NA	AS	М
Student Incid 2	ı	White 1	AA	H 1		NA	AS	M	Student Incid 8		1	1	(
Aggression 2		1		1					Aggression 2		1						
Aggression 2		1		1					ISI 2 Suspension 6		1		1				
Suspension 2		1		1					Suspension 6		1			,			
		-		1													

Cavett

First Semester:

Cavett playground referrals will decrease by 15% by the end of December 2020.

What do we want to accomplish? Students to resolve conflict on the playground. Who is involved? Monitor, Principal, MTSS, Teachers and Counselor

How will we accomplish targeted goal? Training of the staff and students with mini lessons. Mini lessons on recognizing body language, facial expressions or hearing screaming and yelling. Other lessons is teaching students Rock, Paper, Scissors to help solve a dispute during play and also how to use I statements when sharing their feelings when something has transpired, either in class, or outside.

Why is this goal important? The playground is a time when the students have the ability to socialize without an adult hearing everything that is being said. Teaching adults how to intervene before it becomes and help student work through how to resolve conflict.

When? These lessons will be during pd/PLC, and can be administered during small group, whole group and one on one for repeated practice. This is an ongoing training and practice.

Second Semester:

Cavett playground referrals will decrease by 15% by the end of the May 2020.

What do we want to accomplish? Students to resolve conflict on the playground.

Who is involved? Monitor, Principal, MTSS, Teachers and Counselor

How will we accomplish targeted goal? Training of the staff and students with mini lessons. Mini lessons on recognizing body language, facial expressions or hearing screaming and yelling. Other lessons is teaching students Rock, Paper, Scissors to help solve a dispute during play and also how to use I statements when sharing their feelings when something has transpired, either in class, or outside.

Why is this goal important? The playground is a time when the students have the ability to socialize without an adult hearing everything that is being said. Teaching adults how to intervene before it becomes and help student work through how to resolve conflict.

When? These lessons will be during pd/PLC, and can be administered during small group, whole group and one on one for repeated practice. This is an ongoing training and practice.

C. Actions:

First Semester:

By Dec 2020, Cragin student behavioral referrals will decrease by 10%. This is being accomplished through establishing clear virtual learning norms, school wide point system via Class Dojo, establishing a CICO system and recognizing model students daily on the school announcements.

By Dec 2020, Cragin students with three or more disciplinary referrals during the first semester of the previous year will reduce the number of cumulative referrals by 5%.

What do we want to accomplish? Lower behavioral distractions during instructional time and in common areas on

Who is involved? Teachers, counselor, MTSSF, classified staff as well as parents.

How will we accomplish targeted goal? School wide point system via Class Dojo, establishing a CICO system and recognizing model students daily on the school announcements.

Why is this goal important? Focus on positive behavioral interventions while involving families.

When? Year long focus to be measured at the end of each semester.

By May 2021, Cragin student behavioral referrals will decrease by 10%. This is being accomplished through establishing clear virtual learning norms, school wide point system via Class Dojo, establishing a CICO system and recognizing model students daily on the school announcements.

By May 2021, Cragin students with three or more disciplinary referrals during the first semester of the previous year will reduce the number of cumulative referrals by 5%.

What do we want to accomplish? Lower behavioral distractions during instructional time and in common areas on campus.

Who is involved? Teachers, counselor, MTSSF, classified staff as well as parents.

How will we accomplish targeted goal? School wide point system via Class Dojo, establishing a CICO system and recognizing model students daily on the school appropriements

recognizing model students daily on the school announcements.

Why is this goal important? Focus on positive behavioral interventions while involving families.

When? Year long focus to be measured at the end of each semester.

Davidson Elementary SAP **Doolen Middle School** SAP Level 2 Priorities Level 2 Priorities A. Implementation: A. Implementation: PBIS: PBIS: summarize where the school summarize where the school was re level 1 and level 2 1. Mentoring/Social Skills Grps 1. Mentoring/Social Skills Grps was re level 1 and level 2 Staff, Parents, Students, Staff, Parents, Students priorities (and by the RP, PBIS, Code components) in SY2020priorities (and by the RP, PBIS, 2.Community embrace PBIS 2.Community embrace PBIS Code components) in SY2020-Stakeholders are communic Stakeholders are communic ated with monthly 1. Level 1 Priorities ated with monthly 1. Level 1 Priorities 4. PBIS implemented w/fid 4. PBIS implemented w/fidelity Disc. Team Restorative Practices: Disc. Team Restorative Practices: Disc. Flow Chart Disc. Flow Chart 1. Stakeholder have a shared 1. Stakeholder have a shared vision for a restorative school PBIS Team vision for a restorative school BIS Team **PBIS Matrix** Staff understands the **PBIS Matrix** 2. Staff understands the SCOC Training paradigm shift from punitive SCOC Training paradigm shift from punitiv to restorative Staff o restorative 3. Time is given to implement Students 3. Time is given to implement Students Referral Process Referral Process a restorative classroom a restorative classroom RP Training . Support structures are in **RP Training** 4. Support structures are in **RP Revisited** place to implement Restora-RP Revisited place to implement Restora-PIC Room ative Prac. w/ fidelity PIC Room ative Prac. w/ fidelity ∕lo Reports timely Coaching Mo Reports timely Coaching Use of Disc. Data Use of Disc. Data Mentoring Mentoring Mo Report PD/PLC's Mo Report PD/PLC's SCOC: Data input timely Data informs all discipline Data input timely 1. Data informs all discipline Disc. Rating 1-5 meetings Disc. Rating 1-5 meetings Formal Report 2. Hot spots, trends, are ident **Formal Report** . Hot spots, trends, are ident Discipline systems, policies Discipline systems, policies procedures are in place procedures are in place 4. Mo. discipline reports are 4. Mo. discipline reports are communicated to fac/staff communicated to fac/staff 5. Periodic review of discipline 5. Periodic review of discipline systems, policies, procedure 2. Level 2 Priorities 2. Level 2 Priorities B. Outcomes: B. Outcomes: White AS White Student Incid 15 5 Student Incid 10 Aggression Aggression 133 25 40 56 Suspensions Suspensions 183 33 48 Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY

C. Actions:

First/Second Semester:

Background: The PAX (Peace, Productivity, Health, and Happiness) Good Behavior Game, is a research-based, nationally known Social Emotional Learning Program. Davidson earned a grant from ADE during the 2019 -2020 SY for the training and implementation of PAX School-wide.

SMART GOAL: Students will increase their application of PAX behaviors, as measured during a 15-minute lesson in which The Good Behavior Game is played, and a decrease in the number of Spleems, as evidenced by BOY Spleem count in August, MOY Spleem count in January, and EOY Spleem count in May. Spleem counts will be graphed on an Excel

Who:

The PAX Sustainability Team includes the principal, counselor, MTSSF, and six teachers. The team meets monthly to plan professional development for colleagues, classroom visits, and ascertain progress towards goals.

One PAX Kernel/week is the focus on daily announcements (Principal) and during daily class meeting discussions

The PAX Sustainability Team plans classroom visits to support the implementation of kernels and Good Behavior Game. The PAX Sustainability Team plans monthly Professional Development for colleagues on PAX.

PAX is a research-based SEL program that reduces problematic behaviors, increases self-regulation, co-regulation, and improves pro-social behaviors. PAX works in concert with our PBIS program

C. Actions:

First Semester:

Decrease inappropriate Zoom etiquette and hackers from 12 or more to zero by May, 2021.

What do we want to accomplish?

Reduce inappropriate zoom etiquette and remove Zoom hackers from 12 or more to Zero.

Who is involved?

Teachers, proctors, ISI, MTSS, monitors, administration, students, parents/guardians

How will we accomplish targeted goal?

Send letter home to parents/guardians, students keeping videos on when joining Zoom, students encouraged to change passwords once per grading period, teachers and proctors set clear standards for appropriate Zoom use

To create less disturbance and more safety in the online classroom, help students stay focused, teaching digital citizenship

Partial implementation immediately; Full implementation by Nov. 9th

Reduce the number of black students being suspended by 25% from 120 suspensions to 90 black student suspensions. Reduce the number of suspensions of our black students

Who is involved?

Teachers, proctors, ISI, MTSS, monitors, administration, students, parents/guardians, counselors Teachers, proctors, ISI, MTSS, monitors, administration, students, parents/guardians, counselors

How will we accomplish targeted goal?

Letter to parents/guardians explaining discipline policy for aggressive behaviors, counselors working with students on conflict resolution, implementing SWPBIS, restorative practices – training teachers and students, encourage teachers to inform admin when they hear of things going on before it escalates and to discuss the issues with students as they come up, adult presence during transitions on campus
Parent/guardian communication and utilize district supports of African American and Refuge Student Services. Utilize

SWPBIS, restorative practices and train staff on cultural sensitivity. Why is this goal important?

Reduce repeat negative behaviors, promote culture of inclusion and acceptance throughout school, keep

campus safe, improving instruction by having less disruptive behaviors in the classroom To become compliant with district and court mandated student equity guidelines

When?

Start upon student return to school with hybrid model.

		Hov	well Elemen	tary Scho	ol SAP					Linew	veaver Ele	emenatry	School	SAP		
A. Implementation	1:			2 Priorities				A. Implementa	ition:			vel 2 Prioriti	es			
summarize where the			PBIS			1		summarize whe				PBIS:				
was re level 1 and le	evel 2			ocial Skills Grp)S			was re level 1 ar	nd level 2			ng/Social Skill	s Grps		Ī	
priorities (and by th	e RP, PBIS,		Staff, Parents, S		n			priorities (and b	y the RP, PBIS,			its, Students,		n		
Code components)	in SY2020-		2.Community e		n			Code componer	nts) in SY2020-			ity embrace P		n		
21			Stakeholders	are communi	ic-			21			Stakehol	ders are com	munic-			
 Level 1 Pri 	orities		ated with mont		n			1. Level 1	Priorities		ated with n			n		
			4. PBIS impleme	ented w/fideli	ty n						PBIS imp	lemented w/f	fidelity	n		
Disc. Team	у		Restorative Pra	ictices:				Disc. Team	У		Restorative	Practices:				
Disc. Flow Chart	у		1. Stakeholder	have a shared				Disc. Flow Chart	у		1. Stakehol	der have a sh	ared			
PBIS Team	У		vision for a rest	torative schoo	l y			PBIS Team	У		vision for a	restorative s	chool	n		
PBIS Matrix	у		2. Staff underst	tands the				PBIS Matrix	У		2. Staff und	lerstands the				
SCOC Training			paradigm shift	from punitive				SCOC Training			paradigm s	hift from pun	itive			
Staff	у		to restorative		У			Staff	у		to restorati	ve		n		
Students	У		3. Time is given	to implement	t			Students	У		3. Time is g	iven to imple	ment			
Referral Process	у		a restorative cla	assroom	у	1		Referral Process	у		a restorativ	e classroom		у		
RP Training	у		4. Support stru	ctures are in		1		RP Training	у		4. Support	structures are	e in			
RP Revisited	у		place to implen			1		RP Revisited	у	1	place to im	plement Rest	ora-			
PIC Room	n		ative Prac. w/ f	idelity		1		PIC Room	n		ative Prac.	w/ fidelity				
Mo Reports timely	n			ching	n	1		Mo Reports time	el y v	1		Coaching		n		
Use of Disc. Data				ntoring	n	1		Use of Disc. Data				Mentoring		n		
Mo Report	v			PLC's	v	İ		Mo Report	v			PD/PLC's		v		
PD	v		SCOC:		ľ	1		PD	v	1	SCOC:	,				
Data input timely	v		1. Data informs	all discipline		1		Data input timel	v v	1		rms all discip	line			
Disc. Rating 1-5	3		meetings		v	1		Disc. Rating 1-5		3	meetings		-	v		
Formal Report			2. Hot spots, tre	ends, are iden	t v	1		Formal Report		Ť		s, trends, are	ident	V		
port				stems, policies		İ		· · · · · · · · · · · · · · · · · · ·	1	_		e systems, po		,		
			procedures are		v	1						are in place		v		
			4. Mo. disciplin	_	,	1						pline reports	are	,		
			communicated			1						ted to fac/sta				
			5. Periodic revie			1						review of disc				
			systems, policie			1						olicies, proced		v		
2. Level 2 Pri	oritios		systems, policie	co, procedures	17	<u> </u>		2. Level 2	Priorities		systems, po	c.c3, protet		17		
Z. LEVELZ PII	OTTLES							Z. LEVELZ								
B. Outcomes:								B. Outcomes:								
All		White	AA	н	NA	AS	М		All	White	AA	н		NA	AS	М
Student Incid 9		2	4	2	19/5	7.5	1		13	4	, , ,	8				•••
Aggression 9		2	4	2			1		10	2		6				
ISI		-	·	-			-		8	4		1				
Suspensions 9		2	4	2				Suspensions		1		8				
			•	-												

First Semester:

Peter Howell's student conflict referrals will decrease by 10%.

What do we want to accomplish?

We want students to use self-regulating strategies to deescalate situations and solve problems. Who is involved?

All staff is involved, but primarily Teachers, Counselor, MTSSF, and Principal. How will we accomplish targeted goal?

We will accomplish this goal through continued Mindfulness, Restorative Practices, PBIS, and Trauma-informed trainings. Why is this goal important?

This goal is important because it will help students develop social skills and problem solving skills.

When? Trainings will occur during Wednesday Professional Development and Collaborative Team Meetings.

Second Semester:

Peter Howell's student conflict referrals will decrease by 10%.

What do we want to accomplish?

We want students to use self-regulating strategies to deescalate situations and solve problems.

Who is involved?

All staff is involved, but primarily Teachers, Counselor, MTSSF, and Principal.

How will we accomplish targeted goal?

We will accomplish this goal through continued Mindfulness, Restorative Practices, PBIS, and Trauma-informed trainings. Why is this goal important?

This goal is important because it will help students develop social skills and problem solving skills.

Trainings will occur during Wednesday Professional Development and Collaborative Team Meetings

C. Actions: First Semester:

Lineweaver K-5 student positive behavior interventions will increase by 100 ROARS from last year 2019-2020 with 9,705 to this year 2020-2021 with 9,805 as measured by collected ROAR tickets of students submitting their count earned for

All teachers and staff will positively recognize students for following school-wise expectations of: Be Safe, Be Respectful, Be Responsible, Be Caring and distribute ROAR tickets to students. Students will exchange those tickets for incentives. We will monitor this on a monthly basis as part of a PBIS team agenda item. This goal is important as it measures the number of positive recognition which will have a positive effect of school and classroom climate and culture.

Second Semester:

Lineweaver K-5 student referrals of Level 2 and Level 3 incidents will decrease by 10% from last year 2019-2020 with 199

to this year 2020-2021 of 179 as measured by collected and processed referrals. We will monitor this on a monthly basis as part of a PBIS team agenda item and hold professional development with teachers and staff regarding ways to address discipline.

Mansfeld Magnet Middle School SAP Miles K-8 School SAP Level 2 Priorities Level 2 Priorities A. Implementation: A. Implementation: PBIS: PBIS: summarize where the school summarize where the school was re level 1 and level 2 priorities (and by the RP, PBIS, 1. Mentoring/Social Skills Grps was re level 1 and level 2 1. Mentoring/Social Skills Grps Staff, Parents, Students Staff, Parents, Students priorities (and by the RP. Code components) in SY2020-2.Community embrace PBIS PBIS, Code components) in 2.Community embrace PBIS 21 Stakeholders are communic SY2020-21 Stakeholders are communic 1. Level 1 Priorities ated with monthly 1. Level 1 Priorities ated with monthly 4. PBIS implemented w/fig 4. PBIS implemented w/fidelity Disc. Team Restorative Practices: Disc. Team Restorative Practices: Disc. Flow Chart 1. Stakeholder have a shared Disc. Flow Chart 1. Stakeholder have a shared BIS Team vision for a restorative school PBIS Team vision for a restorative school **PBIS Matrix** 2. Staff understands the **PBIS Matrix** 2. Staff understands the SCOC Training paradigm shift from punitive SCOC Training paradigm shift from punitiv to restorative Staff to restorative Staff 3. Time is given to implement Students 3. Time is given to implement Students Referral Process Referral Process a restorative classroom a restorative classroom RP Training 4. Support structures are in . Support structures are in **RP Training RP Revisited** place to implement Restora-RP Revisited place to implement Restora PIC Room ative Prac. w/ fidelity PIC Room ative Prac. w/ fidelity Coaching Coaching ∕lo Reports timely Mo Reports timely Mentoring Use of Disc. Data Use of Disc. Data Mo Report PD/PLC's Mo Report PD/PLC's SCOC: Data input timely Data informs all discipline Data input timely 1. Data informs all discipline Disc. Rating 1-5 meetings Disc. Rating 1-5 meetings . Hot spots, trends, are ident 2. Hot spots, trends, are ident **Formal Report** Formal Report Discipline systems, policies 3. Discipline systems, policies procedures are in place procedures are in place 4. Mo. discipline reports are 4. Mo. discipline reports are communicated to fac/staff communicated to fac/staff Periodic review of discipline 5. Periodic review of discipline systems, policies, procedures systems, policies, procedure 2. Level 2 Priorities 2. Level 2 Priorities B. Outcomes: B. Outcomes: White AS White NA AS Student Incid Student Incid 2 Aggression 36 Aggression 60 Suspensions 83 Suspensions Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY

First Semester:

By December 2020 80% of our Mansfeld staff will begin to utilize the new electronic version of the PBIS program as measured by the Live School Data.

Mansfeld will begin the electronic version of our PBIS program which will allow us to reach all our students not matter if they are learning remote or are on campus. The PBIS program is important because it will help to increase academic performance, increase attendance with both students and teachers, reduce problem behaviors and reduce staff turn

The PBIS program will allow all staff to participate and recognize students who are upholding our values in every capacity and area of our school campus. Masfeld's commitment is for all students to Be Safe, Be Smart and Belong. The Live School App we will be utilizing will allow all staff to create a positive learning environment virtually or in person. Staff members will be able to reward students immediately points the student can see. These points will allow student to purchase school rewards.

Completed Goal Results: December 2020

By May 2021 100% of our staff will be participating in the electronic PBIS program and as a result our discipline data will improve meaning less students will be received discipline

Mansfeld Leadership team will evaluate the effectiveness of the Live School PBIS program by looking at Live School data. Mansfeld will continue recognize students who are upholding our values in every capacity and area of our school campus. Mansfeld's commitment is for all students to Be Safe, Be Smart and Belong.

Completed Goal Results: May 2021

C. Actions: First/Second Semester:

Review and revise PBIS Matrix and Discipline Flow chart. School will seek input from faculty, staff, students, parents, and

Second Semester:

Discipline Team will report monthly to faculty and staff regarding rhe previous month's discipline report.

		Proje	ect MOR	E High S	School	SAP					Pue	eblo Gard	dens K-8	School	SAP		
A. Implementation summarize where th was re level 1 and ler priorities (and by the Code components) ir 21 1. Level 1 Prior	e school vel 2 e RP, PBIS, n SY2020-		1. Mentoring Staff, Pareng 2. Commung 3. Stakeholated with response 4. PBIS imp	lemented v	kills Grps ts, e PBIS ommunic-	n n n				re the schoo nd level 2 by the RP, PBI	S,	1. Mentor Staff, Pare 2.Commu 3. Stakeho ated with 4. PBIS im	plemented w	cills Grps cs, e PBIS mmunic-	n n n		
Disc. Team	У		Restorative		L				Disc. Team	у			e Practices:				
Disc. Flow Chart	У			lder have a					Disc. Flow Char	У	_		older have a		1		
PBIS Team	У			restorative		n			PBIS Team	У	_		a restorative		n		
PBIS Matrix	У			derstands t					PBIS Matrix	У			iderstands th				
SCOC Training				shift from p	unitive				SCOC Training				shift from pu	unitive			
Staff	У		to restorat		<u> </u>	У			Staff	У	_	to restora			У		
Students	У			given to imp					Students	У			given to imp				
Referral Process	У			ve classrooi		У			Referral Proces	У			ive classroon		У		
RP Training	У			structures					RP Training	У			t structures a		1		
RP Revisited	У			plement Re	estora-				RP Revisited	У			nplement Re	stora-	1		
PIC Room	n		ative Prac.						PIC Room	n		ative Prac	. w/ fidelity		1		
Mo Reports timely	у			Coaching		n			Mo Reports tim				Coaching		n		
Use of Disc. Data				Mentoring		n			Use of Disc. Dat	3			Mentoring		n		
Mo Report	у			PD/PLC's		у			Mo Report	У			PD/PLC's		у		
PD	У		SCOC:						PD	У		SCOC:					
Data input timely	У			orms all dis	cipline				Data input time	у у			forms all disc	cipline			
Disc. Rating 1-5	3		meetings			у			Disc. Rating 1-5		3	meetings			у		
Formal Report				ts, trends, a		у			Formal Report				its, trends, ai		у		
				e systems,									ne systems, p				
			procedures	s are in plac	ce	у						procedure	es are in plac	e	у		
				ipline repoi									cipline repor				
			communic	ated to fac/	/staff	у						communi	cated to fac/	staff			
			5. Periodic	review of d	discipline							5. Periodi	review of di	iscipline			
			systems, po	olicies, prod	cedures	у						systems, p	oolicies, proc	edures	у		
2. Level 2 Price	orities								2. Level	2 Priorities							
B. Outcomes:									B. Outcomes:								
All	V	Vhite	AA	н	1	NA	AS	M		All	White	AA	н		NA	AS	M
Student Incid 20	1		6	1	.1	1		1	Student Incid		1	3	32		1	-	

Aggression Suspensions

First Semester:

We will reduce the number of Out of School suspensions by 50% compared to number of suspensions during 1st semester of 2019-2020 SY: n=11.

Reduce the percent of students reporting "Very Strongly" (10.61%) in School Quality Survey that they have been victims of bullying or harassment to 5%.

What do we want to accomplish?

Reduction in suspensions, and students reporting they have been a victim of bulling and/or harassment.

Who is involved?

All Project MORE staff

How will we accomplish targeted goal?

Counselor will deliver anti-bullying lessons in classrooms. PM will hold a school-wide assembly regarding bullying and the consequences that follow.

Teachers and staff will be trained on identifying bullying behaviors and recognize students who are withdrawing as a

Adhere to school's PBIS matrix.

Admin will communicate with parents via a newsletter/email regarding anti-bullying campaign.

Why is this goal important?

This goal will help us promote the positive learning/social emotional environment for all students. In return, this will increase student grades and attendance.

This will be done at the start of the second quarter.

Second Semester:

We will reduce the number of Out of School suspensions by 25% compared to number of suspensions during 2nd semester of 2019-2020 SY: n=4.
Maintain the percent of students (90%) in our School Quality Survey reporting, "Agree" or "Strongly Agree" a positive

learning environment exist at PMORE where students behave during class. What do we want to accomplish?

Reduction in suspensions

Maintaining a healthy number of students who strongly agree/agree with a positive learning environment.

Who is involved?

Admin, counselor, and teachers

How will we accomplish targeted goal?
Individual classroom lessons on GSRR with counselor and principal.

Maintaining strong parent communication regarding student behaviors.

Teachers and staff will be trained on being trauma responsive and recognize students who are withdrawing and/or

misbehaving as a result of being traumatized.
Cultural diversity training with staff and utilizing culturally responsive strategies.

Why is this goal important?

