Policies — Campus Action Plan Example

Goal: Reduction in the rate of ISSs and OSSs; reduction in disproportionality of ISSs and OSSs; increase fairness of rules; increase positive techniques and reduce punitive techniques

Objective: Increase students' perception of policies as fairer and more positive and less punitive

Pronged Strategy: *Policies:* Review and change district disciplinary policies to become less punitive and more supportive; instruct school staff in how to administer policies more fairly.

ACTION STEPS	PERSON(S) PARTNERS RESPONSIBLE	RESOURCES NEEDED INTERNAL/EXTERNAL	PROGRESS INDICATED AT BENCHMARK	COMPLETION DATE	EVIDENCE OF IMPROVEMENT
Recruit volunteers for and create a Discipline Policy Review Committee (DPRC) consisting of a broad range of stakeholders (parents, teachers, administrators, students, and community members)	• Principal • Assistant Supt. for Student Services	• District communications department (for publicity) • Invitations to key stakeholders	35+ volunteers from diverse group of stakeholders to serve on DPRC	December 1, 20XX	The result of completing each action step
Present all relevant data regarding the existing discipline statistics (e.g., office referrals, suspensions, expulsions, attendance, school climate)	DPRC co-chairs	• Meeting room (ongoing) • All relevant reports generated by IT department • External facilitator • Clerical support to transcribe and produce/ publish minutes (ongoing)	All relevant data and reports available and explained to all DPRC members	January 15, 20XX	Minutes of DPRC meeting(s) indicating key points of discussion
Analyze all relevant discipline and attendance reports and generate recommendations	DPRC co-chairs	• External facilitator • All relevant reports	Minutes of DPRC meeting(s) indicating key points of facilitated analysis and discussion of relevant discipline and attendance data	February 15, 20XX	Preliminary/draft list of prioritized recommendations
Presentation of DPRC recommendations	• DPRC co-chairs • Full DPRC committee	Community forum meeting schedule and locations	All community forums completed and feedback and suggestions compiled	April 1, 20XX	Positive feedback from community forum evaluations

Review existing campus Code of Conduct to identify strengths and areas in need of revision	DPRC co-chairs	• External facilitator • Copies of Code of Conduct sent to DPRC in advance of meeting	Minutes of DPRC meeting(s), indicating key points of discussion and agreement	May 15, 20XX	Prioritized list of necessary changes (additions, deletions, rewrites) to existing code
Complete draft of revised Code of Conduct and provide training for school personnel on changes in codes and how to implement revised code	DPRC co-chairs	• External facilitator • Clerical support to produce revised Code of Conduct • In-service training time and location	Sign-in sheets indicating that all relevant personnel have attended the training	June 30, 20XX	• Completed revision of Code of Conduct • Completed in-service training
Introduction of new Code of Conduct to student body through second-hour "class meeting" format	Classroom teachers	Copies of new Code of Conduct in English or Spanish for each student • District printing department • Posting of new Code of Conduct on district website	• Completion of all scheduled second-hour class meetings on all secondary campuses • Completion of student feedback forms by 80% of student body	September 20, 20XX	• Campus second-hour attendance reports indicating 90%+ student attendance • Classroom teacher reports of positive student response to new Code of Conduct in second-hour class meetings • Positive student comments on written feedback forms
Introduction of new Code of Conduct to parents through PTA/PTO meetings, Booster Club meetings, campus newsletter, and campus and district website, and a mass mailing with an overview of the changes in the existing Code of Conduct	• District PTA/PTO leaders • Booster Club presidents • District communications department	• Funding for printing and mailing of Code of Conduct in English or Spanish • Funding for Spanish language translators	• Listing of completed meetings where new Code of Conduct was introduced • Completed mailing from all campuses • Posting of new Code of Conduct on district website	September 21–30, 20XX	80% positive feedback from meeting evaluation forms and online comments
Districtwide implementation of new Code of Conduct	All district employees	Copies of new Code of Conduct for every district employee	Generation of reports and completed Campus Discipline Committee meetings indicating use of new forms and continuum of restorative consequences	At the end of each week, month, and semester	Auditing of district discipline data indicating consistent use of new discipline forms and restorative consequences aligned with newly adopted Code of Conduct

Classroom Management and Engagement — Campus Action Plan Example

Goal: Improve teacher-student relations

Objectives: Increase teachers' cultural understanding of their students; increase students' perception of teacher-student relationships as positive; decrease disproportionality of office referrals

Pronged Strategy: *Classroom Management and Engagement:* Provide teacher training in Culturally Responsive Classrooms to help improve teacher-student relationships and reduce the number and disproportionality of office referrals.

ACTION STEPS	PERSON(S) PARTNERS RESPONSIBLE	RESOURCES NEEDED INTERNAL/EXTERNAL	PROGRESS INDICATED AT BENCHMARK	COMPLETION DATE	EVIDENCE OF IMPROVEMENT
Districtwide Professional Development Committee reviews and selects an evidence-based professional development program focused on culturally responsive classroom management and instruction, instructional framework, and lesson design	Professional Development Committee	• Professional development funds • Teacher stipend funds	• Signed contracts for EBP trainings • Professional Development Plan and Calendar for the school year	December 1, 20XX	Selection of professional development programs and trainers
Introduce Professional Development Plan and Calendar to instructional staff (teachers, instructional aides, instructional specialists)	• Principal • Teacher representatives on Professional Development Committee	• PowerPoint presentation • Handouts of EBP descriptive documents and evidence/research base	N/A	January 15, 20XX	N/A
Conduct professional development for teachers and instructional aides on instructional framework and lesson design through afterschool sessions and the Professional Learning Community (PLC) format	Trainer/coaches	• Funding for teacher training materials • Dedicated common time for PLC meetings	• Training agenda • PLC minutes • Instructional staff evaluations	February 15, 20XX	Classroom observations documenting effective use of engaging instructional strategies

Conduct professional development for teachers and instructional aides on Culturally Responsive Classroom Management (CRCM) through afterschool sessions and the PLC format	• CRCM trainers • Behavioral specialists	• Funding for teacher training materials • Dedicated common time for PLC meetings	• PLC minutes • Instructional staff evaluations • 85% of teachers saying they gained knowledge and skills from the training • Classroom observations documenting skillful use of effective classroom management	February 28, 20XX	• Classroom observations documenting skillful use of effective classroom management • 85% of teachers saying they regularly use knowledge and skills from the training
Conduct professional development for teachers and instructional aides on managing and mediating conflict in the classroom through afterschool sessions and the PLC format	• Conflict mediation trainers • Behavioral specialists	• Funding for teacher training materials • Dedicated common time for PLC meetings	• Training agenda • PLC minutes • Instructional staff evaluations • Teacher self- reports of improved classroom climate	April 1, 20XX	Classroom observations documenting improved classroom climate
Provide ongoing coaching by instructional and behavioral specialists for staff needing additional support in instruction and/or classroom management	• Instructional coaches • Behavioral specialists	None	• Records of collaborative coaching sessions and summaries of activities by instructional and behavioral specialists • Self-evaluations of instructional staff receiving coaching	April 30, 20XX	Classroom