This goal will help us to maintain desired positive behaviors in class.

Students will be made aware of the consequences of potential negative behaviors.

When? Beginning of second semester.

	All	White	AA	Н	NA	AS
Student Incid	37	1	3	32	1	
Aggression	23	1	2	19	1	
ISI	18	1	1	15	1	
Suspensions	22		2	19	1	

Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY

Pueblo Gardens will reduce the number of first semester K-8 suspensions by a minimum of 20%. What do we want to

accomplish?

-Reduction of suspensions

Who is involved?

-Teachers, students, admin, intervention staff How will we accomplish targeted goal?

-Hire a student support specialists to assist with PBIS and restorative practices.

-Implement new PBIS program in grades 6-8.

-Provide behavior interventions documented through MTSS process.

Why is this goal important? -Student and staff safety

When?

-Immediately with results by 12/20/20

Pueblo Gardens will increase participation of grade 6-8 teachers and students by 20% in our PBIS program that includes Monthly and Quarterly rewards

What do we want to accomplish? Increased participation in PBIS program

Who is involved? Teachers, students, admin, intervention staff

How will we accomplish targeted goal?

-Hire a student support specialists to assist with PBIS and restorative practices. Implement new PBIS program in grades 6-8.

Provide PD on PBIS and RP Why is this goal important?

-Campus climate and culture as well as student and staff safety.

When?

Robison Elementary School SAP						Sam Hughes Elemenatary School SAP												
A. Implementation	n:		Lev	el 2 Prior	ities				A. Implemen	tation:			L	evel 2 Prior	ities			
summarize where the	he school		P	BIS:					summarize wh		school			PBIS:				
was re level 1 and le			1. Mentoring	/Social Sk	cills Grps]		was re level 1				1. Mentori	ng/Social S	kills Grps			
priorities (and by th			Staff, Parent	s, Student	ts,	n			priorities (and				Staff, Pare	nts, Studen	ts,	n		
Code components)	in SY2020-		2.Communit	y embrace	e PBIS	n			Code compone				2.Commur	ity embrac	e PBIS	у		
21			Stakeholde	ers are co	mmunic-				21	,			3. Stakeho	ders are co	mmunic-			
1. Level 1 Pri	orities		ated with mo	onthly		n			1. Level	1 Priori	ities		ated with r	nonthly		у		
			4. PBIS imple	mented v	v/fidelity	n							4. PBIS imp	lemented v	v/fidelity	n		
Disc. Team	у		Restorative F	ractices:					Disc. Team	У	,		Restorative	Practices:				
Disc. Flow Chart	у		 Stakeholde 	er have a	shared				Disc. Flow Char	t y	,		1. Stakeho	der have a	shared			
PBIS Team	у		vision for a r	estorative	school	n			PBIS Team	У	,		vision for a	restorative	school	у		
PBIS Matrix	у		2. Staff unde	rstands tl	he				PBIS Matrix	У	,		2. Staff un	derstands t	he			
SCOC Training			paradigm shi	ift from p	unitive		1		SCOC Training	ľ			paradigm s	hift from p	unitive			
Staff	у		to restorative	e		n	1		Staff	У	,		to restorat	ive		у	1	
Students	у		3. Time is giv	en to imp	lement		1		Students	У	,		3. Time is g	iven to imp	lement		1	
Referral Process	y		a restorative			У	1		Referral Proces	is y	,		a restorati			у	1	
RP Training	у		4. Support st				1		RP Training	v	,		4. Support				1	
RP Revisited	у		place to impl				1		RP Revisited	v	,		place to im				1	
PIC Room	n		ative Prac. w	/ fidelity					PIC Room	'n	1		ative Prac.	w/ fidelity			1	
Mo Reports timely	n			oaching		n	1		Mo Reports tin	nelv v	,			Coaching		n	1	
Use of Disc. Data			-	lentoring		n	1		Use of Disc. Da					Mentoring		n	1	
Mo Report	v		-	D/PLC's		v			Mo Report	v	,			PD/PLC's		v		
PD	v		SCOC:	,		1			PD	v	,		SCOC:	/		1		
Data input timely	v		1. Data infor	ms all disc	cipline				Data input time	elv v	,			orms all dis	cipline	1		
Disc. Rating 1-5	3		meetings			v			Disc. Rating 1-5		4		meetings			v	1	
Formal Report	† 		2. Hot spots,	trends, a	re ident	v			Formal Report	_			2. Hot spot	s. trends. a	re ident	v	1	
	1		3. Discipline						· · · · · · · · · · · · · · · · · · ·			,	3. Disciplin			1	1	
			procedures a			v								s are in plac		v		
			4. Mo. discip			1								ipline repo		1		
			communicat											ated to fac		v	1	
			5. Periodic re										5. Periodic			,	1	
			systems, poli			v							systems, p			v	1	
2. Level 2 Pri	aritias		эүзссинэ, рон	cics, proc	cuuics		1						эуэссинэ, р	oncies, pro	caures	17	l	
Z. Level Z PII	orities								2. Level	2 Priori	ities							
B. Outcomes:									B. Outcomes	:								
All		White	AA	н	ı	NA	AS	М		All		White	AA	н	1	NA	AS	М
Student Incid 10		2		8			, ,		Student Incid			wnite 2	AA		0	INA	AS 2	IVI
Aggression 8		2		6					Aggression	14 8		1		6			1	
ISI 2		1		1					ISI	6		1		5			1	
Suspensions 10		2		8					Suspensions					1			1	
									Suspensions	1				1				

First Semester:

Teachers and staff will implement respectful communication skills and conflict resolution through Class Dojo, modeling, restorative circles, instruction, and parent communication to create a positive school climate and culture in order to

What do we want to accomplish? Decrease the number of teacher referral on defiance and disrespect. Who is involved? Principal, Teachers, Staff, Students, Parents

How will we accomplish targeted goal? By end of first semester December 2020

Why is this goal important? PD training, student training in classroom on positive behavior and character

When? Continuously in classroom lessons and PD trainings

Completed Goal Results: Less referrals in discipline and defiance

Second Semester:

Teachers and staff will continue implementation of respectful communication skills and conflict resolution through Class Dojo, modeling, restorative circles, instruction, and parent communication to create a positive school climate and culture in

What do we want to accomplish? Decrease the number of teacher referral on defiance and disrespect. Who is involved? Principal, Teachers, Staff, Students, Parents

How will we accomplish targeted goal? PD training, student training in classroom on positive behavior and character

Why is this goal important? This goal is important to the climate and culture of our campus.

When? Continuously in classroom lessons and PD trainings.

Completed Goal Results: Less referrals in discipline and defiance

C. Actions:

First Semester:

Sam Hughes student conflict referrals will decrease by 10%.

What do we want to accomplish?

Students to resolve conflict on the playground or in class.

Who is involved?

Teachers, monitors, Counselor, Principal

How will we accomplish targeted goal?

Training of the staff and students with mini lessons on how to use restorative practice strategies to resolve issues. Additionally, there will lessons and modeling on how to use I statements when sharing their feelings when something has transpired, either in class, or outside.

Why is this goal important?

There are times in both the classroom and on the playground when the students have the ability to socialize without an adult hearing everything that is being said. We want students to have productive tools to help them advocate for themselves when a conflict arises. Additionally, teaching adults how to intervene before it becomes a major issue and help students work through how to resolve conflict.

These lessons will be during PD/PLC, and can be administered during small group, whole group and one on one for repeated practice. This is an ongoing training and practice.

Sam Hughes student conflict referrals will decrease by 10%.

What do we want to accomplish?

Students to resolve conflict on the playground or in class.

Who is involved?

Second Semester:

Teachers, monitors, Counselor, Principal How will we accomplish targeted goal?

Training of the staff and students with mini lessons on how to use restorative practice strategies to resolve issues. Additionally, there will lessons and modeling on how to use I statements when sharing their feelings when something has transpired, either in class, or outside.

Why is this goal important?

There are times in both the classroom and on the playground when the students have the ability to socialize without an adult hearing everything that is being said. We want students to have productive tools to help them advocate for themselves when a conflict arises. Additionally, teaching adults how to intervene before it becomes a major issue and help students work through how to resolve conflict.

These lessons will be during PD/PLC, and can be administered during small group, whole group and one on one for repeated practice. This is an ongoing training and practice.

Utterback Middle School School TAP High School SAP SAP Level 2 Priorities Level 2 Priorities A. Implementation: A. Implementation: PBIS: PBIS: summarize where the school summarize where the school was re level 1 and level 2 priorities (and by the RP, PBIS, 1. Mentoring/Social Skills Grps was re level 1 and level 2 1. Mentoring/Social Skills Grps priorities (and by the RP, PBIS, Staff, Parents, Students, Staff, Parents, Students, Code components) in SY2020-2.Community embrace PBIS Code components) in SY2020-2.Community embrace PBIS 21 21 Stakeholders are communic Stakeholders are communic 1. Level 1 Priorities ated with monthly 1. Level 1 Priorities ated with monthly 4. PBIS implemented w/fid 4. PBIS implemented w/fidelity Disc. Team Restorative Practices: Disc. Team Restorative Practices: Disc. Flow Chart 1. Stakeholder have a shared Disc. Flow Chart 1. Stakeholder have a shared BIS Team vision for a restorative school PBIS Team vision for a restorative school **PBIS Matrix** 2. Staff understands the **PBIS Matrix** 2. Staff understands the SCOC Training paradigm shift from punitive SCOC Training paradigm shift from punitiv to restorative Staff to restorative Staff 3. Time is given to implement 3. Time is given to implement Students Students Referral Process Referral Process a restorative classroom a restorative classroom RP Training 4. Support structures are in . Support structures are in RP Training **RP Revisited** place to implement Restora-RP Revisited place to implement Restora-PIC Room ative Prac. w/ fidelity PIC Room ative Prac. w/ fidelity Mo Reports timely Coaching Coaching ∕lo Reports timely Mentoring Mentoring Use of Disc. Data Use of Disc. Data Mo Report PD/PLC's Mo Report PD/PLC's SCOC: Data input timely Data informs all discipline Data input timely 1. Data informs all discipline Disc. Rating 1-5 meetings Disc. Rating 1-5 meetings . Hot spots, trends, are ident 2. Hot spots, trends, are ident **Formal Report** Formal Report 3. Discipline systems, policies Discipline systems, policies procedures are in place procedures are in place 4. Mo. discipline reports are 4. Mo. discipline reports are communicated to fac/staff communicated to fac/staff Periodic review of discipline 5. Periodic review of discipline systems, policies, procedure systems, policies, procedure 2. Level 2 Priorities 2. Level 2 Priorities B. Outcomes: B. Outcomes: White NA AS М White NA AS Student Incid 104 17 Student Incid 73 1 Aggression Aggression ISI 46 33 Suspensions 3 1 Suspensions 53 10 37 Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY C. Actions: Utterback First Semester By the end of the first semester, the classroom Office Discipline Referrals from 6th, 7 th , and 8 th grade students will decrease by 10% as measured by the Synergy Dashboard; MTSS Workflow; reports of [cyber] bully behavior will decline. What do we want to accomplish? Decrease Office Discipline Referrals; Significant impact on bully behavior. Who is involved? SLT: school staff How will we accomplish targeted goal? Collaboration; communication; data assimilation; production of usable artifacts; deployment of efficient student management practices. Why is this goal important? To impact culture and climate, hence impacting student achievement. When? The beginning of each quarter; on-going Completed Goal Results: Current data models for 1st quarter illustrate ODR activity is below 10%. Second Semester: By the end of the second semester, the classroom Office Discipline Referrals from 6th, 7 th, and 8 th grade students will decrease by 5% of the first semester data point as measured by the Synergy Dashboard; MTSS Workflow; reports of [cyber] bully behavior will decline. What do we want to accomplish? Decrease Office Discipline Referrals; Significant impact on bully behavior. Who is involved? SLT; school staff How will we accomplish targeted goal? Collaboration; communication; data assimilation; production of usable artifacts; deployment of efficient student management Why is this goal important? To impact culture and climate, hence impacting student achievement. When? The beginning of each quarter; on-going Completed Goal Results: Current data models for 2 nd quarter illustrate ODR activity is below 10%.

Wright Elementary SAP						INNOVATION TECH HS (1ST YEAR) SAP								
A				evel 2 Priorities	ì						evel 2 Priorities	111, 571		
A. Implementation summarize where the				PBIS:	1			A. Implementat		<u> </u>	PBIS:	-		
was re level 1 and le			1 Mentori	ng/Social Skills Grps		1		summarize where		1 Mentor	ing/Social Skills Grps			
priorities (and by th				nts, Students,	n			was re level 1 and			ents, Students,	-		
Code components)				ity embrace PBIS	n			priorities (and by			nity embrace PBIS	-		
21	11 312020			lders are communic-		-		PBIS, Code compo SY2020-21	onents) in		olders are communic-	-		
1. Level 1 Pri	orities		ated with r		n			1. Level 1 i	Prioritios	ated with		_		
2. 2000.2111	or reies				n	_		1. Level 1 i	ritorities		plemented w/fidelity	_		
			PBIS implemented w/fidelity Restorative Practices:		n	_						_		
Disc. Team	У							Disc. Team	_		e Practices:			
Disc. Flow Chart	у			lder have a shared	<u> </u>			Disc. Flow Chart			older have a shared			
PBIS Team	У			restorative school	n			PBIS Team			a restorative school			
PBIS Matrix	У			derstands the		_		PBIS Matrix			derstands the			
SCOC Training				hift from punitive				SCOC Training			shift from punitive			
Staff	У		to restorat		n			Staff		to restora				
Students	У			given to implement				Students			given to implement			
Referral Process	У		a restorati	ve classroom	у			Referral Process		a restorat	ive classroom			
RP Training	У		Support	structures are in				RP Training		Suppor	t structures are in			
RP Revisited	у		place to im	plement Restora-				RP Revisited		place to ir	nplement Restora-			
PIC Room	n		ative Prac.	w/ fidelity				PIC Room		ative Prac	. w/ fidelity			
Mo Reports timely	у			Coaching	n			Mo Reports timel	у		Coaching			
Use of Disc. Data	<u> </u>			Mentoring	n			Use of Disc. Data	_		Mentoring			
Mo Report	v			PD/PLC's	v			Mo Report			PD/PLC's			
PD	v		SCOC:	,	ľ			PD		SCOC:	/	-		
Data input timely	v			orms all discipline				Data input timely			forms all discipline	-		
Disc. Rating 1-5	7		meetings	orms an alscipilite	v			Disc. Rating 1-5		meetings		-		
Formal Report				ts, trends, are ident	у			Formal Report			ts, trends, are ident			
romai keport				e systems, policies,	У	-		romai keport			ne systems, policies,	-		
					1									
				s are in place	У	-					es are in place	-		
				ipline reports are	<u> </u>	<u> </u>					cipline reports are	_		
				ated to fac/staff		_					cated to fac/staff	_		
				review of discipline							review of discipline			
			systems, p	olicies, procedures	У					systems, p	policies, procedures			
2. Level 2 Pri	orities							2. Level 2 l	Priorities					
B. Outcomes:								B. Outcomes:						
All	,	White	AA	Н	NA	AS	M	Δ.	All Whi	te AA	Н	NA	AS	M
Student Incid 20	8	3	3	5			4	Student Incid N	NΑ					
Aggression 14		7	1	4			2	Aggression						
ISI 8	3	3	3	2				ISI						
Suspensions 5	3	3		1			1	Suspensions						
C. Actions: First Semester: We want to lower the major incidents to 2 per semester. The principal, monitors, office and entire school is part of making this happen. We have such low incidents, we want to make sure we keep the campus safe and we are going to continue to be proactive by giving our trust cards to students who are respectful, responsible, safe and kind. Second Semester: WE want to lower the minor incidents by 10 percent by May. We do not have many incidents, but if we lower it by 10 percent, we will have an even safer campus. It is important to recognize students who are doing what is expected.						C. Actions: First/Second Sen Establish all Leve	nester el 1 priorities, polic	ies, systems, pro	cedures.					

Bloom Elementary School SAP **Collier Elementary School** SAP Level 2 Priorities Level 2 Prioritie A. Implementation: A. Implementation: PBIS: PBIS: summarize where the school summarize where the school 1. Mentoring/Social Skills Grps 1. Mentoring/Social Skills Grps was re level 1 and level 2 was re level 1 and level 2 priorities (and by the RP, PBIS, Staff, Parents, Students, Staff, Parents, Students, Code components) in SY2020-2.Community embrace PBIS PBIS, Code components) in 2.Community embrace PBIS 3. Stakeholders are communic SY2020-21 3. Stakeholders are communic 1. Level 1 Priorities ated with monthly 1. Level 1 Priorities ated with monthly 4. PBIS implemented w/fidelity 4. PBIS implemented w/fidelity Disc. Team Disc. Team Restorative Practices: Restorative Practices: Disc. Flow Chart 1. Stakeholder have a shared Disc. Flow Chart 1. Stakeholder have a shared vision for a restorative school vision for a restorative school BIS Matrix 2. Staff understands the PBIS Matrix 2. Staff understands the SCOC Training paradigm shift from punitive SCOC Training paradigm shift from punitive Staff to restorative Staff to restorative 3. Time is given to implement 3. Time is given to implement Referral Process a restorative classroom Referral Process a restorative classroom 4. Support structures are in **RP Training** RP Training Support structures are in **RP Revisited** place to implement Restora-RP Revisited place to implement Restora-PIC Room ative Prac. w/ fidelity IC Room ative Prac. w/ fidelity Mo Reports timely Coaching Mo Reports timely Coaching Use of Disc. Data Mentoring Use of Disc. Data Mentoring Mo Report PD/PLC's Mo Report PD/PLC's SCOC: SCOC: Data input timely 1. Data informs all discipline Data input timely 1. Data informs all discipline meetings meetings **Formal Report** 2. Hot spots, trends, are ident **Formal Report** 2. Hot spots, trends, are ident 3. Discipline systems, policies, Discipline systems, policies procedures are in place procedures are in place 4. Mo. discipline reports are 4. Mo. discipline reports are communicated to fac/staff communicated to fac/staff Periodic review of discipline Periodic review of discipline systems, policies, procedure systems, policies, procedure 2. Level 2 Priorities 2. Level 2 Priorities B. Outcomes: B. Outcomes: White AS Student Incid 29 10 Student Incid 0

C. Actions: First Semester:

Aggression

1Suspensions

Beginning October 19th, students will come to the learning environments prepared to learn with their materials and participate in learning with no more than 5 reminders from the adult present to be on task in the classroom environment during semester 1 in order to be self-regulating members of the learning community.

6

19

What do we want to accomplish?
Self motivated, self- regulating, responsible and caring students

Who is involved?

All stakeholders including students, families, faculty, staff and administration

How will we accomplish targeted goal? Illustrating and modeling the stated vision.

Why is this goal important?

As a community, it is important to nurture opportunities in a culturally sensitive environment, inspiring students to grow into responsible, caring and self-motivated individuals.

Ongoing throughout the schoolyear. Ongoing in Semester ${\bf 1}$

Completed Goal Results: Students come to class prepared, take part in the classroom learning, self-directed, and responsible students.

Second Semester:

Beginning January 4, 2021, , students will come to the learning environments prepared to learn

with their materials and participate in both online

and in-person learning, with no more than 5

reminders from the adult present to be on task in the classroom environment in order to beself-

motivating and self-regulating members of the learning community

What do we want to accomplish?

Self motivated, self- regulating, responsible and caring students Who is involved?

All stakeholders including students, families, faculty, staff and administration How will we accomplish targeted goal? Illustrating and modeling the stated vision.

Why is this goal important?

As a community, it is important to nurture opportunities in a culturally sensitive environment, inspiring students to grow into responsible, caring and self-motivated individuals.

Ongoing throughout the schoolyear

C. Actions:

Aggression

Suspensions

0

First Semester: We will have 2 PBIS assembly in October to recognized and honor all students during the semester in the areas of

attendance and behavior. It will take place on Zoom. It will include teachers, students and parents,

What do we want to accomplish? Create and maintain a positive learning environment.

Who is involved? Teachers, students, parents

How will we accomplish targeted goal? Recognizing students who are in attendance and who are exemplify the PBIS

Why is this goal important? Learning is the key to success and optimum learning occurs in a positive environment. When? Ongoing- recognition of students by staff. Assemblies in Oct and Dec.

Completed Goal Results: December 2020

Second Semester:

Our goal is to improve attendance in class/Zoom through student recognition. We will have 2 assemblies/Zoom

meetings to recognize students. One in March and another in May. What do we want to accomplish? Create and maintain a positive learning environment.

Who is involved? Teachers, students, parents

How will we accomplish targeted goal? Recognizing students who are in attendance and who are exemplify the PBIS principles

Why is this goal important? Learning is the key to success and optimum learning occurs in a positive environment. When? Ongoing-recognition of students by staff. Assemblies in Mar. and May

Completed Goal Results: May 2021

A. Implementation:

summarize where the school was re level 1 and level 2 priorities (and by the RP, PBIS, Code components) in SY2020-

1. Level 1 Priorities

Disc. Team	У
Disc. Flow Chart	у
PBIS Team	у
PBIS Matrix	у
SCOC Training	
Staff	у
Students	у
Referral Process	у
RP Training	у
RP Revisited	у
PIC Room	у
Mo Reports timely	у
Use of Disc. Data	
Mo Report	у
PD	у
Data input timely	у
Disc. Rating 1-5	3
Formal Report	v

L	evel 2 Prior	ities					
	PBIS:						
1. Mentori	ng/Social SI	kills Grps					
Staff, Pare	n						
2.Commur	nity embrac	e PBIS	n				
Stakeho	lders are co	mmunic-					
ated with I	monthly		n				
4. PBIS imp	olemented v	w/fidelity	n				
Restorativ	e Practices:						
1. Stakeho	lder have a	shared					
vision for a	restorative	eschool	у				
2. Staff un	derstands tl	ne					
paradigm :	shift from p	unitive					
to restorat	У						
3. Time is a	lement						
a restorati	ve classrooi	n	У				
4. Support	structures	are in					
place to in	plement Re	estora-					
ative Prac.	w/ fidelity						
	Coaching		n				
	Mentoring		n				
	PD/PLC's		у				
SCOC:							
1. Data inf	orms all dis	cipline					
meetings			У				
2. Hot spot	ts, trends, a	re ident	у				
3. Disciplin	e systems,	policies,					
procedure	procedures are in place						
4. Mo. disc	ipline repo	rts are					
communic	ated to fac/	staff					
5. Periodic	5. Periodic review of discipline						
systems, p	olicies, prod	cedures	у				

Dietz K-8 School

SAP

A. Implementation:

Dunh

summarize where the school was re level 1 and level 2 priorities (and by the RP, PBIS, Code components) in SY2020-21

1. Level 1 Priorities

Disc. Team	у
Disc. Flow Chart	у
PBIS Team	у
PBIS Matrix	у
SCOC Training	
Staff	у
Students	у
Referral Process	
RP Training	у
RP Revisited	у
PIC Room	n
Mo Reports timely	n
Use of Disc. Data	
Mo Report	у
PD	у
Data input timely	у
Disc. Rating 1-5	4
Formal Report	

iam Elei	mentary	/ School	SAP
L	evel 2 Prior	ities	
	PBIS:		
1. Mentori	ing/Social S	kills Grps	
Staff, Pare	nts, Studen	ts,	n
2.Commu	nity embrac	e PBIS	у
3. Stakeho	lders are co	mmunic-	
ated with	monthly		n
4. PBIS imp	plemented	w/fidelity	n
Restorativ	e Practices:		
 Stakeho 	lder have a	shared	
vision for a	a restorative	e school	у
2. Staff un	derstands t	he	
paradigm	shift from p	unitive	
to restorat	у		
3. Time is			
a restorati	ve classrooi	m	у
Support	structures	are in	
place to in	nplement Re	estora-	
ative Prac.	w/ fidelity		
	Coaching		n
	Mentoring		n
	PD/PLC's		у
SCOC:			
 Data inf 	orms all dis	cipline	
meetings			у
2. Hot spo	ts, trends, a	re ident	у
Discipling	ne systems,	policies,	
	s are in plac		у
4. Mo. disc	cipline repo	rts are	
	ated to fac		
Periodic	review of o	discipline	

2. Level 2 Priorities

B. Outcomes:											
	All	White	AA	Н	NA	AS	М				
Student Incid	74	14	24	31			4				
Aggression	56	7	20	26			2				
ISI	46	8	20	15			2				
Suspensions	35	5	10	18			2				

Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY

2. Level 2 Priorities

	All	White	AA	н	NA	AS	M
Student Incid	10	3	1	5			1
Aggression	7	1	1	4			1
ISI	2	2					
Suspensions	8	2	1	4			1

systems, policies, procedure

C. Actions: First Semester:

Data results dropping into the target range of the KPI Index featuring semester one comparison to semester two. Implementation of robust, efficient PBIS and MTSS student supports will provide foundational elements to manage both

student behavior and achievement. What do we want to accomplish?

Move each of the following racial categories: Hispanic, African American, and Multi-Racial students from the Red to the Green on the USP discipline data report.

Who is involved?

Admin Team; PBIS/MTSS Team

How will we accomplish targeted goal?

Adherence to discipline documentation Tips Items 6 thru 8; Implementation of robust, efficient PBIS and MTSS student supports will provide foundational elements to manage both student behavior and achievement. Monitor discipline data and entry practices and adjust per culture and climate leadership.

Why is this goal important?

While the implicitness of the Goal is to ensure there is not any racial bias towards any one racial category on campus, the Goal will also improve on the school's climate and culture. The Goal highlights extra reassurance for each student, in which, students will be able to feel that they are stakeholders too at the school.

10/14/2019

Completed Goal Results:

Semester one and semester two data results highlight success factors associated with adherence to Discipline Documentation and meeting with parents.

Second Semester

Data results dropping into the target range of the KPI Index featuring semester one comparison to semester two. Implementation of robust, efficient PBIS and MTSS student supports will provide foundational elements to manage both student behavior and achievement. A representative from African American Student Services will set-up small groups and which will include, 1:1 interventions, and support to our African American student population.

What do we want to accomplish?

Move each of the following racial categories: Hispanic, African American, and Multi-Racial students from the Red to the Green on the USP discipline data report.

Who is involved?

PBIS/MTSS support Team. African American Student Services

How will we accomplish targeted goal?

Adherence to discipline documentation Tips Items 6 thru 8; Deployment of a robust, efficient PBIS/MTSS support for staff and students. The deployment of African American Student Services to assist our A/A population by facilitating small groups, peer mentorship, and 1:1 interventions.

Why is this goal important?

To reduce the amount of suspensions/discipline disparity for the targeted racial categories.

When?

Completed Goal Results:

The implementation of robust, efficient PBIS and MTSS student and staff supports had an impact on both student behavior and achievement. Reaching the Goal provided a more concrete plan which, by directing all staff to be – visible during lunches, passing periods, dismissal times, and to assist monitoring student behavior – allowed the site staff to

C. Actions: First Semester:

By the end of the first semester, 80% or more of our students will be positively recognized for making good choices regarding PBIS behaviors.

What do we want to accomplish?

80% or more students will be positively recognized for good PBIS choises

Who is involved?

Teachers and other staff

How will we accomplish targeted goal?

We will reinstitute Panther Pasy.

Why is this goal important?

We want to make sure we are catching students who are making positive choices.

By the end of the first semester

Second Semester:

By the end of the second semester, we will decrease the number of level 3, 4, and 5 office referrals by 10% when compared to the 2019-2020 data.

What do we want to accomplish?

Decrease the number of office referrals for levels 2, 3, and 4. Who is involved?

Teachers and other staff

Students

How will we accomplish targeted goal? Teachers will encourage lower points

Why is this goal important?

We want students to begin to take more responsibility for their behaviors.

When?

By the end of the second quarter

A. Implementation: summarize where the school was re level 1 and level 2 priorities (and by the RP, PBIS, Code components) in SY2020-21 1. Level 1 Priorities Disc. Team Disc. Flow Chart BIS Matrix SCOC Training Staff Referral Process **RP Training RP Revisited** PIC Room Mo Reports timely

d Elem	entary S	chool	SAP
	Level 2 Prior	rities	
	PBIS:		
1. Mento	ring/Social S	kills Grps	
Staff, Par	ents, Studen	ts,	n
2.Commu	ınity embrac	e PBIS	у
3. Stakeh	olders are co	mmunic-	
ated with	monthly		n
4. PBIS in	plemented	w/fidelity	n
Restorati	ve Practices:		
1. Stakeh	older have a	shared	
vision for	a restorative	e school	у
2. Staff u	nderstands t	he	
paradigm	shift from p	unitive	
to restora	У		
3. Time is			
a restora	У		
4. Suppor			
place to i	mplement R	estora-	
ative Pra	c. w/ fidelity		
	Coaching		n
	Mentoring		n
	PD/PLC's		у
SCOC:			
1. Data in	forms all dis	cipline	
meetings			У
2. Hot sp	ots, trends, a	re ident	У
3. Discipl	ine systems,	policies,	
procedur	es are in plac	ce	У
4. Mo. di	scipline repo	rts are	
commun	cated to fac/	/staff	
5. Period	ic review of o	discipline	
systems,	policies, pro	cedures	у

A. Implementation: summarize where the school was re level 1 and level 2 priorities (and by the RP, PBIS, Code components) in SY2020-1. Level 1 Priorities

Disc. Team	у
Disc. Flow Chart	у
PBIS Team	у
PBIS Matrix	у
SCOC Training	
Staff	у
Students	у
Referral Process	
RP Training	у
RP Revisited	у
PIC Room	n
Mo Reports timely	у
Use of Disc. Data	
Mo Report	у
PD	у
Data input timely	у

chthendler			וטכ	SAI
	Level 2 Prior	ities	_	
1 14	ring/Social S	Lilla Casa	_	
	ents, Studen		n	
		-	v	
	Community embrace PBIS Stakeholders are communic-			
	monthly	illilliullic-	٠,	
	nplemented	u/fidalitu	y	
	ve Practices:	w/iluelity	У	
	older have a	charod	+	
	a restorative		v	
	nderstands t		У	
	shift from p		+	
to restora		unitive	v	
	given to imp	lement	,	
	tive classroo		У	
	t structures		- '	
	mplement Re			
	c. w/ fidelity			
	Coaching		n	
	Mentoring		n	
	PD/PLC's		v	
SCOC:			ľ	
1. Data in	forms all dis	cipline		
meetings			у	
2. Hot sp	ots, trends, a	re ident	у	
3. Discipl	ine systems,	policies,		
procedur	es are in plac	ce	у	
4. Mo. di	scipline repo	rts are		
commun	icated to fac/	staff	у	
5. Period	ic review of o	discipline		
systems,	policies, pro	cedures	у	

AS

2. Level 2 Priorities

B. Outcomes:

Use of Disc. Data Mo Report Data input timely

Formal Report

	All	White	AA	Н	NA	AS	М
Student Incid	4	3		1			
Aggression	4	3		1			
ISI	1	1					
Suspensions	3	2		1			

2. Level 2 Priorities

B. Outcomes:

Formal Report

	All	VVIIILE	~~
Student Incid	0		
Aggression	0		
ISI	0		
Suspensions	0		

C. Actions: First Semester:

Ford Elementary School would like to foster a positive, caring, culturally responsive environment utilizing Positive Behavior Interventions & Supports (PBIS) for all students, staff, and families through open communication, restorative practices and community events among all stakeholders to minimize or eliminate disciplinary actions by the end of the first semester as documented in the monthly discipline report.

Second Semester:

Ford Elementary School would like to foster a positive, caring, culturally responsive environment utilizing Positive $Behavior\ Interventions\ \&\ Supports\ (PBIS)\ for\ all\ students,\ staff,\ and\ families\ through\ open\ communication,\ restorative$ practices and community events among all stakeholders to minimize or eliminate disciplinary actions by the end of the first semester as documented in the monthly discipline report.

C. Actions: First Semester:

Beginning August 10, 2020, the Principal will make daily (86) morning announcements (via phone and email to all families) recognizing students (& staff) academically and behaviorally for being kind, respectful, safe, and responsible. What do we want to accomplish? Create a culture of excellence (academically and behaviorally).

Who is involved? Students. Staff and Parents

How will we accomplish targeted goal? Pre-recorded announcements to be delivered at 8:00am every day along with an email.

Why is this goal important? By recognizing the positive we are creating a culture that expects and appreciates excellence. Students, families, and staff can start each day on a positive note and know the expectations. When? 8:00am each day, 86 school days the first semester.

Second Semester:

Beginning January 3, 2021, the Principal will make daily (94) morning announcements (via phone and email to all families) and daily (94) over the loudspeaker recognizing students(& staff) academically and behaviorally for being kind, respectful, safe and responsible.

What do we want to accomplish? Comm unicate with both the Remote Learners, Parents and In-Person Learners and Staff our culture of excellence (academically and behaviorally).

Who is involved? Remote Learners, Parents, In-Person Leaners and Staff

How will we accomplish targeted goal? Pre-recorded announcements to be delivered at 8:00am every day for Remote Learners and Parents and the same announcements will be delivered over the loudspeaker for In-Person Learners and Staff. Email will go to everyone at 8:00am.
Why is this goal important? Ensuring everyone hears the same positive message regardless of where they are learning

this semester. By recognizing the positive we are creating a culture that expects and appreciates excellence. All students, families and staff can start each day on a positive note and know the expectations.

When? 8:00am for Remote Learners & Parents and 8:10 for In-Person Learners and Staff, each day, 94 days the second semester.

Gridley Middle School SΔP **Gale Elementary School** SAP Level 2 Priorities Level 2 Priorities A. Implementation: A. Implementation: PBIS: summarize where the school PBIS: summarize where the school 1. Mentoring/Social Skills Grps was re level 1 and level 2 1. Mentoring/Social Skills Grps was re level 1 and level 2 priorities (and by the RP, PBIS, priorities (and by the RP, PBIS, Staff, Parents, Students, Staff, Parents, Students, Code components) in SY2020-Code components) in SY2020-2.Community embrace PBIS 2.Community embrace PBIS 3. Stakeholders are communic 3. Stakeholders are communic 1. Level 1 Priorities 1. Level 1 Priorities ated with monthly ated with monthly 4. PBIS implemented w/fidelity 4. PBIS implemented w/fidelity Disc. Team Disc. Team Restorative Practices: Restorative Practices: Disc. Flow Chart 1. Stakeholder have a shared Disc. Flow Chart 1. Stakeholder have a shared vision for a restorative school vision for a restorative school PBIS Matrix 2. Staff understands the PBIS Matrix 2. Staff understands the SCOC Training paradigm shift from punitive SCOC Training paradigm shift from punitive Staff to restorative Staff to restorative 3. Time is given to implement 3. Time is given to implement Referral Process a restorative classroom Referral Process a restorative classroom **RP Training** Support structures are in **RP Training** Support structures are in **RP Revisited** RP Revisited place to implement Restoraplace to implement Restora-PIC Room ative Prac. w/ fidelity PIC Room ative Prac. w/ fidelity Coaching Coaching Mo Reports timely Mo Reports timely Use of Disc. Data Mentoring Use of Disc. Data Mentoring Mo Report PD/PLC's Mo Report PD/PLC's SCOC: SCOC: Data input timely 1. Data informs all discipline Data input timely 1. Data informs all discipline meetings meetings **Formal Report** 2. Hot spots, trends, are ident **Formal Report** 2. Hot spots, trends, are ident 3. Discipline systems, policies, Discipline systems, policies procedures are in place procedures are in place 4. Mo. discipline reports are 4. Mo. discipline reports are communicated to fac/staff communicated to fac/staff Periodic review of discipline Periodic review of discipline systems, policies, procedure systems, policies, procedure 2. Level 2 Priorities 2. Level 2 Priorities B. Outcomes: AS Н Μ Αll White AA NA AS

C. Actions: First Semester

Student Incid

Aggression

Suspensions

1. By the end of semester 1, Gale will train all faculty and staff involved in direct student instruction in restorative circles and conferences.

2. By the end of semester 1. Gale will review and revise the PBIS matrix and Discipline Flow Chart. Gale will seek input from teachers, staff, students, parents and the community. Second Semester:

1. By the end of Semester 2, Gale will reduce level 1 and 2 infractions by 10%.

Student Incid

Aggression

Suspensions

46

26

42

First Semester: Discipline incidents will be reduced by 25% as compared to first semester of 2019-2020 school year. No level 3 or 4 violations. No exclusionary discipline

What do we want to accomplish? By the end of 1st semester of the 2020-2021 school year, there will be a 25% reduction

in disciplinary referrals as compared to first semester of the 2019-2020 school year.

17

16

6

3

6

Who is involved?

Leadership team-10 members (Teachers, Office Manager, CSP, Principal, Assistant Principal, Counselor, Teaching Staff How will we accomplish targeted goal? Immediate Parent contact, Parent teacher conference, Interventional monitoring, Counseling sessions by the counselor, Pull out/Individual behavior meetings with students, Zoom monitoring for behavior issues, MTSS referral process, PBIS by ZOOM, Home visits

Why is this goal important? No interruptions to the learning environment, Focused Learning, No absenteeism due to behavior, Equity of referrals

When? From Beginning of school until Pandemic school ends 2021

15

10

12

Second Semester:

With the anticipated transition of students to on-campus learning teachers students and staff will Reduce the number of referrals for level 1 and 2 violations/referrals to less than 20 for the semester.

 $\textbf{What do we want to accomplish?} \ \text{Reduce the number of referrals for level 1} \ \text{and 2} \ \text{violations/referrals to less than 20} \ \text{for level 1} \ \text{for level 1} \ \text{for level 1} \ \text{for level 1} \ \text{for level 2} \ \text{for level 2} \ \text{for level 3} \ \text{for level 3} \ \text{for level 4} \ \text{for level 3} \ \text{for level 4} \ \text{f$ the semester, No level 3 or 4 violations, No exclusionary discipline

Who is involved? Leadership team-10 members (Teachers, Office Manager, CSP, Principal, Assistant Principal, Counselor, Support Staff

How will we accomplish targeted goal? Parent contact, Parent teacher conference, Interventional monitoring, Counseling sessions by the counselor, Pull out/Individual behavior meetings with students, Zoom monitoring for behavior

issues, MTSS Referral process, PBIS by ZOOM Home visits

Why is this goal important? No interruptions to the learning environment

Focused Learning

No absenteeism due to hehavior

Equity of referrals

When?

Completed Goal Results:

A. Implementation: summarize where the school was re level 1 and level 2 priorities (and by the RP, PBIS, Code components) in SY2020-1. Level 1 Priorities Disc. Team Disc. Flow Chart PBIS Matrix SCOC Training Staff Referral Process **RP Training RP Revisited** PIC Room

Mo Reports timely Use of Disc. Data Mo Report Data input timely **Formal Report**

Henr	y Elem	entary	School	SAP
	L	evel 2 Prior	ities	
_		PBIS:		
	1. Mentori	ng/Social S	kills Grps	
9	Staff, Pare	nts, Studen	ts,	n
1	2.Commur	ity embrac	e PBIS	у
3	3. Stakeho	lders are co	mmunic-	
ā	ated with r	nonthly		n
4	4. PBIS imp	lemented	w/fidelity	n
F	Restorative	e Practices:		
[:	1. Stakeho	lder have a	shared	
1	vision for a	restorative	e school	у
1	2. Staff und	derstands t	he	
ī	paradigm s	hift from p	unitive	
ī	to restorat	ive		у
3	3. Time is given to implement			
	a restorative classroom			У
4	4. Support	structures	are in	
1	place to im	plement R	estora-	
[ative Prac.	w/ fidelity		
		Coaching		n
Γ		Mentoring		n
Ī		PD/PLC's		у
9	SCOC:			
	1. Data info	orms all dis	cipline	
-	meetings			У
[2. Hot spot	s, trends, a	re ident	У
3	3. Discipline systems, policies,			
	procedures are in place			У
4	4. Mo. disc	ipline repo	rts are	
(communic	ated to fac/	staff	у
	5. Periodic	review of o	discipline	
9	systems, p	olicies, pro	cedures	у

A. Implementation: summarize where the school was re level 1 and level 2 priorities (and by the RP, PBIS, Code components) in SY2020-1. Level 1 Priorities

Disc. Team	у
Disc. Flow Chart	у
PBIS Team	у
PBIS Matrix	у
SCOC Training	
Staff	у
Students	у
Referral Process	n
RP Training	у
RP Revisited	n
PIC Room	у
Mo Reports timely	n
Use of Disc. Data	
Mo Report	n
PD	n
Data input timely	n
Disc. Rating 1-5	1

2. Level 2 Priorities

agee M	iddle Sc	hool	SAP
L	evel 2 Prior	ities	
	PBIS:		
	ing/Social S		
Staff, Pare	nts, Studen	ts,	n
2.Commu	nity embrac	e PBIS	n
Stakeho	lders are co	mmunic-	
ated with	monthly		n
4. PBIS im	plemented	w/fidelity	n
Restorativ	e Practices:		
1. Stakeho	lder have a	shared	
	a restorative		n
2. Staff un	derstands t	he	
	shift from p	unitive	
to restorat	ive		n
3. Time is	given to imp	olement	
a restorative classroom			n
	structures		
place to in	nplement Re	estora-	
ative Prac.	w/ fidelity		
	Coaching		n
	Mentoring		n
	PD/PLC's		у
SCOC:			
1. Data inf	orms all dis	cipline	
meetings			n
2. Hot spots, trends, are ident			n
Discipline systems, policies,			
procedure	s are in plac	e	n
	cipline repo		
communic	ated to fac	staff	n
Periodic	review of o	discipline	
systems, p	olicies, pro	cedures	n

2. Level 2 Priorities							
All	White	AA	н	NA	AS	М	
20	9	4	6			1	
15	6	3	5			1	
4	3		1				
10	3	3	4			1	
	All 20 15 4	All White 20 9 15 6 4 3	All White AA 20 9 4 15 6 3 4 3	All White AA H 20 9 4 6 15 6 3 5 4 3 1	All White AA H NA 20 9 4 6 15 6 3 5 4 3 1	All White AA H NA AS 20 9 4 6 15 6 3 5 4 3 1	

B. Outcomes:									
	All	White	AA	н	NA	AS	M		
Student Incid	98	25	23	39	2	1	8		
Aggression	62	16	15	24	1	1	5		
ISI	44	10	10	21			3		
Suspensions	65	17	17	24	1	1	5		
Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY									

C. Actions: First Semester:

By the end of the first semester, at least 70% of Henry students, will demonstrate proficiency on a counseling survey to

recognize the emotions of anxiety and loneliness, as related to online learning during pandemic education.

What do we want to accomplish? We want at least 70% of students to be able to recognize the emotions of anxiety and

Who is involved? School Counselor, teachers, students

How will we accomplish targeted goal? Our School Counselor will conduct weekly lessons with students via Zoom and check in with students.

Why is this goal important? We are noticing that students are struggling with the effects of school being shut down due to the pandemic. It is important that students can recognize what they are feeling and use healthy strategies to reduce these emotions.

When? Students will learn to recognize these emotions by the end of the first semester.

By the end of the second semester, at least 70% of Henry students, will demonstrate proficiency on a counseling survey to recognize the emotions of anxiety and loneliness and now develop strategies to deal with these unfamiliar

emotions, as related to online / hybrid learning during pandemic education.

What do we want to accomplish? We want at least 70% of students to be able to recognize the emotions of anxiety and

loneliness, and now develop healthy strategies to deal with these unfamiliar emotions. Who is involved? School **Counselor**, **teachers**, **students**

How will we accomplish targeted goal? Our School Counselor will conduct weekly lessons with students via Zoom and check in with students.

Why is this goal important? We are noticing that students are struggling with the effects of school being shut dow due to the pandemic. It is important that students can recognize what they are feeling and use healthy strategies to

When? Students will learn to recognize these emotions by the end of the second semester and apply healthy strategies to deal with these unfamiliar emotions.

Completed Goal Results:

C. Actions: First Semester:

1. By the end of december, 2020, all teachers and instructional staff will be trained in restorative circles and restorative conferencing.

1. By the end of SY 20-21 Magee will reduce the number of suspensions by 10%.

SAP **Marshall Elementary School** SAP Sabino High School Level 2 Prioritie Level 2 Priorities A. Implementation: A. Implementation: PBIS: PBIS: summarize where the school summarize where the school 1. Mentoring/Social Skills Grps 1. Mentoring/Social Skills Grps was re level 1 and level 2 was re level 1 and level 2 priorities (and by the RP, PBIS, priorities (and by the RP, PBIS, Staff, Parents, Students, Staff, Parents, Students, Code components) in SY2020-Code components) in SY2020-2.Community embrace PBIS 2.Community embrace PBIS 3. Stakeholders are communic 21 3. Stakeholders are communic 1. Level 1 Priorities 1. Level 1 Priorities ated with monthly ated with monthly 4. PBIS implemented w/fidelity 4. PBIS implemented w/fidelity Disc. Team Disc. Team Restorative Practices: Restorative Practices: Disc. Flow Chart 1. Stakeholder have a shared Disc. Flow Chart 1. Stakeholder have a shared vision for a restorative school vision for a restorative school BIS Matrix 2. Staff understands the PBIS Matrix 2. Staff understands the SCOC Training paradigm shift from punitive SCOC Training paradigm shift from punitive Staff to restorative Staff to restorative 3. Time is given to implement 3. Time is given to implement Referral Process a restorative classroom Referral Process a restorative classroom **RP Training** Support structures are in RP Training Support structures are in **RP Revisited** RP Revisited place to implement Restoraplace to implement Restora-PIC Room ative Prac. w/ fidelity PIC Room ative Prac. w/ fidelity Coaching Mo Reports timely Mo Reports timely Coaching Use of Disc. Data Mentoring Use of Disc. Data Mentoring Mo Report PD/PLC's Mo Report PD/PLC's SCOC: SCOC: Data input timely 1. Data informs all discipline Data input timely 1. Data informs all discipline meetings meetings **Formal Report** 2. Hot spots, trends, are ident **Formal Report** 2. Hot spots, trends, are ident 3. Discipline systems, policies, Discipline systems, policies procedures are in place procedures are in place 4. Mo. discipline reports are 4. Mo. discipline reports are communicated to fac/staff communicated to fac/staff Periodic review of discipline Periodic review of discipline systems, policies, procedure systems, policies, procedure 2. Level 2 Priorities 2. Level 2 Priorities

Suspensions

B. Outcomes

Student Incid

Aggression

8

C. Actions: First Semester

Marshall would like to decrease the amount of classroom referrals to less than 10 a month by implementing Love and Logic by teachers and staff.

Teachers and adults should use a common language and work towards modeling common reaction to our students and their behaviors. Teachers are trained in L & L techniques.

Parents are also offered trainings and techniques for their kids Second Semester:

White

Marshall would like to decrease the amount of classroom referrals to less than 5 a month by implementing Love and Logic by teachers and staff.

What do we want to accomplish? Who is involved?

How will we accomplish targeted goal?

Why is this goal important?
When? Teachers and adults should use a common language and work towards modeling common reaction to our students and their behaviors. Teachers are trained in L & L techniques.

Parents are also offered trainings and techniques for their kids

C. Actions:

B. Outcomes:

Student Incid

Aggression

Suspensions

AS

1

First Semester:

When students are back on campus, reduce the number of students who are using vape devices by 15%. What do we want to accomplish? Reduced Vape usage

16

44

11

15

19

13

3

Who is involved? All students, faculty, and staff.

How will we accomplish targeted goal? Educate students on the harmful affects of vaping

Why is this goal important? Reduce suspension and improve quality of health When? When kids are back on campus

Completed Goal Results: N/A

134

53

Second Semester:

Reduce the number of negative social media interactions that results in student conflict by 10%.

What do we want to accomplish? Reduction in student conflict

58

21

Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY

Who is involved? All students, parents, faculty and staff.

How will we accomplish targeted goal? Educate students on the appropriate use of social media.

Why is this goal important? Reduce the number of suspensions due to student conflict that was initiated over social

When? January of 2021

Completed Goal Results: N/A

A. Implementation:

summarize where the school was re level 1 and level 2 priorities (and by the RP, PBIS, Code components) in SY2020-

1. Level 1 Priorities

Disc. Team	у
Disc. Flow Chart	у
PBIS Team	у
PBIS Matrix	у
SCOC Training	
Staff	у
Students	у
Referral Process	у
RP Training	у
RP Revisited	у
PIC Room	у
Mo Reports timely	у
Use of Disc. Data	
Mo Report	у
PD	у
Data input timely	у
Disc. Rating 1-5	3
Formal Report	

Sahuaro	High Scl	nool	SA	P	
L	evel 2 Prior	ities			
	PBIS:				
1. Mentori	ing/Social SI	kills Grps			
Staff, Pare	nts, Studen	ts,		n	
2.Commu	nity embrac	e PBIS		n	
3. Stakeho	3. Stakeholders are communic-				
ated with	monthly			n	
4. PBIS im	plemented v	w/fidelity		n	
Restorativ	e Practices:				
1. Stakeho	lder have a	shared			
vision for a	restorative	school		n	
2. Staff un	derstands tl	ne			
paradigm	shift from p	unitive			
to restorat	tive			n	
3. Time is	given to imp	lement			
a restorati	a restorative classroom				
Support	structures	are in			
place to in	nplement Re	estora-			
ative Prac.	w/ fidelity				
	Coaching			n	
	Mentoring			n	
	PD/PLC's		ŀ	у	
SCOC:					
1. Data inf	orms all dis	cipline			
meetings			,	у	
2. Hot spo	2. Hot spots, trends, are ident			у	
Discipling	3. Discipline systems, policies,				
procedure	procedures are in place			у	
4. Mo. disc	cipline repo	rts are			
communic	ated to fac/	staff			
5. Periodio	review of o	liscipline			
systems, p	olicies, prod	cedures		у	

A. Implementation: summarize where the school was re level 1 and level 2

priorities (and by the RP, PBIS, Code components) in SY2020-21

1. Level 1 Priorities

Disc. Team	у
Disc. Flow Chart	у
PBIS Team	у
PBIS Matrix	у
SCOC Training	
Staff	у
Students	у
Referral Process	у
RP Training	у
RP Revisited	у
PIC Room	у
Mo Reports timely	n
Use of Disc. Data	
Mo Report	у
PD	у
Data input timely	у
Disc. Rating 1-5	2
Formal Report	

nta Rit	a High Scl	nool	SAP
	Level 2 Priorit	ies	
	PBIS:		
	ring/Social Ski		
Staff, Par	ents, Students	,	n
2.Commu	unity embrace	PBIS	n
3. Stakeh	olders are con	nmunic-	
ated with	monthly		n
4. PBIS in	nplemented w	/fidelity	n
Restorati	ve Practices:		
1. Stakeh	older have a s	hared	
	a restorative		n
2. Staff u	nderstands the	2	
paradigm	shift from pu	nitive	
to restora	ative		n
3. Time is given to implement			
a restorative classroom			у
	rt structures a		
place to i	mplement Res	tora-	
ative Pra	c. w/ fidelity		
	Coaching		n
	Mentoring		n
	PD/PLC's		у
SCOC:			
1. Data in	forms all disci	pline	
meetings			у
2. Hot sp	ots, trends, are	ident	у
Discipl	ine systems, p	olicies,	
	es are in place		n
4. Mo. di:	scipline report	s are	
	icated to fac/s		
Period	ic review of di	scipline	

2. Level 2 Priorities

B. Outcomes:							
	All	White	AA	Н	NA	AS	М
Student Incid	113	32	28	47	1	2	3
Aggression	73	18	21	30	1	1	2
ISI	8	2	2	4			
Suspensions	109	30	28	45	1	2	3

2. Level 2 Priorities

	All	White	AA	Н	NA	AS	M
Student Incid	90	19	20	43		2	6
Aggression	45	9	11	18		1	6
ISI	31	4	12	12			3
Suspensions	77	15	17	40		1	4

systems, policies, procedures

Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY

C. Actions: First Semester:

1. By the end of December, 2020, all instructional staff will be trained in restorative circles and restorative conferences. Second Semester:

By the end of SY 20-21 Sahuaro suspensions will be reduced by 10%.

C. Actions: Santa Rita

First Semester:

By the end of Fall Semester 2020, overall exclusionary discipline rates will decrease by 1.5% to the rate of 3.23% to bring SRHS at or below the last documented 3.38% rate of TUSD as measured by the TUSD Discipline Dashboard.

What do we want to accomplish? A decrease in overall (and specifically our African American population) in exclusionary Who is involved? Student Support Team; African American Student Success Specialist; Dropout Preventionist

How will we accomplish targeted goal? Weekly Discipline Data Analysis during SLT; Student Support Team targeted focus

Why is this goal important? Significant academic losses are consistent with high rates of exclusionary discipline practices. When? Ongoing (End of Fall Semester 2020)

By the end of Spring Semester 2021, overall exclusionary discipline rates at SRHS will decrease to 2.5% as measured by the TUSD Discipline Dashboard

What do we want to accomplish? An overall (and specific subgroup population—African American) decrease in

Who is involved? Student Support Team; African American Student Success Specialist; Dropout Preventionist

How will we accomplish targeted goal? Weekly Discipline Data Analysis during SLT; Student Support Team targeted focus

Why is this goal important? Significant academic losses are consistent with high rates of exclusionary discipline practices. When? End of Spring Semester 2021

SAP SAP Secrist Middle School **Soleng-Tom Elementary School** Level 2 Priorities Level 2 Priorities A. Implementation: A. Implementation: PBIS: PBIS: summarize where the school summarize where the school 1. Mentoring/Social Skills Grps 1. Mentoring/Social Skills Grps was re level 1 and level 2 was re level 1 and level 2 priorities (and by the RP, PBIS, Staff, Parents, Students, priorities (and by the RP, PBIS, Staff, Parents, Students, Code components) in SY2020-2.Community embrace PBIS Code components) in SY2020-2.Community embrace PBIS 3. Stakeholders are communic 3. Stakeholders are communic 1. Level 1 Priorities ated with monthly 1. Level 1 Priorities ated with monthly 4. PBIS implemented w/fidelity 4. PBIS implemented w/fidelity Disc. Team Disc. Team Restorative Practices: Restorative Practices: Disc. Flow Chart 1. Stakeholder have a shared Disc. Flow Chart 1. Stakeholder have a shared vision for a restorative school vision for a restorative school PBIS Matrix 2. Staff understands the PBIS Matrix 2. Staff understands the SCOC Training paradigm shift from punitive SCOC Training paradigm shift from punitive Staff to restorative Staff to restorative 3. Time is given to implement 3. Time is given to implement Referral Process a restorative classroom Referral Process a restorative classroom **RP Training** Support structures are in **RP Training** Support structures are in **RP Revisited** RP Revisited place to implement Restoraplace to implement Restora-PIC Room ative Prac. w/ fidelity PIC Room ative Prac. w/ fidelity Mo Reports timely Coaching Mo Reports timely Coaching Use of Disc. Data Mentoring Use of Disc. Data Mentoring Mo Report PD/PLC's Mo Report PD/PLC's SCOC: SCOC: Data input timely 1. Data informs all discipline Data input timely 1. Data informs all discipline meetings meetings **Formal Report** 2. Hot spots, trends, are ident **Formal Report** 2. Hot spots, trends, are ident 3. Discipline systems, policies, Discipline systems, policies procedures are in place procedures are in place 4. Mo. discipline reports are Mo. discipline reports are communicated to fac/staff communicated to fac/staff Periodic review of discipline Periodic review of discipline systems, policies, procedure systems, policies, procedure 2. Level 2 Priorities 2. Level 2 Priorities B. Outcomes: B. Outcomes: White White NA AA NA AS Μ 45 Student Incid 22 Student Incid 92 19 Aggression 61 11 17 31 Aggression 0 31 21 Suspensions 73 16 17 Suspensions 0 Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY C. Actions: C. Actions: First Semester: First Semester: By the end of the 1st semester, Soleng Tom PBIS team, teachers and monitors will reduce the number of playground minor 1. By the end of December 2020, Secrist will review and revise the PBIS matrix and the Discipline Flow chart. Secrist will seek input from faculty. staff, students, parents, and the community. aggression act referrals to no more than 5 per month by modeling appropriate PBIS playground behavior expectations and Second Semester: By the end of SY 20-21, Secrist will reduce all aggression incidents by 5%. What do we want to accomplish? Decrease minor aggression. Who is involved? PBIS team, monitors and teachers How will we accomplish targeted goal?

Model PBIS expectations for playground conduct.

Why is this goal important?

To create a safe and respectful playground for student interaction.

By the end of the 1st semester

Second Semester:

By the end of the 2nd semester, Soleng Tom PBIS team and bus monitor/driver will reduce the number of bus conduct referrals to less than 3 per semester by modeling appropriate PBIS bus behavior expectations and strategies.

What do we want to accomplish?

Decrease bus conduct referrals

Who is involved?

PBIS team, bus driver and bus monitor if one is present.

How will we accomplish targeted goal?

Model PBIS bus behavior expectations and strategies Why is this goal important?

To create a safe and respectful bus experience for students and adults.

		Stee	ele Elem	entary :	School	SAP
A. Implementation			L	evel 2 Prior	ities	
summarize where th				PBIS:		
was re level 1 and le			1. Mentoring/Social Skills Grps			
priorities (and by the			Staff, Parents, Students,			n
Code components) i			2.Commun	ity embraci	e PBIS	n
21				lders are co		
 Level 1 Price 	orities		ated with r	nonthly		n
			4. PBIS implemented w/fidelity		n	
Disc. Team	у		Restorative	e Practices:		
Disc. Flow Chart	y		1. Stakeho	lder have a	shared	
PBIS Team	у		vision for a	restorative	school	n
PBIS Matrix	у		2. Staff und	derstands th	ne	
SCOC Training			paradigm s	hift from p	unitive	
Staff	у		to restorat	ive		n
Students	у		3. Time is g	given to imp	lement	
Referral Process	у		a restorativ	ve classroor	n	у
RP Training	у		4. Support	structures a	are in	
RP Revisited	у		place to im	plement Re	estora-	
PIC Room	n		ative Prac.	w/ fidelity		
Mo Reports timely	у			Coaching		n
Use of Disc. Data				Mentoring		n
Mo Report	у			PD/PLC's		у
PD	у		SCOC:			
Data input timely	у		1. Data info	orms all disc	cipline	
Disc. Rating 1-5	3		meetings			у
Formal Report			2. Hot spot	s, trends, a	re ident	у
			3. Disciplin	e systems,	policies,	
			procedures	s are in plac	e	у
			4. Mo. disc	ipline repo	rts are	
			communic	ated to fac/	staff	
			5. Periodic	review of d	liscipline	
			systems, p	olicies, proc	edures	у

2. Level 2 Priorities

	All	White	AA	н	NA
Student Incid	10	4	3	3	
Aggression	9	4	3	2	
ISI	6	2	3	1	
Suspensions	8	4	3	1	

C. Actions:
Semester 1:

1. By the end of Semester 1, Steele will review and revise the PBIS matrix and Discipline Flow Chart. Steele will seek input from teachers, staff, students, parents, and the community.

Semester 2:

By the end of the 20-21 SY, Steele will reduce all student discipline incidents by 10%.

Borton Magnet Elementary School SAP Carrillo Magnet K-8 School SAP Level 2 Priorities Level 2 Priorities A. Implementation: A. Implementation: PBIS: PBIS: summarize where the school summarize where the school was re level 1 and level 2 was re level 1 and level 2 priorities (and by the RP, PBIS, 1. Mentoring/Social Skills Grps 1. Mentoring/Social Skills Grps Staff, Parents, Students Staff, Parents, Students priorities (and by the RP. Code components) in SY2020-2.Community embrace PBIS 2.Community embrace PBIS PBIS, Code components) in 21 3. Stakeholders are communic SY2020-21 Stakeholders are communic 1. Level 1 Priorities ated with monthly 1. Level 1 Priorities ated with monthly 4. PBIS implemented w/fid 4. PBIS implemented w/fid Disc. Team Restorative Practices: Disc. Team Restorative Practices: Disc. Flow Chart Disc. Flow Chart 1. Stakeholder have a shared 1. Stakeholder have a shared vision for a restorative school vision for a restorative school BIS Team BIS Team **PBIS Matrix** 2. Staff understands the **PBIS Matrix** 2. Staff understands the SCOC Training paradigm shift from punitive SCOC Training paradigm shift from punitive to restorative Staff Staff to restorative 3. Time is given to implement Students Students 3. Time is given to implement Referral Process Referral Process a restorative classroom a restorative classroom RP Training Support structures are in RP Training 4. Support structures are in **RP Revisited** place to implement Restora-**RP Revisited** place to implement Restora PIC Room ative Prac. w/ fidelity PIC Room ative Prac. w/ fidelity ∕lo Reports timely Coaching Mo Reports timely Coaching Use of Disc. Data Use of Disc. Data Mentoring Mentoring Mo Report PD/PLC's Mo Report PD/PLC's SCOC: SCOC: Data input timely 1. Data informs all discipline Data input timely 1. Data inf orms all discipline meetings Disc. Rating 1-5 neetings Disc. Rating 1-5 Formal Report . Hot spots, trends, are ident 2. Hot spots, trends, are ident Formal Report Discipline systems, policies 3. Discipline systems, policies procedures are in place procedures are in place . Mo. discipline reports are I. Mo. discipline reports are ommunicated to fac/staff communicated to fac/staff 5. Periodic review of discipline 5. Periodic review of discipline 2. Level 2 Priorities 2. Level 2 Priorities B. Outcomes: B. Outcomes:

All White AA NA AS М 10 Aggression ISI 16 2 10 2 Suspensions 16 10

	All	White	AA	н	NA	AS	М
Student Incid	2		1	1			
Aggression	2		1	1			
ISI	0						
Suspensions	2		1	1			

C. Actions

First Semester:

Decrease student conflict referrals during unstructured time (morning recess and lunch time recess) by 10%.

What do we want to accomplish? Students to be able to solve conflicts primarily during unstructured time during the school day

Teachers, monitors, counselor, principal, MTSS facilitator, students, teaching assistants

How will we accomplish targeted goal?

Refresher PD for all staff in restorative practice and conscious discipline. Students will learn strategies through

classroom lessons and small group lessons with the counselor and MTSS facilitator.

Why is this goal important?

It's important for students to be able to resolve conflict when they are in unstructured time such as recess with less adult supervision. It is also a necessary life skill. All adults will have training to help students use restorative practices.

These lessons will be during PD/PLC, and can be administered during small group, whole group and one on one for repeated practice. This is an ongoing training and practice.

Second Semester:

Decrease student conflict referrals during unstructured time (morning recess and lunch time recess) by 10%.

What do we want to accomplish?

Students to be able to solve conflicts primarily during unstructured time during the school day. Who is involved?

Teachers, monitors, counselor, principal, MTSS facilitator, students, teaching assistants

How will we accomplish targeted goal?
Refresher PD for all staff in restorative practice and conscious discipline. Students will learn strategies through classroom lessons and small group lessons with the counselor and MTSS facilitator.

Why is this goal important?

It's important for students to be able to resolve conflict when they are in unstructured time such as recess with less adult supervision. It is also a necessary life skill. All adults will have training to help students use restorative practices.

When? These lessons will be during PD/PLC, and can be administered during small group, whole group and one on one for repeated practice. This is an ongoing training and practice

C. Actions

Goal 1: Improve our school attendance by 10% by Dec. 18. 2020

Goal 2: Through PBIS (Climate/Culture), we will look to improve family engagement morale by having an average of 100/300 of our families participate in our Family engagement events by Dec. 18, 2020.

What do we want to accomplish? Improve our overall school attendance.

Who is involved? Principal, teachers, and Leadership Team.

How will we accomplish targeted goal? Make daily phone calls home, have consistent incentive programs (perfect attendance celebrations, etc), and continue to analyze attendance data.

Why is this goal important? When our students are not in school they are not able to learn.

When? Oct. 19-Dec. 18 2020

Completed Goal Results:

What do we want to accomplish? Improve morale at Carrillo.

Who is involved? Principal, PBIS Team, Leadership Team, PTO, and Family Engagement Team.

How will we accomplish targeted goal? Meet with teams to create family engagement opportunities for our families. Why is this goal important? When our families are involved in school events and morale is up, students perform better academically and socially.

When? Oct. 19-Dec. 18 2020

Second Semester:

<u>Goal 1</u>: Improve our school attendance by 10% by May 28, 2021.

Goal 2: Through PBIS (Climate/Culture), we will look to improve family engagement morale by having an average of 100/300 of our families participate in our Family engagement events by May 28, 2021.

What do we want to accomplish? Improve our overall school attendance.

Who is involved? Principal, teachers, and Leadership Team.

How will we accomplish targeted goal? Make daily phone calls home, have consistent incentive programs (perfect attendance celebrations, etc), and continue to analyze data.

Why is this goal important? When our students are not in school they are not able to learn.

When? Jan. 4-May 28 2021

Completed Goal Results:

Who is involved? Principal, PBIS Team, Leadership Team, PTO, and Family Engagement Team.

How will we accomplish targeted goal? Meet with teams to create family engagement opportunities for our families Why is this goal important? When our families are involved in school events and morale is up, students perform better academically and socially. When? Jan. 4-May 28 2021

C.E. Rose K-8 School SAP Davis Magnet Elementary SAP Level 2 Priorities Level 2 Priorities A. Implementation: A. Implementation: PBIS: PBIS: marize where the school summarize where the school 1. Mentoring/Social Skills Grps 1. Mentoring/Social Skills Grps was re level 1 and level 2 was re level 1 and level 2 Staff, Parents, Students Staff, Parents, Students priorities (and by the RP, PBIS. priorities (and by the RP, PBIS, 2.Community embrace PBIS 2.Community embrace PBIS Code components) in SY2020-Code components) in SY2020-3. Stakeholders are communic Stakeholders are communic 1. Level 1 Priorities ated with monthly ated with monthly 1. Level 1 Priorities 4. PBIS implemented w/fid 4. PBIS implemented w/fid Disc. Team Restorative Practices: Disc. Team Restorative Practices: Disc. Flow Chart Disc. Flow Chart 1. Stakeholder have a shared 1. Stakeholder have a shared BIS Team vision for a restorative school BIS Team vision for a restorative school **PBIS Matrix** 2. Staff understands the **PBIS Matrix** 2. Staff understands the SCOC Training paradigm shift from punitive SCOC Training paradigm shift from punitive to restorative Staff Staff to restorative Students 3. Time is given to implement Students 3. Time is given to implement Referral Process Referral Process a restorative classroom a restorative classroom RP Training Support structures are in RP Training 4. Support structures are in **RP Revisited** place to implement Restora-**RP Revisited** place to implement Restora PIC Room ative Prac. w/ fidelity PIC Room ative Prac. w/ fidelity ∕lo Reports timely Coaching Mo Reports timely Coaching Mentoring Mentoring Use of Disc. Data Use of Disc. Data Mo Report PD/PLC's Mo Report PD/PLC's SCOC: SCOC: Data input timely 1. Data informs all discipline Data input timely 1. Data inf orms all discipline meetings Disc. Rating 1-5 neetings Disc. Rating 1-5 Formal Report . Hot spots, trends, are ident 2. Hot spots, trends, are ident **Formal Report** Discipline systems, policies 3. Discipline systems, policies procedures are in place procedures are in place . Mo. discipline reports are 4. Mo. discipline reports are ommunicated to fac/staff communicated to fac/staff 5. Periodic review of discipline Periodic review of discipline

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	Н	NA	AS	M
Student Incid	39	1	1	36	1		
Aggression	18	1		16	1		
ISI	18	1	1	15	1		
Suspensions	23			22	1		

2. Level 2 Priorities

В.

	All	White	AA	н	NA	AS	М
Student Incid	5		2	2			1
Aggression	0						
ISI	5		2	2			1
Suspensions	1		1				

C. Actions:

First Semester:

The desired outcome is a 10% reduction from the 2019-2020 school year in discipline referrals and student suspensions, a decline in tardy rates, decrease in student bullying behaviors, and an increase in student attendance and schoo connectedness. What do we want to accomplish?

Personal Effectiveness and encourage all students to be leaders and do what's right even when no one is watching.

Who is involved? PBIS/Leader In Me Team and our Leadership Team

How will we accomplish targeted goal?

Personal Effectiveness: Student Behavior

-Incentives: student interaction

- -20/20 calendar
- -PBIS/Leader In Me
- -Walk teachers through the website and show them how to access resources.
- -Student Johs: -Kindness Catcher
- -Teacher Assistant
- -Tech Assistant
- -Eagle Eve's/Eagle Nester

Why is this goal important? We can build upon our students' strengths and skills, so that our students can make a positive impact on the greater community.

When? On-going

The desired outcome is a 10% reduction from the 2019-2020 school year in discipline referrals and student suspensions, a decline in tardy rates, decrease in student bullying behaviors, and an increase in student attendance and school connectedness. What do we want to accomplish?

Personal Effectiveness and encourage all students to be leaders and do what's right even when no one is watching.

PBIS/Leader In Me Team and our Leadership Team

How will we accomplish targeted goal? Personal Effectiveness:

Student Behavior

- -Incentives: student interaction
- -PBIS/Leader In Me
- -Walk teachers through the website and show them how to access resources.

-Student Jobs:

- -Kindness Catche
- -Teacher Assistant -Tech Assistant
- -Eagle Eve's/Eagle Nester

Why is this goal important?

We can build upon our students' strengths and skills, so that our students can make a positive impact on the greater

When? On-going

C. Actions

During weekly classroom zoom meetings teacher will facilitate Restorative circles to address or reinforce behavior to build class community and trust and confidence to resolve issues.

What do we want to accomplish?

Build community, trust and confidence Who is involved?

Teacher and students How will we accomplish targeted goal? Restoratvie circles Why is this goal important? Students can experience autonomy in their class When?

Part of weekly lesson plan and verified in drop in zom visits by admin Completed Goal Results: More effective and consistent use of instructional time while reducing referrals to admin

Second Semester:

Stills will use "Puente de Paz" to physically

resolve a problems while on the playground by

moving through the guiding Qs in problem

resolution. (See attachment) Students will using it to solve problems step by step. It is drawn on sidewalk in various parts of the campus When

conflct arises, student use "Puente de Paz" steps

which are components of our PBIS.

Monitor will identify students using the Puente

de Paz and report it to admin. Students will be recognized at Monday assembly and end of day

What do we want to accomplish? Ownership of problem solving

Students in conflict

How will we accomplish targeted goal? Puente de Paz zones which are reviewed as part of our PBIS rotating stations Why is this goal important?

It allows for students to own the process in conflict resolution

When?

Weekly report by monitor to admin Completed Goal Results:

Students will be empowered to resolve own issues and thus reducing referrals.

Drachman Magnet K-8 School School SAP SAP **Grijalva Elementary School** Level 2 Priorities Level 2 Priorities A. Implementation: A. Implementation: PBIS: PBIS: summarize where the school was re level 1 and level 2 nmarize where the school 1. Mentoring/Social Skills Grps 1. Mentoring/Social Skills Grps was re level 1 and level 2 Staff, Parents, Students Staff, Parents, Students, priorities (and by the RP, PBIS, priorities (and by the RP, PBIS, 2.Community embrace PBIS 2.Community embrace PBIS Code components) in SY2020-Code components) in SY2020-3. Stakeholders are communic 21 Stakeholders are communic ated with monthly 1. Level 1 Priorities ated with monthly 1. Level 1 Priorities 4. PBIS implemented w/fig 4. PBIS implemented w/fid Disc. Team Restorative Practices: Disc. Team Restorative Practices: Disc. Flow Chart Disc. Flow Chart 1. Stakeholder have a shared 1. Stakeholder have a shared vision for a restorative school vision for a restorative school BIS Team BIS Team **PBIS Matrix** 2. Staff understands the **PBIS Matrix** 2. Staff understands the SCOC Training paradigm shift from punitive SCOC Training paradigm shift from punitive to restorative Staff Staff to restorative 3. Time is given to implement Students Students 3. Time is given to implement Referral Process Referral Process a restorative classroom a restorative classroom RP Training Support structures are in RP Training 4. Support structures are in **RP Revisited** place to implement Restora-**RP Revisited** place to implement Restora PIC Room ative Prac. w/ fidelity PIC Room ative Prac. w/ fidelity ∕lo Reports timely Coaching Mo Reports timely Coaching Use of Disc. Data Use of Disc. Data Mentoring Mentoring Mo Report PD/PLC's Mo Report PD/PLC's SCOC: SCOC: Data input timely 1. Data informs all discipline Data input timely 1. Data inf orms all discipline meetings Disc. Rating 1-5 neetings Disc. Rating 1-5 Formal Report . Hot spots, trends, are ident 2. Hot spots, trends, are ident Formal Report Discipline systems, policies 3. Discipline systems, policies procedures are in place procedures are in place . Mo. discipline reports are I. Mo. discipline reports are ommunicated to fac/staff communicated to fac/staff

2. Level 2 Priorities

B. Outcomes

	All	White	AA	Н	NA	AS	M
Student Incid	14	1		11	2		
Aggression	9	1		7	1		
ISI	9			8	1		
Suspensions	9	1		7	1		

5. Periodic review of discipline

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	н	NA	AS	М
Student Incid	5	1		4			
Aggression	2	1		1			
ISI	4			4			
Suspensions	1	1					

5. Periodic review of discipline

C. Actions:

First Semester:

1) Drachman's community will reduce the quantity of minor incident behavioral referrals for the fall semester by at least 5% when comparing data from the 2019 and 2020 fall semesters. 2) Drachman's community will reduce the quantity of suspensions (In School and Out of School) for the fall semester by at least 5% when comparing data from the 2019 and 2020 fall semesters.

What do we want to accomplish? See goals
Who is involved? Entire school community and specifically Drachman's staff.

How will we accomplish targeted goal? Implementing our PBIS program

Making positive and proactive contacts for our students most likely to present behavioral concerns Tracking and monitoring discipline data

Providing PD on PBIS and Restorative Practices

Why is this goal important?

This goal is important so that students have continued maximum access to our instructional and extracurricular programs.

When? This will be a daily focus for the semester.

Second Semester:

1) Drachman's community will reduce the quantity of minor incident behavioral referrals for the spring semester by at least 5% when comparing data from the 2019 and 2020 spring semesters. 2) Drachman's community will reduce the quantity of suspensions (In School and Out of School) for the spring semester by at least 5% when comparing data from the 2019 and 2020 spring semesters.

What do we want to accomplish? See goals
Who is involved? Entire school community and specifically Drachman's staff.

How will we accomplish targeted goal? Implementing our PBIS program

Making positive and proactive contacts for our students most likely to present behavioral concerns

Tracking and monitoring discipline data

Providing PD on PBIS and Restorative Practices

Why is this goal important?

This goal is important so that students have continued maximum access to our instructional and extracurricular

When? This will be a daily focus for the semester.

C. Actions

Major discipline referrals will decrease by 20% by December 17, 2020.

What do we want to accomplish?

The number of major incidents that cause major disruptions in classrooms and throughout the school

 ${\bf All\ Grijalva\ Staff-Teachers,\ Counselors,\ Support\ Staff,\ CSP,\ MTSSF,\ Principal}$

How will we accomplish targeted goal?

We will relaunch our PBIS Tier 1 Plan to ensure all students and staff understand our expectations and what the look like in each setting. Teachers will continue to engage in learning about Trauma Informed Practices to support our students who have experienced trauma/stress. Teachers will continue to learn to implement Tier 2 and 3 Behavior Plans as most of our major referrals involve our students who are receiving Tier 2 or 3 plans. Training for support staff (Monitors, Teaching Assistants) will continue to be held weekly throughout the year

Why is this goal important?

When students engage in major unexpected behaviors, they often require time out of their learning setting and at times their unexpected behavior disrupts the learning for other students. The goal will support both the social/emotion needs of our students and the academic learning for all students.

Training for teachers will be ongoing. The teaching of expectations for students is ongoing and will be reinforced or retaught daily.

Second Semester:

Major discipline referrals will decrease by 20% by May 2021

What do we want to accomplish?

The number of major incidents that cause major disruptions in classrooms and throughout the school. Who is involved?

All Grijalva Staff-Teachers, Counselors, Support Staff, Principal

How will we accomplish targeted goal?

We will relaunch our PBIS Tier 1 Plan to ensure all students and staff understand our expectations and what the look like in each setting. Teachers will continue to engage in learning about Trauma Informed Practices to support our students who have experienced trauma/stress. Teachers will continue to learn to implement Tier 2 and 3 Behavior Plans as most of our major referrals involve our students who are receiving Tier 2 or 3 plans. Training for support staff (Monitors, Teaching Assistants) will continue to be held weekly throughout the year.

Why is this goal important?

When students engage in major unexpected behaviors, they often require time out of their learning setting and at times their unexpected behavior disrupts the learning for other students. The goal will support both the social/emotion needs of our students and the academic learning for all students.

Training for teachers will be ongoing. The teaching of expectations for students is ongoing and will be reinforced or retaught daily.

	н	lolladav	Magnet	Flemer	ntary Sch	ool S	SAP					Hollinge	r K-8 Sc	hool 9	SAP		
		- Indudy		evel 2 Priori		1	, u				1		evel 2 Pric		J/ 11		
A. Implementation				PBIS:	1	1		A. Impleme					PBIS:	1			
summarize where th was re level 1 and le				ng/Social Sk	kills Grps		1	summarize w was re level :				1. Mentor	ing/Social	Skills Grps			
priorities (and by the				nts, Student		n	1	priorities (an					nts, Stude		n		
Code components) i				ity embrace		n		PBIS, Code co					nity embra		n		
21			3. Stakehol					SY2020-21		,				communic-			
1. Level 1 Price	orities		ated with n	nonthly		n		1. Lev	el 1 Pri	orities		ated with	monthly		n		
			4. PBIS imp	lemented v	w/fidelity	n						4. PBIS imp	plemented	w/fidelity	n		
Disc. Team	у	1	Restorative	Practices:			1	Disc. Team		у		Restorativ	e Practices	5:			
Disc. Flow Chart	у	1	1. Stakehol	der have a	shared		1	Disc. Flow Ch	art	у		 Stakeho 	lder have	a shared			
PBIS Team	у		vision for a	restorative	e school	у		PBIS Team		у		vision for a	a restorati	ve school	у		
PBIS Matrix	у		2. Staff und	derstands th	he			PBIS Matrix		у		2. Staff un	derstands	the			
SCOC Training			paradigm s	hift from p	unitive			SCOC Training	;			paradigm	shift from	punitive			
Staff	у		to restorati	ive		у		Staff		у		to restorat	tive		у		
Students	у		3. Time is g	iven to imp	olement			Students		у		3. Time is	given to im	plement			
Referral Process	у		a restorativ	e classroor	m	у		Referral Proce	ess	у		a restorati	ive classro	om	у		
RP Training	у		4. Support	structures	are in			RP Training		У		Support	structure	s are in			
RP Revisited	у	1	place to im	plement Re	estora-		1	RP Revisited		у		place to in	nplement F	Restora-			
PIC Room	у		ative Prac.	w/ fidelity				PIC Room		n		ative Prac.	w/fidelity	/			
Mo Reports timely	n			Coaching		n		Mo Reports t	mely	у			Coaching		n		
Use of Disc. Data		J		Mentoring		n		Use of Disc. D	ata		_		Mentorin	g	n	_	
Mo Report	у]		PD/PLC's		у		Mo Report		у			PD/PLC's		у	_	
PD	У]	SCOC:					PD		у		SCOC:				_	
Data input timely	У		1. Data info	rms all dis	cipline			Data input tir	nely	у		1. Data inf	orms all di	iscipline			
Disc. Rating 1-5	3		meetings			у		Disc. Rating 1	-5		3	meetings			у		
Formal Report			2. Hot spot	s, trends, a	re ident	у		Formal Repor				2. Hot spo	ts, trends,	are ident	у		
		-	3. Discipline					•			_		ne systems				
				s are in plac		у							s are in pla		у		
			4. Mo. disci										cipline rep				
			communica	ated to fac/	/staff	у						communic	ated to fa	c/staff			
			5. Periodic	review of d	discipline							5. Periodic	review of	discipline			
			systems, po	licies, proc	cedures	у						systems, p	olicies, pro	ocedures	у		
2. Level 2 Pri	orities							2. Lev	el 2 Pr	iorities							
B. Outcomes:								B. Outcome	es:								
All		White	AA		H	NA	AS M		All		White	AA		H	NA	AS	M
Student Incid 10			4		6			Student Inci			1	1		50	1		2
Aggression 7			3	4	4			Aggression ISI	35 24		1	1		32 24			1
ISI 1 Suspensions 6			1 3	3	2			Suspensions						36	1		
Suspensions			3	-	,										=		
C. Actions:								C. Actions:									
First Semester:								First Semest	er:								
	dav will der	rease the r	number of ou	it of school	l suspensions	hv 15% as	measured by school discipline			eachers no	st and calib	rate their PB	IS behavio	r expectation	ns.		
data from Synergy.	aay w acc	i case tire i	idilibei oi oc	01 3011001	· suspensions	5, 15,0 05	measured by seriour disciplini	What do we						р			
What do we want t	o accompli	sh?						To align and				ns across ar	ade levels	and classroo	m.		
Increased safety an			t.					Who is invo									
Who is involved?								The PBIS Cor	nmitte	e, site adm	inistration,	and classroc	om teacher	s.			
All staff.								How will we									
How will we accom		ted goal?						To facilitate			developmei	nt, and provi	ide job em	bedded coacl	hing.		
Focus on our PBIS s								Why is this							,		
Why is this goal im									elp ens	sure horizor	ital and ver	tical compas	ssionate di	scipline pract	tices, then thi	is level calibratio	n is essential.
Students learn mor	e when the	y are in sch	ool.					When?	f+h- ^	ret co							
When? We will focus on th	ic goal three	ughout th -	school was-					By the end o		ısı semeste	,						
Second Semester:	s goal till O	agnout the	scriool yedf.							2020, 80 ne	ercent of Ho	llinaer K-8 t	eachers wi	II have their	classroom PR	IS expectations p	osted. as
	dav will der	rease the r	number of or	at of school	l suspension l	ov 15% ac n	neasured by school discipline	measured by									,
data from Synergy.		Luse tile I		0. 5011001	. 2000011310111	-, 25/0 03 1		Second Sem					-				
What do we want t		sh?						To reduce di									
Increased safety an			t.					What do we	want	to accompl	ish?						
Who is involved?								To reduce th		ber of discip	oline incider	nts on the Ho	ollinger car	npus.			
All staff.								Who is invo									
How will we accom		ted goal?										mmittee, the	e discipline	team, site a	dministration	and teachers.	
Focus on our PBIS s								How will we					-1-1- 1		h 11 1		
Why is this goal im			1									ıt projession	ui aevelop	ment, and jo	v empedded	coaching related	10
Students learn mor When?	e wnen the	y are in sch	001.					compassion Why is this			כוםי						
When? We will focus on th	is goal thro	ughout the	school year								iscinline inc	idents are m	ninimized :	the climate a	nd culture is	supported in a po	nsitive way
we will locus on th	s goal till Ol	agriout tile	scriool yedf.					SMART Goa		. saje unu u	sapine ill	ischis uit II		c ciiiiute u	cuiture 15	зарропец пп и ре	source way.
										there will b	e a 10 pero	ent reduction	on in discin	line incident	s compared t	to the previous s	chool year, as
								measured by									
								When?									
								By the end o	f Schoo	ol Year 20-2	12						

Lynn-Urquides Elementary School SAP McCorckle K-8 School SAP Level 2 Priorities Level 2 Priorities A. Implementation: A. Implementation: PBIS: PBIS: summarize where the school summarize where the school 1. Mentoring/Social Skills Grps 1. Mentoring/Social Skills Grps was re level 1 and level 2 was re level 1 and level 2 Staff, Parents, Students Staff, Parents, Students, priorities (and by the RP priorities (and by the RP. PBIS, Code components) in PBIS, Code components) in 2.Community embrace PBIS 2.Community embrace PBIS SY2020-21 3. Stakeholders are communic SY2020-21 3. Stakeholders are communic 1. Level 1 Priorities ated with monthly 1. Level 1 Priorities ated with monthly 4. PBIS implemented w/fid 4. PBIS implemented w/fide Disc. Team Restorative Practices: Disc. Team Restorative Practices: Disc. Flow Chart Disc. Flow Chart 1. Stakeholder have a shared 1. Stakeholder have a shared vision for a restorative school vision for a restorative school BIS Team BIS Team **PBIS Matrix** 2. Staff understands the **PBIS Matrix** 2. Staff understands the SCOC Training paradigm shift from punitive SCOC Training paradigm shift from punitive to restorative Staff Staff to restorative Students 3. Time is given to implement Students 3. Time is given to implement Referral Process Referral Process a restorative classroom a restorative classroom RP Training Support structures are in RP Training 4. Support structures are in **RP Revisited** place to implement Restora-**RP Revisited** place to implement Restora PIC Room ative Prac. w/ fidelity PIC Room ative Prac. w/ fidelity ∕lo Reports timely Coaching Mo Reports timely Coaching Use of Disc. Data Use of Disc. Data Mentoring Mentoring Mo Report PD/PLC's Mo Report PD/PLC's SCOC: SCOC: Data input timely 1. Data informs all discipline Data input timely 1. Data inf orms all discipline meetings Disc. Rating 1-5 neetings Disc. Rating 1-5 ormal Report . Hot spots, trends, are ident 2. Hot spots, trends, are ident **Formal Report** 3. Discipline systems, policies Discipline systems, policies procedures are in place procedures are in place . Mo. discipline reports are I. Mo. discipline reports are ommunicated to fac/staff communicated to fac/staff 5. Periodic review of discipline Periodic review of discipline 2. Level 2 Priorities 2. Level 2 Priorities B. Outcomes: B. Outcomes: summarize the outcomes as of SY2019-20 White NA AS White NA AS М Student Incid 28 2 Student Incid 37 Aggression 10 2 Aggression 5 13 17 1 Suspensions Suspensions 25

C. Actions: First Semester

Increase in student participation during remote learning to decrease online student misbehavior. Teachers will increase communication with parents to inform them of the classroom expectations on a daily basis, through Class Dojo, email, or

This will increase students performance. This goal will run from October 19-December 17.

What do we want to accomplish? Increase student participation and decrease online behavior

 $\begin{tabular}{ll} \begin{tabular}{ll} \dot{\begin{tabular}{ll} \begin{tabular}{ll} \dot{\begin{tabular}{ll} \begin{tabular}{ll} \dot{\begin{tabular}{ll} \begin{tabular}{ll} \begin{tabular}{ll} \dot{\begin{tabular}{ll} \begin{tabular}{ll} \begin{tabular}{$

How will we accomplish targeted goal? Continuous monitoring of students and parent communication.

Why is this goal important? It is important so that students receive more learning time. When? During the regular school day, October 19-December 17th

Increase in student attendance during the semester beginning January 4th and ending May 27th. This will increase student achievement and allow students consistent exposure to Lynn PBIS expectations, which will also increase positive

What do we want to accomplish? Increase in student attendance.

Who is involved? Teacher, students, parents, counselor, principal and attendance clerk. How will we accomplish targeted goal? Communication with parents, phone calls home, and home visits.

Why is this goal important? Increase exposure to PBIS expectations and academic expectations.

When? Beginning January 4th and ending May 27th

C. Actions:

First Semester: McCorkle Academy students will continue to adhere to the District Code of Conduct and McCorkle Positive Behavior Expectations through the use of McCorkle Life skills-Effort, Growth Mindset, Agency, Collaboration, Rigor, Leadership, Initiative, Problem Solving, Perseverance and Integrity in to have an 80% adherence to the our school's cultural focus as measured by teacher virtual/in person referrals to the office by the end of second semester.

We want to be able to continue our strong Culture and Climate at McCorkle Academy

Who is involved?

Administration, Teachers, Monitors and staff

How will we accomplish targeted goal?

What do we want to accomplish?

Life Skills are explicitly taught, and a life skill is highlighted each month. All staff and teachers model the life skills. When a particular class or student demonstrates proper use of a life skill and positive behavior expectation, reinforcers are given to classes in the form of a Mustang Notes and Mustang Bucks for individuals. This is done throughout the year. Why is this goal important?

The goal of having 80% or more demonstrating and following school expectations ensures that we can provide rigorous instruction and in a campus that has a strong culture and environment for academic success.

Referrals will be reviewed at the end of the semester and data collected through monthly discipline reports. Second Semester:

McCorkle Academy students will continue to adhere to the District Code of Conduct and McCorkle Positive Behavior Expectations through the use of McCorkle Life skills-Effort, Growth Mindset, Agency, Collaboration, Rigor, Leadership, Initiative, Problem Solving, Perseverance and Integrity in to have an 80% adherence to the our school's cultural focus as measured by teacher virtual/in person referrals to the office by the end of second semester.

What do we want to accomplish?

We want to be able to continue our strong Culture and Climate at McCorkle Academy

Who is involved?

Administration, Teachers, Monitors and staff

How will we accomplish targeted goal?

Life Skills are explicitly taught, and a life skill is highlighted each month. All staff and teachers model the life skills. When a particular class or student demonstrates proper use of a life skill and positive behavior expectation, reinforcers are given to classes in the form of a Mustang Notes and Mustang Bucks for individuals. This is done throughout the year. Why is this goal important?

The goal of having 80% or more demonstrating and following school expectations ensures that we can provide rigorous instruction and in a campus that has a strong culture and environment for academic success. When?

Referrals will be reviewed at the end of the semester and data collected through monthly discipline reports.

A. Implementation: summarize where the school was re level 1 and level 2 priorities (and by the RP. PBIS, Code components) in SY2020-21 1. Level 1 Priorities Disc. Team Disc. Flow Chart BIS Team **PBIS Matrix** SCOC Training Staff Students Referral Process RP Training **RP Revisited** PIC Room ∕lo Reports timely Use of Disc. Data

Mission	ı View E	lement	ary Schoo	I SAP
	L	evel 2 Prio	ities	
		PBIS:		
	1. Mentori	ing/Social S	kills Grps	
	Staff, Pare	nts, Studen	ts,	n
	2.Commur	nity embrac	e PBIS	n
	3. Stakeho			
	ated with	monthly		n
	4. PBIS imp	olemented	w/fidelity	n
	Restorativ	e Practices:		
	1. Stakeho	lder have a	shared	
	vision for a	a restorativ	e school	n
	2. Staff un	derstands t	he	
	paradigm :	shift from p	unitive	
	to restorat	tive		n
	3. Time is g	given to im	olement	
	a restorati	ve classroo	m	у
	4. Support	structures	are in	
	place to in	nplement R	estora-	
	ative Prac.	w/ fidelity		
		Coaching		n
		Mentoring		n
		PD/PLC's		у
	SCOC:			
	1. Data inf	orms all dis	cipline	
	meetings			у
	2. Hot spo	ts, trends, a	re ident	у
,	3. Disciplin	ne systems,	policies,	
	procedure	s are in pla	ce	у
	4. Mo. disc	ipline repo	rts are	
	communic	ated to fac	/staff	
	5. Periodic	review of	discipline	
	systems, p	olicies, pro	cedures	у

A. Implementation: summarize where the school was re level 1 and level 2 priorities (and by the RP, PBIS, Code components) in SY2020-1 Lovel 1 Drievities

Disc. Team	у
Disc. Flow Chart	у
PBIS Team	у
PBIS Matrix	у
SCOC Training	
Staff	у
Students	у
Referral Process	у
RP Training	у
RP Revisited	у
PIC Room	n
Mo Reports timely	у
Use of Disc. Data	
Mo Report	у
PD	у
Data input timely	у
Disc. Rating 1-5	3
Formal Report	

noa Elem	nentary	School	SAP						
L	evel 2 Prior	rities							
	PBIS:								
1. Mentor	ing/Social S	kills Grps							
Staff, Pare	Staff, Parents, Students,								
2.Commun	2.Community embrace PBIS								
3. Stakeho	mmunic-								
ated with	monthly		n						
4. PBIS imp	olemented	w/fidelity	n						
Restorativ	e Practices:								
1. Stakeho	lder have a	shared							
vision for a	a restorativ	e school	n						
2. Staff un	derstands t	he							
paradigm	shift from p	unitive							
to restora	tive		n						
3. Time is	given to imp	olement							
a restorati	ve classroo	m	у						
4. Support	structures	are in							
place to in	nplement R	estora-							
ative Prac.	w/ fidelity								
	Coaching		n						
	Mentoring		n						
	PD/PLC's		у						
SCOC:									
1. Data inf	orms all dis	cipline							
meetings			у						
2. Hot spo	ts, trends, a	re ident	у						
Disciplin									
procedure	у								
4. Mo. disc	rts are								
	ated to fac,								
	review of o								
systems, p	olicies, pro	cedures	у						

2. Level 2 Priorities

B. Outcomes:

Mo Report Data input timely Disc. Rating 1-5 Formal Report

	All	White	AA	Н	NA	AS	M
Student Incid	15	2	2	11			
Aggression	11		2	9			
ISI	2			2			
Suspensions	9		1	8			

2. Level 2 Priorities

B. Outcomes: summarize the outcomes as of SY2019-20

Student Incid Aggression ISI Suspensions	All 19 9 1	White 1	AA 2	H 14 8 1	NA	
Suspensions	2			2		

Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY

C. Actions

By the end of Fall of 2020, students at Mission View Elementary will consistently demonstrate behaviors that reflect a Respectful, Responsible, and a Kind School Culture, either remotely or in-person, as evaluated by a variety of measurement tools such as positive referrals, discipline, attendance records, and PBIS monthly teacher recognition

The desired outcome is to stay in the green all semester, a 10% reduction in discipline referrals and student suspensions, compared to our 2019-2020 numbers. A decline in tardy rates, decrease in student minor aggression behaviors, and an increase in student attendance and school connectedness.

By the end of Spring 2021, students at Mission View Elementary will consistently demonstrate behaviors that reflect a Respectful, Responsible, and a Kind School Culture, either remotely or in-person, as evaluated by a variety of measurement tools such as positive referrals, discipline, attendance records, and PBIS monthly teacher recognition

The desired outcome is to stay in the green all semester, a 10% reduction in discipline referrals and student suspensions, compared to our 2019-2020 numbers. A decline in tardy rates, decrease in student minor aggression behaviors, and an increase in student attendance and school connectedness. As students return to in-person learning, we anticipate an increase in discipline incidences, due to extended time at home and isolation from peers.

C. Actions

-At Ochoa we will maintain 90% attendance monthly for students Kinder-5th grade. -All teachers, Parents/Guardians, CSP, IDIS, Community Liaison, Counselor, Registration/Attendance Tech, and Principal. -The goal will be monthly with a final total of percentage at the end of the Semester December 16th with 90% or better. -This goal is important because if students are not in class, they are not accessing their education.

М

We will accomplish this by setting a 3-tier improvement/contact team. The tier begins with the teacher attempting to reach out (3x), if no improvement/contact a referral is made to Community Liaison and Registration/Attendance Tech, if no response to attempt then referred to Principal for further support.

Second Semester:

- -At Ochoa we will maintain 90% attendance
- monthly for students Kinder-5th grade. -All teachers, Parents/Guardians, CSP, IDIS,
- Community Liaison, Counselor,

Registration/Attendance Tech, and Principal. What do we want to accomplish? Who is involved? How will we accomplish targeted goal? Why is this goal important? When? Completed Goal Results:

- -The goal will be monthly with a final total of percentage at the end of the Semester May 27th with 90% or better. -This goal is important because if students are not in class, they are not accessing their education
- -We will accomplish this by setting a 3-tier improvement/contact team. The tier begins with the teacher attempting to reach out (3x), if no improvement/contact a referral is made to Community Liaison and Registration/Attendance Tech, if no response to attempt then referred to Principal for further support.

A. Implementation: summarize where the school was re level 1 and level 2 priorities (and by the RP PBIS, Code components) in SY2020-21 1. Level 1 Priorities

Disc. Team	У
Disc. Flow Chart	у
PBIS Team	у
PBIS Matrix	у
SCOC Training	
Staff	у
Students	у
Referral Process	у
RP Training	у
RP Revisited	у
PIC Room	у
Mo Reports timely	у
Use of Disc. Data	
Mo Report	у
PD	у
Data input timely	у
Disc. Rating 1-5	3
Formal Report	у

	Level 2 Pric	orities	
	PBIS:		
1. Mente	oring/Social	Skills Grps	
Staff, Pa	rents, Stude	nts,	n
2.Comm	n		
Stakel			
ated wit	n		
4. PBIS ii	mplemented	w/fidelity	n
Restorat	ive Practices	5:	
1. Stakel	holder have	a shared	
vision fo	r a restorati	ve school	n
2. Staff ι	understands	the	
paradigr	n shift from	punitive	
to resto	rative		n
3. Time i			
a restor	ative classro	om	у
4. Suppo			
place to	implement I	Restora-	
ative Pra	c. w/ fidelity	/	
	Coaching		n
	Mentorin	g	n
	PD/PLC's		у
SCOC:			
1. Data i	nforms all d	iscipline	
meeting	S		у
2. Hot sp	oots, trends,	are ident	у
Discip	line systems	, policies,	
procedu	res are in pla	ace	у
4. Mo. d	iscipline rep	orts are	
commur	nicated to fa	c/staff	
5. Period	dic review of	discipline	
systems	, policies, pro	ocedures	У

Pueblo High School

A. Implementation:
summarize where the school
was re level 1 and level 2
priorities (and by the RP, PBIS
Code components) in SY2020-
21
1 Loyal 1 Priorities

Disc. Team	У
Disc. Flow Chart	у
PBIS Team	у
PBIS Matrix	у
SCOC Training	
Staff	У
Students	У
Referral Process	У
RP Training	У
RP Revisited	у
PIC Room	n
Mo Reports timely	у
Use of Disc. Data	
Mo Report	у
PD	У
Data input timely	У
Disc. Rating 1-5	3
Formal Report	

skruge M	agnet K-	8 Schoo	SAP	
	Level 2 Prior	ities		
	PBIS:			
1. Mento	ring/Social SI	kills Grps		
Staff, Par	ents, Studen	ts,	n	
2.Commu	nity embrac	e PBIS	n	
3. Stakeh	3. Stakeholders are communic-			
ated with	ated with monthly			
4. PBIS im	PBIS implemented w/fidelity			
Restorati	ve Practices:			
1. Stakeh	older have a			
vision for	a restorative	school	у	
2. Staff ur	nderstands t	he		
paradigm	shift from p	unitive		
to restora	itive		у	
3. Time is	given to imp	lement		
a restorat	ive classrooi	m	у	
Suppor	t structures	are in		
place to it	nplement Re	estora-		
ative Prac	. w/ fidelity			Ш
	Coaching		n	
	Mentoring		n	
	PD/PLC's		у	
SCOC:				
1. Data in	forms all dis	cipline		
meetings			у	
2. Hot spo	ots, trends, a	re ident	у	
Discipli	ne systems,	policies,		
procedur	es are in plac	e	у	_]
4. Mo. dis	cipline repo	rts are		
communi	cated to fac/	staff	у	
Periodi	c review of d	liscipline		
systems,	oolicies, prod	edures	у	1

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	Н	NA	AS	M
Student Incid	177	5	12	139	15	1	5
Aggression	75	1	5	62	5	1	1
ISI	24		3	16	4		1
Suspensions	161	5	10	126	14	1	5

Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY

2. Level 2 Priorities B. Outcomes:

	All	White	AA	Н	NA	AS	M
Student Incid	41	4	3	32	1		1
Aggression	20	2	1	17			1
ISI	24	2	2	19	1		
Suspensions	13		1	11			1

First Semester: To be proactive in educating our students in various topics that would help reduce discipline issues during second semester that are typically dealt with on a regular basis.

What do we want to accomplish? Pueblo High School will educate students on drugs, it's effect on the mental health as well as physical health. The legal ramifications in can have on a person's life. Teach good citizenship and being a positive community member as well as student.

Who is involved? Our School Resource Officer is virtually in the classroom putting in hours in different classes. Mostly

health and business, as well as physical education, teaching students about drugs, social media, current issues with police in our country. He is going over issues such as myth vs. fact. He is serving as an outlet for their questions and helping them come to some satisfactory answers on both sides. In business class, he is discussing franchising, being a business owner himself. He is building relationships with students, not only as a policeman but as a mentor.

How will we accomplish targeted goal? SRO is in the virtual classroom while we are on-line for our education students. He plans to accomplish 65 hours of instruction.

Why is this goal important? This goal is important for the sake of informing and education our students on issues they will deal with while at Pueblo High School and after High School, all the while helping them become better members in the community and society.

When? At the start of the school year through the end of the first semester. 1st semester in the virtual classroom Completed Goal Results: Students who are informed and educated about drugs, social media, franchising all the while building relationships with each other and our SRO. The goal is to influence their lives for the better, but also to change bad behaviors they could have displayed second semester while on campus.

Second Semester: To Reduce the number of drug violations on campus, especially the use of vape pens used to inhale marijuana and other such type drugs. To reduce the number of fights and quarrels amongst students on campus. What do we want to accomplish? We want our students to have a much lower rate of drug use, altercations either physical or verbal, education with drug experts.

Who is involved? School Resource Officer, Nurse, MTSS/PBIS, administration, Behavior Intervention Monitors, Social Workers, Counselors, and School Monitor.

How will we accomplish targeted goal? We will have restorative circles for physical and verbal confrontations, education for drug use through the counseling and social worker department as well as outside agencies such as Sin Puertas. We will also have program where students have a hands on training at a local hospital where they are educated on the possible consequences of drug use.

Why is this goal important? This goal is important because we want our students to not use drugs while on campus and

also not in the daily life they live. We want them to know they don't have to depend on them to get through life and its difficult situations. We want them to know there is support if they struggle with drug issues.

We also want them to know and have strategies for dealing with aggression. They don't need to fight, either in person or in media, but can handle those issues through peaceful conversation.

When? This will occur during the second semester, in the classroom with SRO and teachers co-teaching issues on drugs, social media, franchising and business owning. Mentoring will take place with all listed adult stakeholders building relationships with our students, especially those who get involved with the discipline process.

Drug offenders will be required to attend health education classes directly related to drug use instructed by social

workers, counselors, SRO, nurse and outside agencies in partnership with Pueblo High School, such as Sin Puertas. SRO will teach 65 more hours in person or online in the classroom.

Completed Goal Results: We want our students to make better decision which affect their life. We don't want them to use drugs. We want them to deal with confrontation, verbally and have the skills to talk things out peacefully. We want them to have knowledge about what can happen to the body if they use drugs and use them too much, both physically, mentally and legally.

C. Actions

Roskruge will implement virtual PBIS by December. We will meet with the discipline team monthly to review discipline date and recognize students that successful.

What do we want to accomplish? Virtual PBIS

Who is involved? Principal, Asst. Principal, Behavior Specialist, Counselor, MTSS

How will we accomplish targeted goal? PD for Teacher input on Virtual PBIS ideas.
Why is this goal important? Because students need to be recognized when teachers feel it is necessary.

When? Depending on teacher and Admin, Recognitions.

Completed Goal Results: Student receive virtual acknowledgment of being safe, respectful and responsible. Second Semester:

Roskruge will continue to increase virtual PBIS acknowledgments to support students working remotely and in

school. What do we want to accomplish? Virtual PBIS

Who is involved? Principal, Asst. Principal, Behavior Specialist, Counselor, MTSS

How will we accomplish targeted goal? By reinforcing PBIS while working remotely and in school

Why is this goal important? It's important to continue to recognize our student's efforts during this unique learning

When? Daily and quarterly depending on the recognition.

Completed Goal Results: Student will feel connected to the school and their efforts are being recognized and valued.

		Sa	fford Mag	gnet K-8	School	SAP				Tucs	on High	Magne	t School	SAP
			L	evel 2 Prio	rities			A. Implementation			L	evel 2 Prio	ities	
A. Implementation summarize where th				PBIS:		1		summarize where t				PBIS:		
was re level 1 and le			1. Mentor	ing/Social S	kills Grps		7	was re level 1 and le			1. Mentor	ing/Social S	kills Grps	
priorities (and by the			Staff, Parents, Students,		n	1	priorities (and by th			Staff, Pare	nts, Studen	ts,	n	
Code components) in			2.Community embrace PBIS		n	1	PBIS, Code compon			2.Commu	nity embrac	e PBIS	у	
21			3. Stakeho	olders are co	ommunic-			SY2020-21	,		3. Stakeho	lders are co	mmunic-	
1. Level 1 Price	rities		ated with	monthly		n		1. Level 1 Pri	iorities		ated with	monthly		n
			4. PBIS imp	plemented	w/fidelity	n	1				4. PBIS im	olemented	w/fidelity	n
Disc. Team	У		Restorativ	e Practices:				Disc. Team	у	1	Restorativ	e Practices:		
Disc. Flow Chart	у		1. Stakeho	older have a	shared	1	1	Disc. Flow Chart	у	1	1. Stakeho	lder have a	shared	1
PBIS Team	у		vision for a	a restorativ	e school	n	1	PBIS Team	у		vision for	restorativ	e school	у
PBIS Matrix	у		2. Staff un	nderstands t	the]	PBIS Matrix	у		2. Staff un	derstands t	he	
SCOC Training			paradigm	shift from p	ounitive		1	SCOC Training			paradigm	shift from p	unitive	
Staff	у		to restora	tive		n	1	Staff	у		to restora	tive		у
Students	у		3. Time is	given to imp	plement		1	Students	у		3. Time is	given to im	olement	
Referral Process	n		a restorati	ive classroo	m	у	1	Referral Process	у		a restorative classroom		m	у
RP Training	у		Support	t structures	are in		1	RP Training	у		Support	structures	are in	
RP Revisited	n		place to in	nplement R	estora-			RP Revisited	у		place to in	nplement R	estora-	
PIC Room	у		ative Prac.	. w/ fidelity				PIC Room	у		ative Prac	w/ fidelity		
Mo Reports timely	у			Coaching		n		Mo Reports timely	у			Coaching		n
Jse of Disc. Data				Mentoring	3	n		Use of Disc. Data				Mentoring	1	n
Mo Report	у			PD/PLC's		у		Mo Report	у			PD/PLC's		у
D	у		SCOC:					PD	у		SCOC:			
Data input timely	n		1. Data inf	forms all dis	scipline			Data input timely	у		 Data inf 	orms all dis	cipline	
Disc. Rating 1-5	2		meetings			n	J	Disc. Rating 1-5	3	1	meetings			у
ormal Report	у			ts, trends, a		n	J	Formal Report]		ts, trends, a		у
			Disciplir	ne systems,	policies,		1				Disciplir	ne systems,	policies,	
			procedure	es are in pla	ce	у	1				procedure	s are in pla	ce	у
			4. Mo. disc	cipline repo	rts are		1				4. Mo. dise	cipline repo	rts are	
				cated to fac			1					ated to fac		у
				c review of			1					review of		
			systems, p	oolicies, pro	cedures	n					systems, p	olicies, pro	cedures	у
2. Level 2 Pri	orities							2. Level 2 Pr	riorities					
B. Outcomes:								B. Outcomes:						

AS

Aggression ISI Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY

C. Actions:

Reduction in Behavioral Referrals

39

67

As compared to the baseline measure at the end of School Year19/20. Safford K8 School student Behavioral Referrals will reduce by 10% via effective school implementation of the Restorative Practices Continuum.

27

What do we want to accomplish?

Effective response to conflict and behavior infractions using a collaborative problem-solving process that recognizes the impact of one's actions on the school community and results in solutions that make things as right as possible moving forward Reduction of the overall number of student suspensions.

Teachers/Staff must consistently utilize the 'Restorative Practices' Continuum.

White

Who is involved?

Teachers, administration, Restorative Practice Facilitator, student, family, and outside resources

How will we accomplish targeted goal?

- Teachers/students will use Affective Statements when discussing feelings.
- -Teachers will use Affective Questions to challenge negative behaviors and assist those affected.
 -Teachers/Staff will use Small Impromptu Conferences to address small negative incidents.
- -Teachers/Staff will use Formal Conferences (Restorative Conferencing and Family Group Conferencing) to address larger

Why is this goal important?

Restorative Practices will help build capacity to enable students to self regulate behavior and contributes to the $improvement of \ learning \ outcomes. \ To \ help \ build \ healthy \ student/teacher \ relationships.$

When? On going

Second Semester:

Reduction in Chronic Absenteeism/ Tardiness

By May 2021 students with severe and chronic absences/tardy will decrease by 50% through shared expectations, shared support and shared accountability by all stakeholders (parents, students and school staff)

What do we want to accomplish?

Strategically utilizing Student Support Team to monitor and implement restorative practices that will improve the average daily attendance of the students that fall into chronic and severely chronic attendance.

Teachers, administration, Restorative Practice Facilitator, student, family, and outside resources

How will we accomplish targeted goal?

- -Set protocols for attendance monitoring.
- -Phone Calls Home daily to students who are absent/late to class (teachers, guidance, social worker)
 -Letters home to students who have three or more absences/tardies per week via parent liaison home visit or parent
- -Identify students with severe chronic and chronic absences and set individual goals and interventions with students and
- -Daily monitoring of attendance percentage and student lists by all SST members and Administration

Why is this goal important?

Attendance policies are important because they can encourage students to stay in school. According to the National Center for School Engagement, truancy can lead to social isolation, juvenile delinquency, or failure in school. When?

Daily and on-going

White 10 Aggression 63 10 12 38 Suspensions

C. Actions: First/Second Semester:

- 1. By the end of the 20-21 SY, THMS will reduce all suspensions by 5%.
- 2. By the end of the 20-21 SY, THMS will reduce African American aggression rate by 5%.

A. Implementation			Level	2 Priorities		
summarize where th			PBIS	i:		
was re level 1 and le			1. Mentoring/S	ocial Skills Grps		
priorities (and by the	e RP. PBIS.		Staff, Parents, S	Staff, Parents, Students,		
Code components) i			2.Community e	mbrace PBIS	n	
21			3. Stakeholders	are communic-		
 Level 1 Price 	orities		ated with mont	:hly	n	
			4. PBIS impleme	4. PBIS implemented w/fidelity		
Disc. Team	у		Restorative Pra	Restorative Practices:		
Disc. Flow Chart	у		1. Stakeholder l	1. Stakeholder have a shared		
PBIS Team	у		vision for a rest	vision for a restorative school		
PBIS Matrix	у		2. Staff underst	ands the		
SCOC Training			paradigm shift	from punitive		
Staff	у		to restorative		n	
Students	у		3. Time is given	to implement		
Referral Process	у		a restorative cla	assroom	у	
RP Training	у		4. Support struc	ctures are in		
RP Revisited	у		place to implen	nent Restora-		
PIC Room	n		ative Prac. w/ fi	idelity		
Mo Reports timely	у		Coa	ching	n	
Use of Disc. Data			Mer	ntoring	n	
Mo Report	у		PD/I	PLC's	у	
PD	у		SCOC:			
Data input timely	у		1. Data informs	all discipline		
Disc. Rating 1-5		3	meetings		у	
Formal Report			2. Hot spots, tre	ends, are ident	у	
		_	3. Discipline sys	tems, policies,		
			procedures are	in place	у	
			4. Mo. discipline	e reports are		
			communicated	to fac/staff		
			5. Periodic revie	ew of discipline		
			systems, policie	es, procedures	У	

	All	White	AA	H	NA	AS	M
Student Incid	3	2		1			
Aggression	1			1			
ISI	3	2		1			
Suspensions	0						

By the end of fall 2020, students at Van Buskirk will demonstrate responsibility in the area of school attendance by showing up to school or online Zooms.

The desired outcome is to stay in the green all semester, with less than 15% of our students demonstrating chronic absences. We will accomplish this goal by identifying students who have the highest number of absences of 10% on the attendance summary. It is important to attend school because missing lessons results in falling behind in learning. We will look begin our data after quarter 1 and measure again in December 2020.

Rationale: Teachers, the counselor, and the principal will develop an MTSS plan to address chronic absences. Students will have a daily check-in check-out chart and be encouraged to come to school everyday. We will celebrate changes in attendance when improvement is noted on weekly logs.

Parents will receive notices and meet with teacher for parent conferences for education on the importance of attendance and parenting. We will contact parents by email, text, and voice mail and we will set up parent teacher conferences. We will begin the MTSS process for chronic absences once students show a pattern of absences. Second Semester:

By the end of spring of 2020, students at Van Buskirk will demonstrate responsibility for attendance by showing up to school or online Zooms.

The desired outcome is to stay in the green all semester, with less than 15% of our students demonstrating chronic absences. It is important to attend school because that is how students learn. We will accomplish this goal by identifying students who need additional support.
Students will have a check-in, check out chart to monitor their progress. We will identify any barriers to attendance and

assist families through drop out prevention and Student Services Depts.

We will look begin our data after quarter 2 and measure our final progress in May 2021.

SAP SAP **Banks Elementary School Cholla High School** Level 2 Priorities Level 2 Prioritie A. Implementation: A. Implementation: PBIS: PBIS: summarize where the school was re level 1 and level 2 summarize where the school 1. Mentoring/Social Skills Grps 1. Mentoring/Social Skills Grps was re level 1 and level 2 Staff, Parents, Students Staff, Parents, Students priorities (and by the RP priorities (and by the RP, PBIS. PBIS, Code components) in Code components) in SY2020-2.Community embrace PBIS 2.Community embrace PBIS SY2020-21 3. Stakeholders are communic- Stakeholders are communic 1. Level 1 Priorities ated with monthly 1. Level 1 Priorities ated with monthly . PBIS implemented w 4. PBIS implemented w/fidelity Disc. Team Restorative Practices: Disc. Team Restorative Practices: Disc. Flow Chart Disc. Flow Chart 1. Stakeholder have a shared 1. Stakeholder have a shared vision for a restorative school PBIS Team vision for a restorative school BIS Team **PBIS Matrix** 2. Staff understands the **PBIS Matrix** 2. Staff understands the SCOC Training paradigm shift from punitive SCOC Training paradigm shift from punitiv Staff Staff to restorative to restorative Students 3. Time is given to implement Students 3. Time is given to implement Referral Process Referral Process a restorative classroom a restorative classroom RP Training RP Training Support structures are in 4. Support structures are in **RP Revisited** place to implement Restora-**RP Revisited** place to implement Restora-PIC Room ative Prac. w/ fidelity PIC Room ative Prac. w/ fidelity ∕lo Reports timely Coaching Mo Reports timely Coaching Use of Disc. Data Use of Disc. Data Mentoring Mentoring Mo Report PD/PLC's Mo Report PD/PLC's SCOC: SCOC: Data input timely L. Data informs all discipline Data input timely 1. Data informs all discipline Disc. Rating 1-5 neetings Disc. Rating 1-5 meetings ormal Report . Hot spots, trends, are ident Formal Report 2. Hot spots, trends, are ident Discipline systems, policies 3. Discipline systems, policies procedures are in place procedures are in place . Mo. discipline reports are 4. Mo. discipline reports are ommunicated to fac/staff communicated to fac/staff 5. Periodic review of discipline 5. Periodic review of discipline systems, policies, procedure

2. Level 2 Priorities

Di Guttomes	•						
	All	White	AA	Н	NA	AS	М
Student Incid	14	3	1	10			
Aggression	14	3	1	10			
ISI	8	2		6			
Suspensions	11	3	1	7			
Aggression ISI	14 8	3 3 2 3	1 1	10			

C. Actions

As part of our PBIS at Banks, we have adapted specifice expectations for assemblies and guest speaker events. We will teach these expected behaviors to all students at Banks

By November 2020, 100% of Banks classroom teachers will have taught the school-wide expectations for assemblies and guest speakers as measured by teacher's lesson plans for that day

Second Semester:

By May 2020, office referrals for students assigned to a daily check in with the Counselor, CSP, Principal or other staff member will be reduced to 1 per quarter as measured by the Synergy MTSS system

We will decrease office referrals for our students who have been shown to be at risk through the use of a check in system (Bobcat Buddies) with various staff members.

C. Actions

B. Outcomes

Student Incid

Suspensions

2. Level 2 Priorities

96 37

91

White

2

3

First Semester: This goal is important for the overall success of our students (social, emotional, mental, physical, academic, etc.) and the success of the overall positive learning community (optimal learning environment) at Cholla. We will reduce behavioral incidents and disciplinary rates in our subgroups (African American, Mexican American) to be below the overall HS district data by the end of S1. With the help of our student services team (counselors, social workers, ISI, dropout prevention, MTSS facilitator, school psychologist, administrators) along with teacher documentation in Synergy, we will be able to assess/interpret data to provide the necessary help and services for our students. Our CSP and Data Intervention Specialist will also analyze data to help ensure that our teachers are providing the necessary tiers for each student. In addition, our PBIS team will continue to promote, encourage, recognize, and reward/highlight students.

75

25 12

NA

13

13

AS

M

What do we want to accomplish? This goal is important for the overall success of our students (social, emotional, mental, physical, academic, etc.) and the success of the overall positive learning community (optimal learning environment) at Cholla as measured by the school's Monthly Discipline data, PBIS involvement and events, and School

Who is involved? Students, Teachers, Principal, Assistant Principals, MTSS Coordinator, Social Worker School Campus Security, In-School-Interventionist, and Family Engagement Liaison. When needed: School Counselors, Dropout Prevention, African American Specialist, Native American Specialist, Mexican American Specialist, Curriculum Service Provider, Instructional Data Intervention Coordinator, and School Psychologist

*How will we accomplish targeted goal? Number of student and teacher nomination forms submitted monthly Monthly Discipline Reports, Number of student incident Levels 1-5 are below the 2019-20 SY. Number of students and parents involved in PBIS committee and events, End-of-year Student Quality Survey

Why is this goal important? To ensure a positive inclusive school culture and climate

When? Target goals will be monitored monthly by MTSS Coordinator, PBIS Committee, and Discipline Committee *Completed Goal Results: Monthly Discipline Reports submitted for August and September. PBIS Committee notes and activities can be submitted, School Quality Survey

Second Semester: We will reduce behavioral incidents and disciplinary rates in our subgroups (African American, Mexican American) to be below the overall HS district data by the end of S2. With the help of our student services team (counselors, social workers, ISI, dropout prevention, MTSS facilitator, school psychologist, administrators) along with teacher documentation in Synergy, we will be able to assess/interpret data to provide the necessary help and services for our students. Our CSP and Data Intervention Specialist will also analyze data to help ensure that our teachers are providing the necessary tiers for each student. In addition, our PBIS team will continue to promote, encourage, recognize, and reward/highlight students. This goal is important for the overall success of our students (social, emotional, mental, physical, academic, etc.) and the success of the overall positive learning community (optima learning environment) at Cholla

What do we want to accomplish? This goal is important for the overall success of our students (social, emotional mental, physical, academic, etc.) and the success of the overall positive learning community (optimal learning environment) at Cholla as measured by the school's Monthly Discipline data, PBIS involvement and events, and School

Who is involved? Students, Teachers, Principal, Assistant Principals, MTSS Coordinator, Social Worker School Campus Security, In-School-Interventionist, and Family Engagement Liaison. When needed: School Counselors, Dropout Prevention, African American Specialist, Native American Specialist, Mexican American Specialist, Curriculum Service Provider, Instructional Data Intervention Coordinator, and School Psychologist

*How will we accomplish targeted goal? Number of student and teacher nomination forms submitted monthly,

Monthly Discipline Reports, Number of student incident Levels 1-5 are below the 2019-20 SY. Number of students and parents involved in PBIS committee and events, End-of-year Student Quality Survey

Why is this goal important? To ensure a positive inclusive school culture and climate
*When? Target goals will be monitored monthly by MTSS Coordinator, PBIS Committee, and Discipline Committee *Completed Goal Results: Monthly Discipline Reports submitted, PBIS Committee notes and activities can be submitted, School Quality Survey

SAP Lawrence 3-8 School SAP **Johnson Primary School** Level 2 Priorities Level 2 Priorities A. Implementation A. Implementation: PBIS: PBIS: summarize where the school summarize where the school 1. Mentoring/Social Skills Grps 1. Mentoring/Social Skills Grps was re level 1 and level 2 was re level 1 and level 2 Staff, Parents, Students priorities (and by the RP, PBIS, Staff, Parents, Students priorities (and by the RP, PBIS, 2.Community embrace PBIS 2.Community embrace PBIS Code components) in SY2020-Code components) in SY2020-3. Stakeholders are communic- Stakeholders are communic ated with monthly ated with monthly 1. Level 1 Priorities 1. Level 1 Priorities 4. PBIS implemented w/fid 4. PBIS implemented w/fidelity Disc. Team Restorative Practices: Disc. Team Restorative Practices: Disc. Flow Chart Disc. Flow Chart 1. Stakeholder have a shared 1. Stakeholder have a shared BIS Team vision for a restorative school PBIS Team vision for a restorative school **PBIS Matrix** 2. Staff understands the **PBIS Matrix** 2. Staff understands the SCOC Training paradigm shift from punitive SCOC Training paradigm shift from punitive to restorative Staff Staff to restorative 3. Time is given to implement 3. Time is given to implement Students Students Referral Process Referral Process a restorative classroom a restorative classroom RP Training RP Training Support structures are in 4. Support structures are in **RP Revisited** place to implement Restora-**RP Revisited** place to implement Restora-PIC Room ative Prac. w/ fidelity PIC Room ative Prac. w/ fidelity Coaching ∕lo Reports timely Coaching Mo Reports timely Mentoring Use of Disc. Data Use of Disc. Data Mentoring Mo Report PD/PLC's Mo Report PD/PLC's SCOC: SCOC: Data input timely 1. Data informs all discipline Data input timely 1. Data informs all discipline Disc. Rating 1-5 neetings Disc. Rating 1-5 meetings . Hot spots, trends, are ident Formal Report 2. Hot spots, trends, are ident **Formal Report** Discipline systems, policies 3. Discipline systems, policies procedures are in place procedures are in place . Mo. discipline reports are 4. Mo. discipline reports are ommunicated to fac/staff communicated to fac/staff 5. Periodic review of discipline 5. Periodic review of discipline systems, policies, procedures

B. Outcomes:

Student Incid 0 Aggression ISI

2. Level 2 Priorities

White

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	н	NA	AS	M
Student Incid	33	1	1	18	12		1
Aggression	26		1	15	9		1
ISI	1			1			
Suspensions	33	1	1	18	12		1

Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY

C. Actions:

By the end of Fall of 2020, students at Johnson Primary will consistently demonstrate behaviors that reflect a Respectful, Responsible, and a Safe School Culture as evaluated by a variety of measurement tools such as positive referrals, discipline, attendance records, and PBIS Golden Tickets.

The desired outcome is to stay in the green all semester, a 10% reduction in discipline referrals and no student suspensions. A decline in tardy rates, decrease in student minor aggression behaviors, and an increase in student attendance and school connectedness.

Rationale:

Our students will be taught the skills and behaviors necessary to become successful and socially responsible. Our school setting will be organized in such a way that promotes positive behavior from all students. Second Semester

By the end of Spring of 2021, (depending on how our students did in the fall)students at Johnson Primary will continue to consistently demonstrate behaviors that reflect a Respectful, Responsible, and a Safe School Culture as evaluated by a variety of measurement tools such as positive referrals, discipline, attendance records, and PBIS Golden Tickets.

The desired outcome is to stay in the green all semester, a 10% reduction in discipline referrals and no student suspensions. A decline in tardy rates, decrease in student minor aggression behaviors, and an increase in student attendance and school connectedness.

C. Actions First Semester:

Lawrence will work diligently to reduce the number of referrals written for student behavior. The dean of students, RPFF, and principal will conduct training and one on one conversation to make sure that all teachers understand the student Behavior Flow Chart. The training will be completed at the beginning of the semester

What do we want to accomplish? Reduce number of referrals

Who is involved? Dean of students, RPFF, Principal

How will we accomplish targeted goal? Training, One on one meetings

Why is this goal important? We need to improve our efforts to help support students

When? First semester

Completed Goal Results: Trainings will be completed, and all teachers will understand the Behavior Flow Chart.

All students will participate in the PBIS School program that includes the use of Lobo Bucks for good behavior and for following expectations. The dean of students and RPFF will present PBIS information to all students in school Second Semester:

All students will participate in the PBIS School program that includes the use of Lobo Bucks for good behavior and for following expectations. The dean of students and RPFF will present PBIS information to all students in school.

What do we want to accomplish? Implementation of PBIS Who is involved? Dean of Students, RPFF

How will we accomplish targeted goal? Classroom Presentation

Why is this goal important? Students will understand school expectations

Completed Goal Results: All students will be actively involved in PBIS presentations and understand the school

	Maldonado E	lementar	y Schoo	I SAP							Manzo El	mentary	School	SAP		
		Level 2 Priorit	ties					Implementa	ntion:			Level 2 Pric	orities			
Implementation: ummarize where the school		PBIS:						mmarize whe		nool		PBIS:				
vas re level 1 and level 2	1. Ment	oring/Social S	kills Grps					s re level 1 a			1. Mei	toring/Socia	l Skills Grps		İ	
riorities (and by the RP,	Staff, Pa	rents, Studen	ts,	n				orities (and b			Staff,	arents, Stud	lents,	n	İ	
BIS, Code components) in	2.Comn	nunity embrac	e PBIS	n				IS, Code com			2.Com	munity emb	race PBIS	v	İ	
Y2020-21	3. Stake	holders are co	mmunic-					2020-21	ponents		3. Stal	eholders are	communic-		İ	
1. Level 1 Priorities	ated wi	h monthly		n			3.2	1. Level 1	1 Prioritie	s	ated v	ith monthly		n	İ	
1. 2010.11.110.11.05	4. PBIS	mplemented v	w/fidelity	n						-	4. PBIS	implemente	ed w/fidelity	n	İ	
isc. Team		tive Practices:					Disc	c. Team	v			ative Practic			İ	
isc. Flow Chart y		holder have a						. Flow Chart	. v			eholder have			İ	
BIS Team v		or a restorative		n				S Team	v			or a restora		v	ĺ	
BIS Matrix v		understands t						S Matrix	v			understand		,	ĺ	
COC Training		m shift from p						C Training	,			gm shift fron			Í	
aff v	to resto		GILIVC	n			Staff		v			orative	punitive	v	İ	
udents v		is given to imp	olement					dents	, v			is given to i	imnlement	1	ĺ	
eferral Process y		ative classroo		v				erral Process	. y			rative classr	_	v	İ	
P Training v		ort structures		y				Training	, y			ort structur		У	İ	
P Revisited y		implement Re						Revisited	y V			o implement			İ	
C Room		ac. w/ fidelity	estora-					Room	n			rac. w/ fideli	_	-	İ	
lo Reports timely	ative Pi	Coaching		n				Reports time			ative	Coachin		n	İ	
se of Disc. Data								of Disc. Data			-	Mentor	•	n	İ	
		Mentoring PD/PLC's		n					a		-	PD/PLC		n	İ	
o Report y	SCOC:	PD/PLC'S		У			PD	Report	У		SCOC:	PD/PLC	S	У	İ	
		:	_:_!:					_ !	у			:-6	alta ata lita a	_	İ	
ata input timely y		informs all dis	cipline					a input time	іу у			informs all	aiscipiine		İ	
sc. Rating 1-5	meeting		L.,	У				Rating 1-5		4	meeti			У	İ	
ormal Report		pots, trends, a		У			Forn	mal Report				spots, trend		У	ĺ	
		line systems,										pline system			İ	
		ires are in plac		У								ures are in p		У	İ	
		liscipline repo										discipline re			ĺ	
		nicated to fac,										unicated to f			ĺ	
		dic review of o										odic review o			l	
	systems	, policies, pro	cedures	У							systen	s, policies, p	rocedures	У	j	
2. Level 2 Priorities								2. Level 2	2 Prioritie	s						
3. Outcomes:							В.	Outcomes:								
All	White AA		Н	NA	AS	М			All	Wh	te A	A	н	NA	AS	1
Student Incid 4		1	1	3				ident Incid	5		2		3			
Aggression 3		1	1	2					4		2		2			
SI 0							ISI		3		1		2			
Suspensions 4		3	1	3			Sus	spensions	2		1		1			

First Semester:

In the spring semester, Maldonado had a rate of 11.54 % compared to the district 4.2% of suspensions for the Native American demographic.

Maldonado will reduce the overall rate of suspensions for the Native American demographic to less than 5% for the

first semester of the 2020-2021 school year based on the monthly discipline reports from August to December through family, student, and staff supports recorded in a service log maintained by the administrative team.

What do we want to accomplish?

Lower suspensions of NA students from 11.54% to below 5%.

Who is involved?

Principal, MTSS, CSP, Counselor, Regional Social Worker, Service Providers, Teachers, Families

How will we accomplish targeted goal? Restorative Conferences/Relationship Building

MTSS Process (as needed)

Counselor/Social Worker Support

Why is this goal important?

Individual student short-term and long-term success.

Second Semester:

Given the ongoing number of suspensions for the Native American demographic:

Maldonado will reduce the overall rate of suspensions for the Native American demographic to less than 11.54% for the first semester of the 2020-2021 school year based on the monthly discipline reports from August to December

through family, student, and staff.

Lower suspensions of NA students from 11.54 % to below 5%.

Principal, MTSS, CSP, Counselor, Regional Social Worker, Service Providers, Teachers, Families

How will we accomplish targeted goal? Restorative Conferences/Relationship Building

MTSS Process (as needed)

Counselor/Social Worker Support Why is this goal important?

Individual student short-term and long-term success

C. Actions:

By the end of the first semester, the Manzo PBIS team along with the Staff will decrease the amount of defiance and disrespect referrals to no more than one per month by modeling appropriate behavior through PBIS strategies.

What do we want to accomplish?

Decrease defiance and disrespect

Who is involved?

PBIS teams with support from the Teachers and staff

How will we accomplish targeted goal? Modeling appropriate behavior

Why is this goal important?

Students demonstrate respectful behavior which allows for less time intervening and more time on instruction. When? By the end of first semester

Completed Goal Results: No more than three referrals per month.

By the end of the second semester, the Manzo PBIS team in cooperation with the staff will decrease the amount of minor aggressive act referrals to no than four per month by modeling appropriate behavior using PBIS strategies and increasing adult support in trouble areas, specifically at lunch in the playground

What do we want to accomplish?

Decrease minor aggression Who is involved?

PBIS team and Staff

How will we accomplish targeted goal?

Modeling appropriate behavior, use talk it out strategies, counselor sessions and lessons

Why is this goal important?

Decrease physical contact between students When? By the end of the semester

Miller Elementary School SAP Morgan Maxwell K-8 School SAP **Level 2 Priorities** Level 2 Priorities A. Implementation: A. Implementation: PBIS: PBIS: summarize where the school summarize where the school was re level 1 and level 2 priorities (and by the RP, PBIS, 1. Mentoring/Social Skills Grps was re level 1 and level 2 1. Mentoring/Social Skills Grps Staff, Parents, Students Staff, Parents, Students, priorities (and by the RP. Code components) in SY2020-2.Community embrace PBIS PBIS, Code components) in 2.Community embrace PBIS 3. Stakeholders are communic-SY2020-21 Stakeholders are communic-1. Level 1 Priorities ated with monthly 1. Level 1 Priorities ated with monthly 4. PBIS implemented w/fid 4. PBIS implemented w/fidelity Disc. Team Restorative Practices: Disc. Team Restorative Practices: Disc. Flow Chart Disc. Flow Chart 1. Stakeholder have a shared 1. Stakeholder have a shared BIS Team vision for a restorative school PBIS Team vision for a restorative school **PBIS Matrix** 2. Staff understands the **PBIS Matrix** 2. Staff understands the SCOC Training paradigm shift from punitive SCOC Training paradigm shift from punitive to restorative Staff Staff to restorative 3. Time is given to implement 3. Time is given to implement Students Students Referral Process Referral Process a restorative classroom a restorative classroom RP Training RP Training Support structures are in 4. Support structures are in **RP Revisited** place to implement Restora-**RP Revisited** place to implement Restora-PIC Room ative Prac. w/ fidelity PIC Room ative Prac. w/ fidelity Coaching ∕lo Reports timely Coaching Mo Reports timely Mentoring Use of Disc. Data Use of Disc. Data Mentoring Mo Report PD/PLC's Mo Report PD/PLC's SCOC: SCOC: Data input timely 1. Data informs all discipline Data input timely 1. Data informs all discipline Disc. Rating 1-5 neetings Disc. Rating 1-5 meetings . Hot spots, trends, are ident Formal Report 2. Hot spots, trends, are ident **Formal Report** Discipline systems, policies 3. Discipline systems, policies procedures are in place procedures are in place . Mo. discipline reports are 4. Mo. discipline reports are ommunicated to fac/staff communicated to fac/staff 5. Periodic review of discipline 5. Periodic review of discipline systems, policies, procedures

B. Outcomes:

2. Level 2 Priorities

	All	White	AA	Н	NA	AS	М
Student Incid	3		1	2			
Aggression	2			2			
ISI	0						
Suspensions	3		1	2			

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	Н
Student Incid	25	5	3	17
Aggression	15	4	2	9
ISI	7	3	1	3
Suspensions	22	3	2	17

C. Actions

Miller playground referrals will decrease by 15% by the end of December 2020. What do we want to accomplish? Students to resolve conflict on the playground.

Who is involved? Monitors, Principal, MTSS, Teachers and Counselor

How will we accomplish targeted goal? Training of the staff and students with mini lessons. Mini lessons on $recognizing\ body\ language,\ facial\ expressions\ or\ hearing\ screaming\ and\ yelling.\ Other\ lessons\ are\ teaching\ students$ Rock, Paper, Scissors to help solve a dispute during play and how to use "I statements" when sharing their feelings when something has transpired, either in class, or outside.

Why is this goal important? The playground is a time when the students can socialize without an adult hearing everything that is being said. Teaching adults how to intervene before it becomes an issue and help students work through how to resolve conflict.

When? These lessons will be during PD/PLC, and can be administered during small group, whole group and one on one for repeated practice. Training for monitors will be during times that students are not at recess while they are on duty. This is an ongoing training and practice.

Miller playground referrals will decrease by 15% by the end of the May 2020.

What do we want to accomplish? Students to resolve conflict on the playground.

Who is involved? Monitors, Principal, MTSS, Teachers and Counselor

How will we accomplish targeted goal? Training of the staff and students with mini lessons. Mini lessons on recognizing body language, facial expressions or hearing screaming and yelling. Other lessons are teaching students Rock, Paper, Scissors to help solve a dispute during play and also how to use "I statements" when sharing their feelings when something has transpired, either in class, or outside.

Why is this goal important? The playground is a time when the students can socialize without an adult hearing everything that is being said. Teaching adults how to intervene before it becomes an issue and help students work through how to resolve conflict.

When? These lessons will be during pd/PLC, and can be administered during small group, whole group and one on one for repeated practice. Training for monitors will be during times that students are not at recess while they are on duty. This is an ongoing training and practice.

C. Actions: First Semester:

Student referrals for the 20-21 school year will decrease by 5% overall compared to the 19-20 school year.

What do we want to accomplish? Decrease student referrals

Who is involved? Miranda, Smith, Hoy, Eddleman, Teachers and students

How will we accomplish targeted goal? Implementation of new PBIS program that will increase student involvement. Utilize new MTSS Facilitator services, tighten teacher expectation

М

Why is this goal important? Discipline directly relates to academic performance and can deter from student success.

When? Qt 1 - Qt 2 Second Semester:

Student referrals for the 20-21 school year will decrease by 5% overall compared to the 19-20 school year.

Repeat offender referrals will decrease in the 2nd semester by 10%.

What do we want to accomplish? Decrease student referrals overall by focusing specifically on repeat offenders. Who is involved? Leadership team, classroom teachers

How will we accomplish targeted goal? Focus on MTSS process and PBIS Tier 2 & Tier 3 interventions for students deemed repeat offenders.

Why is this goal important? We at MM feel if we can get discipline numbers down, kids will be learning more which will help us to be a successful school.

SAP Pistor Middle School SAP **Oyama Elementary School** Level 2 Priorities Level 2 Prioritie A. Implementation: A. Implementation: PBIS: PBIS: summarize where the school summarize where the school 1. Mentoring/Social Skills Grps 1. Mentoring/Social Skills Grps was re level 1 and level 2 was re level 1 and level 2 Staff, Parents, Students Staff, Parents, Students, priorities (and by the RP priorities (and by the RP PBIS, Code components) in 2.Community embrace PBIS 2.Community embrace PBIS PBIS, Code components) in SY2020-21 3. Stakeholders are communic-SY2020-21 Stakeholders are communic 1. Level 1 Priorities ated with monthly 1. Level 1 Priorities ated with monthly 1. PBIS implemented w/fic 4. PBIS implemented w/fidelity Disc. Team Restorative Practices: Disc. Team Restorative Practices: Disc. Flow Chart Disc. Flow Chart 1. Stakeholder have a shared 1. Stakeholder have a shared vision for a restorative school PBIS Team vision for a restorative school BIS Team **PBIS Matrix** 2. Staff understands the **PBIS Matrix** 2. Staff understands the SCOC Training paradigm shift from punitive SCOC Training paradigm shift from punitiv Staff Staff to restorative to restorative 3. Time is given to implement Students 3. Time is given to implement Students Referral Process Referral Process a restorative classroom a restorative classroom RP Training RP Training Support structures are in 4. Support structures are in **RP Revisited** place to implement Restora-**RP Revisited** place to implement Restora-PIC Room ative Prac. w/ fidelity PIC Room ative Prac. w/ fidelity ∕lo Reports timely Coaching Mo Reports timely Coaching Use of Disc. Data Use of Disc. Data Mentoring Mentoring Mo Report PD/PLC's Mo Report PD/PLC's SCOC: SCOC: Data input timely Data informs all discipline Data input timely 1. Data informs all discipline Disc. Rating 1-5 neetings Disc. Rating 1-5 meetings Formal Report . Hot spots, trends, are ident Formal Report 2. Hot spots, trends, are ident Discipline systems, policies 3. Discipline systems, policies procedures are in place procedures are in place . Mo. discipline reports are 4. Mo. discipline reports are ommunicated to fac/staff communicated to fac/staff 5. Periodic review of discipline 5. Periodic review of discipline systems, policies, procedure 2. Level 2 Priorities

	All	White	AA	Н	NA	AS	М
Student Incid	1		1				
Aggression	1		1				
ISI	0						
Suspensions	1		1				

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	н	NA	AS	М
Student Incid	227	21	9	181	12		4
Aggression	178	17	8	140	10		3
ISI	77	10	4	54	6		3
Suspensions	129	10	6	104	7		2

Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY

C. Actions:

B. Outcomes:

While teaching online or in person, teachers will use the app DoJo to communicate and build positive relationships and expectations with students and parents a minimum of 3 times a week. Teachers will share their accounts with the Principal. Teachers will report to the Principal if a student is struggling to get, or stay, online, pay attention, or has inappropriate behaviors during Zoom lessons, or in person, more than 3 times in a given week. Teachers will docum said behavior in student notes in Synergy. Data from these communications will be used, if necessary, for MTSS purposes if an attendance or discipline plan is needed for an individual student. This plan will continue through 12/18/2020.

What do we want to accomplish? Limit of 5

Who is involved? Students, teacher

How will we accomplish targeted goal? Relationship building, expectations Why is this goal important? To limit distractions

When? Continued to 12/18.

Second Semester

While teaching online or in person, teachers will use the app DoJo to communicate and build positive relationships and expectations with students and parents a minimum of 3 times a week. Teachers will share their accounts with the Principal. Teachers will report to the Principal if a student is struggling to get, or stay, online, pay attention, or has inappropriate behaviors during Zoom lessons, or in person, more than 3 times in a given week. Teachers will document said behavior in student notes in Synergy. Data from these communications will be used, if necessary, for MTSS purposes if an attendance or discipline plan is needed for an individual student. This plan will continue through

What do we want to accomplish? Action levels 3 or below

Who is involved? Students, teacher, administration

How will we accomplish targeted goal? Relationship building, expectation, PBIS

Why is this goal important? Keep time on task

When? January-May

C. Actions:

We would like to accomplish decrease the overall discipline incidents at Pistor Middle School especially in the areas of aggression/ fighting, and illegal substance use or distribution on our campus by 50% for the 1 st semester Involved: Students Grades 6-8, Staff, Teachers and Administration in using preventative approaches. We will target this goal by:

Using the newly installed camera system across campus to monitor and deter negative student activity. We will use PBIS approaches and rewards for positive behaviors across grade levels

We have 4 campus monitors and 2 Assistant Principals, and a Dean of Students to supervise the safety of students in

strategic locations on campus and address discipline incidents. We will use our RPFF to host restorative conferences as a preventative measure to reduce student conflict and work

out problems with words. Teachers will get frequent training on PBIS, Code of Conduct and use of the progressive discipline approach in entering

interventions prior to referrals.

We will initiate early support from the school social worker, IEP Teams and Case Carriers to provide support for

students showing signs of aggression with an IEP.

This goal is important to the safety and well-being of students on our campus

We will monitor the discipline data weekly, monthly and quarterly to adjust goals, strategies and interventions as the data changes from week to week

Completed Goal Results:

(We will visit in October 2020 and again in January of 2021 to assess data and re-establish a plan for Spring Semester)

We would like to accomplish decrease the overall discipline incidents at Pistor Middle School especially in the areas of aggression/ fighting, and illegal substance use or distribution on our campus by 50% for the 1 st seme Involved: Students Grades 6-8, Staff, Teachers and Administration in using preventative approaches.

We will target this goal by:
Using the newly installed camera system across campus to monitor and deter negative student activity.

We will use PBIS approaches and rewards for positive behaviors across grade levels.
We have 4 campus monitors and 2 Assistant Principals, and a Dean of Students to supervise the safety of students in

strategic locations on campus and address discipline incidents.

We will use our RPFF to host restorative conferences as a preventative measure to reduce student conflict and work out problems with words.

Teachers will get frequent training on PBIS, Code of Conduct and use of the progressive discipline approach in entering

interventions prior to referrals.

We will initiate early support from the school social worker, IEP Teams and Case Carriers to provide support for

students showing signs of aggression with an IEP.
This goal is important to the safety and well-being of students on our campus.

We will monitor the discipline data weekly, monthly and quarterly to adjust goals, strategies and interventions as the data changes from week to week

Robins K-8 School SAP SAP **Tolson Elementary School** Level 2 Priorities Level 2 Priorities A. Implementation: A. Implementation: PBIS: PBIS: summarize where the school summarize where the school was re level 1 and level 2 was re level 1 and level 2 1. Mentoring/Social Skills Grps 1. Mentoring/Social Skills Grps Staff, Parents, Students Staff, Parents, Students priorities (and by the RP. priorities (and by the RP. PBIS, Code components) in 2.Community embrace PBIS 2.Community embrace PBIS PBIS, Code components) in SY2020-21 3. Stakeholders are communic-SY2020-21 Stakeholders are communic-1. Level 1 Priorities ated with monthly 1. Level 1 Priorities ated with monthly 4. PBIS implemented w/fid 4. PBIS implemented w/fidelity Disc. Team Restorative Practices: Disc. Team Restorative Practices: Disc. Flow Chart Disc. Flow Chart 1. Stakeholder have a shared 1. Stakeholder have a shared BIS Team vision for a restorative school PBIS Team vision for a restorative school **PBIS Matrix** 2. Staff understands the **PBIS Matrix** 2. Staff understands the SCOC Training paradigm shift from punitive SCOC Training paradigm shift from punitive to restorative Staff Staff to restorative 3. Time is given to implement 3. Time is given to implement Students Students Referral Process Referral Process a restorative classroom a restorative classroom RP Training 4. Support structures are in Support structures are in **RP Training RP Revisited** place to implement Restora-**RP Revisited** place to implement Restora-PIC Room ative Prac. w/ fidelity PIC Room ative Prac. w/ fidelity Coaching Mo Reports timely Coaching Mo Reports timely Mentoring Use of Disc. Data Use of Disc. Data Mentoring Mo Report PD/PLC's Mo Report PD/PLC's SCOC: SCOC: Data input timely 1. Data informs all discipline Data input timely 1. Data informs all discipline Disc. Rating 1-5 Disc. Rating 1-5 meetings meetings . Hot spots, trends, are ident 2. Hot spots, trends, are ident **Formal Report** Formal Report 3. Discipline systems, policies 3. Discipline systems, policies procedures are in place procedures are in place . Mo. discipline reports are 4. Mo. discipline reports are ommunicated to fac/staff communicated to fac/staff 5. Periodic review of discipline 5. Periodic review of discipline systems, policies, procedure 2. Level 2 Priorities 2. Level 2 Priorities

B. Outcomes:

	All	White	AA	Н	NA	AS	M
Student Incid	20	3		17			
Aggression	11	1		10			
ISI	13	2		11			
Suspensions	6	1		5			

B. Outcomes

	All	White	AA	н	NA
Student Incid	16	2	1	13	
Aggression	12	2	1	9	
ISI	1		1		
Suspensions	3		1	2	

C. Actions:

Increase the percentage of students that are recognized using our PBIS program during remote learning through the use of CLEVER. Teachers and Administration will increase the weekly number of positive acknowledgem sent to students in recognition of their efforts within our PBIS program. To decrease our behavior incidents while learning remotely, teachers will conduct weekly reviews with students of PBIS expectations for remote learning, and administration will conduct quarterly class presentations.

Overall school goal to reach 10,000 positive recognition tickets of students following our PBIS expectations for grades K-8 given by all K-8 staff by May 2021. This will decrease the negative behaviors and incidents while in school and to provide a positive environment post COVID-19 pandemic.

C. Actions First Semester:

Each classroom teacher will report no more than 5 discipline incidents per week while on remote learning Cooperative learning with little to no distractions directly impacts achievement. Measured by synergy entries until December 18th.

AS

М

What do we want to accomplish? Limit of 5

Who is involved? Students, teacher

How will we accomplish targeted goal? Relationship building, expectations

Why is this goal important? To limit distractions

When? Continued to 12/18 Second Semester:

Anticipated re-entry of site to students. Student behaviors that cause disciplinary action/dispositions need to stay at a level no more than 3, thus limiting time away from direct instruction. Measured by Principal synergy reports

What do we want to accomplish? Action levels 3 or below

Who is involved? Students, teacher, administration

How will we accomplish targeted goal? Relationship building, expectation, PBIS Why is this goal important? Keep time on task

When? January-May

SAP Valencia Middle School SAP **Tully Magnet School** Level 2 Priorities Level 2 Prioritie A. Implementation: A. Implementation: PBIS: summarize where the school PBIS: summarize where the school 1. Mentoring/Social Skills Grps was re level 1 and level 2 1. Mentoring/Social Skills Grps was re level 1 and level 2 priorities (and by the RP, Staff, Parents, Students Staff, Parents, Students, priorities (and by the RP PBIS, Code components) in 2.Community embrace PBIS PBIS, Code components) in 2.Community embrace PBIS SY2020-21 1. Level 1 Priorities SY2020-21 3. Stakeholders are communic- Stakeholders are communic 1. Level 1 Priorities ated with monthly ated with monthly 1. PBIS implemented w/fid 4. PBIS implemented w/fidelity Disc. Team Restorative Practices: Disc. Team Restorative Practices: Disc. Flow Chart Disc. Flow Chart 1. Stakeholder have a shared 1. Stakeholder have a shared vision for a restorative school PBIS Team vision for a restorative school BIS Team **PBIS Matrix** 2. Staff understands the **PBIS Matrix** 2. Staff understands the SCOC Training paradigm shift from punitive SCOC Training paradigm shift from punitive Staff Staff to restorative to restorative Students 3. Time is given to implement Students 3. Time is given to implement Referral Process Referral Process a restorative classroom a restorative classroom RP Training RP Training Support structures are in 4. Support structures are in **RP Revisited** place to implement Restora-**RP Revisited** place to implement Restora-PIC Room ative Prac. w/ fidelity PIC Room ative Prac. w/ fidelity ∕lo Reports timely Coaching Mo Reports timely Coaching Use of Disc. Data Use of Disc. Data Mentoring Mentoring Mo Report PD/PLC's Mo Report PD/PLC's SCOC: SCOC: Data input timely Data informs all discipline Data input timely 1. Data informs all discipline Disc. Rating 1-5 neetings Disc. Rating 1-5 meetings ormal Report . Hot spots, trends, are ident Formal Report 2. Hot spots, trends, are ident Discipline systems, policies 3. Discipline systems, policies procedures are in place procedures are in place . Mo. discipline reports are 4. Mo. discipline reports are ommunicated to fac/staff communicated to fac/staff 5. Periodic review of discipline 5. Periodic review of discipline

AS

M

B. Outcomes White AA NA Student Incid Aggression ISI

2. Level 2 Priorities

B. Outcomes:

	All	White	AA	н	NA	AS	М
Student Incid	216	19	7	172	12	2	4
Aggression	160	14	6	127	9	1	3
ISI	127	13	5	98	7	1	3
Suspensions	149	12	7	118	8	2	2

systems, policies, procedure

Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY

C. Actions

Suspensions

2. Level 2 Priorities

By the end of the first semester, Tully Elementary will adjust the current PBIS matrix, and positive reinforcement system to improve online learning practices

What do we want to accomplish? We want to create an online learning environment that is focused on learning, and

Who is involved? All staff. Students, and Families.

How will we accomplish targeted goal? All students will participate in the Digital Citizenship program. We will add a column for remote learning on the PBIS matrix. We will communicate our expectations to families and reach out with resources to support safe learning at home.

Why is this goal important? By reinforcing online best practices, we will reduce the number of discipline incidents and redirection in response to misbehavior online.

When? This is an ongoing process.

Second Semester:

virus mitigation practices.

What do we want to accomplish? We want to create an on-campus environment that values the safety of others and utilizes best practices for virus mitigation.

Who is involved? All staff, Students, and Families.

How will we accomplish targeted goal? We will have a school-wide presentation educating our students on why we need to utilize best virus mitigation practices. We will have a weekly focus on healthy habits along with our standard

Why is this goal important? By setting up these systems, we will hopefully reduce the number of conflicts that arise over safety procedures, and reduce on campus distractions

When? Although this is a 2nd semester focus, we will begin the on-campus systems when we return to campus, even if it is in the 2nd quarter.

SMART Goal: Reduce the amount of aggression incidents by 25% from the 2019 Fall semester when compared to the

*During the 2019 Fall semester, Valencia had 213 aggression incidents. During the 2020 Fall semester, Valencia Middle School will have no more than 160 aggression incidents.

What do we want to accomplish? Valencia Middle School will reduce the amount of Aggression incidents by 25% from

the Fall of 2019 to the Fall 2020 SY. Who is involved? Valencia administration team (Gist, Lohn, Gabaldon), Dean of Students (Mrs. Rashad) RPF (TBD),

Counselors (Corneveaux, Van Hoesen, Bernhard), ISI Teacher (Mr. Moore)

How will we accomplish targeted goal? Code of Conduct presentation to student body during grade level presentations), Implementation of school-wide PBIS, building positive relationships with all students and strong adult presence throughout school. Guidance Lessons by counselors - Anti-Bullying, Social/Emotional lessons, Trauma Informed Education Training Culturally Responsive/Sensitive Training.

Why is this goal important? Historically, Valencia's discipline data shows a high amount of aggression violations Improving this discipline data and turning around that negative perception is important to our school, community and stake holders. Decreasing the amount of aggression incidents will continue to improve our positive school environment

When? Valencia will reach our first semester goal by December 18, 2020.

Completed Goal Results: In the Fall of 2019, Valencia had 213 aggression incidents. In the Fall of 2020, Valencia will have no more than 160 Aggression incidents.

SMART Goal: Reduce the amount of Other School Violations incidents by 25% from the 2020 Spring semester to the

* During the 2020 Spring semester, Valencia had 69 Other School Violations. During the 2021 Spring semester, Valencia Middle School will have no more than 52 Other School Violations.

What do we want to accomplish? Valencia Middle School will reduce the amount of Other School Violations by 25% from the Spring of 2020 to the Spring 2021 SY.

Who is involved? Valencia administration team (Gist, Lohn, Gabaldon), Dean of Students (Mrs. Rashad) RPF (TBD), Counselors (Corneveaux, Van Hoesen, Bernhard), ISI Teacher (Mr. Moore)

How will we accomplish targeted goal? Code of Conduct presentation to student body during grade level presentations, Implementation of school-wide PBIS, building positive relationships with all students and strong adult presence throughout school. Guidance Lessons by counselors – Anti-Bullying, Social/Emotional lessons, Trauma Informed Education Training Culturally Responsive/Sensitive Training.

Why is this goal important? Historically, Valencia's discipline data shows a high amount of aggression violations. Improving this discipline data and turning around that negative perception is important to our school, community and stake holders. Decreasing the amount of aggression incidents will continue to improve our positive school environment

When? Valencia will reach our second semester goal by May 24, 2021.

Completed Goal Results: During the 2020 Spring semester, Valencia had 69 Other School Violations. For the 2021 Spring Semester, Valencia Middle School will have no more than 52 Other School Violations

C. Actions

SAP Wakefield Middle School (reopens SY2020-21) SAP **Vesey Elemntary School** Level 2 Priorities Level 2 Priorities A. Implementation: A. Implementation: PBIS: PBIS: summarize where the school summarize where the school 1. Mentoring/Social Skills Grps was re level 1 and level 2 1. Mentoring/Social Skills Grps was re level 1 and level 2 Staff, Parents, Students Staff, Parents, Students priorities (and by the RP priorities (and by the RP PBIS, Code components) in 2.Community embrace PBIS PBIS, Code components) in 2.Community embrace PBIS SY2020-21 3. Stakeholders are communic-SY2020-21 3. Stakeholders are communic-1. Level 1 Priorities ated with monthly 1. Level 1 Priorities ated with monthly 1. PBIS implemented w/fid 4. PBIS implemented w/fidelity Disc. Team Restorative Practices: Restorative Practices: Disc. Team Disc. Flow Chart 1. Stakeholder have a shared 1. Stakeholder have a shared BIS Team vision for a restorative school Disc. Flow Chart vision for a restorative school **PBIS Matrix** 2. Staff understands the **PBIS Team** 2. Staff understands the **PBIS Matrix** SCOC Training paradigm shift from punitive paradigm shift from punitive to restorative Staff SCOC Training to restorative 3. Time is given to implement 3. Time is given to implement Students Staff Referral Process Students a restorative classroom a restorative classroom RP Training Support structures are in Referral Process 4. Support structures are in **RP Revisited** place to implement Restora-RP Training place to implement Restora-PIC Room ative Prac. w/ fidelity **RP Revisited** ative Prac. w/ fidelity Coaching ∕lo Reports timely Coaching PIC Room Mentoring Use of Disc. Data Mo Reports timely Mentoring Mo Report PD/PLC's Use of Disc. Data PD/PLC's SCOC: Mo Report SCOC: Data input timely Data informs all discipline PD 1. Data informs all discipline Data input timely Disc. Rating 1-5 neetings meetings . Hot spots, trends, are ident ormal Report Disc. Rating 1-5 2. Hot spots, trends, are ident **Formal Report** 3. Discipline systems, policies Discipline systems, policies procedures are in place procedures are in place . Mo. discipline reports are 4. Mo. discipline reports are ommunicated to fac/staff communicated to fac/staff 5. Periodic review of discipline 5. Periodic review of discipline systems, policies, procedure 2. Level 2 Priorities 2. Level 2 Priorities B. Outcomes: B. Outcomes: White AA NA AS М 27 Student Incid NA Aggression 25 2 17 Aggression Suspensions 20 11 Suspensions C. Actions: Establish all Level 1 priorities. C. Actions: The number of office discipline referrals received from staff each month will not exceed 5% of our total enrollment. First Semester: What do we want to accomplish? A reduction in the number of discipline referrals in comparison with last year To ensure that all teachers post and calibrate their PBIS behavior expectations. Who is involved? All Staff What do we want to accomplish? To align and calibrate our PBIS expectations across grade levels and classroom. How will we accomplish targeted goal? We will accomplish target goal by communicating expectations with students, staff and parents, providing PD to staff regarding behavior interventions and reporting procedures, targeting areas of Who is involved? need, and reinforcing positive behavior. The PBIS Committee, site administration, and classroom teachers. Why is this goal important? This goal is important to ensure student safety and positive social interactions among How will we accomplish targeted goal? students and staff as well as academic learning time. To facilitate PBIS professional development, and provide job embedded coaching. When? Aug.- Dec. 2020 Why is this goal important? In order to help ensure horizontal and vertical compassionate discipline practices, then this level calibration is essential. The number of office discipline referrals received from staff each month will no exceed 5% of our total enrollment. When? reduction in the number of discipline referrals in comparison with last year **Who is involved?** All Staff By the end of the first semester SMART Goal: How will we accomplish targeted goal? We will accomplish target goal by communicating expectations with students, staff and parents, providing PD to staff regarding behavior interventions and reporting procedures, targeting areas of By December 18th, 2020, 80 percent of Wakefield MS teachers will have their classroom PBIS expectations posted, as measured by PBIS leadership committee walkthroughs. need, and reinforcing positive behavior. Second Semester: Why is this goal important? This goal is important to ensure student safety and positive social interactions among To reduce discipline incidents. What do we want to accomplish? students and staff as well as academic learning time. To reduce the number of discipline incidents on the Wakefield campus. Who is involved? All site stakeholders including the PBIS committee, the discipline team, site administration and teachers How will we accomplish targeted goal? Provide site based classroom management professional development, and job embedded coaching related to compassionate discipline and PBIS Why is this goal important? When students feel safe and discipline incidents are minimized, the climate and culture is supported in a positive way. SMART Goal: By May 25th, 2021, there will be a 10 percent reduction in discipline incidents compared to the previous school year, as measured by end of year discipline reports obtained by the site discipline committee.

SAP White Elementary School SAP **Warren Elementary School** Level 2 Priorities Level 2 Priorities A. Implementation: A. Implementation: summarize where the school PBIS: PBIS: summarize where the school was re level 1 and level 2 1. Mentoring/Social Skills Grps was re level 1 and level 2 1. Mentoring/Social Skills Grps priorities (and by the RP, priorities (and by the RP, PBIS, Staff, Parents, Students Staff, Parents, Students, Code components) in SY2020-2.Community embrace PBIS PBIS, Code components) in 2.Community embrace PBIS SY2020-21 21 3. Stakeholders are communic- Stakeholders are communic 1. Level 1 Priorities 1. Level 1 Priorities ated with monthly ated with monthly 4. PBIS implemented w/fig 4. PBIS implemented w/fidelity Disc. Team Restorative Practices: Disc. Team Restorative Practices: Disc. Flow Chart Disc. Flow Chart 1. Stakeholder have a shared 1. Stakeholder have a shared BIS Team vision for a restorative school PBIS Team vision for a restorative school **PBIS Matrix** 2. Staff understands the **PBIS Matrix** 2. Staff understands the SCOC Training paradigm shift from punitive SCOC Training paradigm shift from punitiv to restorative Staff Staff to restorative 3. Time is given to implement 3. Time is given to implement Students Students Referral Process Referral Process a restorative classroom a restorative classroom RP Training 4. Support structures are in Support structures are in **RP Training RP Revisited** place to implement Restora-**RP Revisited** place to implement Restora-PIC Room ative Prac. w/ fidelity PIC Room ative Prac. w/ fidelity Mo Reports timely Coaching Coaching ∕lo Reports timely Use of Disc. Data Mentoring Use of Disc. Data Mentoring Mo Report PD/PLC's Mo Report PD/PLC's SCOC: SCOC: Data input timely 1. Data informs all discipline Data input timely 1. Data informs all discipline Disc. Rating 1-5 Disc. Rating 1-5 neetings meetings . Hot spots, trends, are ident 2. Hot spots, trends, are ident **Formal Report** Formal Report Discipline systems, policies 3. Discipline systems, policies procedures are in place procedures are in place . Mo. discipline reports are 4. Mo. discipline reports are ommunicated to fac/staff communicated to fac/staff 5. Periodic review of discipline 5. Periodic review of discipline systems, policies, procedure

B. Outcomes:

2. Level 2 Priorities

	All	White	AA	Н	NA	AS	М
Student Incid	15		2	11	2		
Aggression	10		1	7	2		
ISI	14		2	10	2		
Suspensions	2		1	1			

Shool is on Supportive Action Plan (SAP2) for 19-20 SY/20-21SY

C. Actions:

1. Review and revise PBIS Matrix and Discipline Flow chart. School will seek input from faculty, staff, students,

Second Semester:

1. Discipline Team will report monthly to faculty and staff regarding the previous month's discipline report noting hotspots and trends.

2. Level 2 Priorities B. Outcomes:

	All	White	AA	Н	NA	AS	M
Student Incid	34	4	5	17	8		
Aggression	33	4	5	16	8		
ISI	26	3	4	13	6		
Suspensions	15	2	3	7	3		

C. Actions:

We want students to learn "Leader in Me" strategies and how to effectively problem-solve in school and in life. Teachers teach the eight beginning lessons related to "Leader in Me" with students. This occurs within the first two weeks of school. This is also combined with our PBIS strategies that are taught daily and emphasized on a quarterly basis. This occurs during our quarterly school wide PBIS stations (matrix). Teachers also implement Restorative Circles daily in their classrooms with their students. · Our school counselors, MTSSF, CSP, Primary and Intermediate teachers will be involved.

We also have a "Leader in Me" consultant assigned to our school that meets with admin and staff on a consistent basis. · Many students don't come to school with problem-solving skills; therefore, the school provides the needs that they need to problem-solve. · Admin and additional support staff will review "Leader in Me" lessons, discipline, etc.

Second Semester:

We want to create kind proactive leaders that

problem-solve and build win-win situations
This is in alignment with "Leader in Me,"

- which we practice as a school.

 · We will continue with teacher PD's in
- "Leader in Me" and Restorative Practice. · Continue with quarterly PBIS stations (matrix) and "Leader in Me" monthly celebrations.
- Admin and additional support staff will review "Leader in Me" lessons, discipline in school (areas of the school and specific teachers) with the discipline team to

create a plan of action. We want students to gain skills that will help them be successful in school and

· We'll be reviewing our plan on a monthly basis with our school's discipline committee, as well as our PBIS committee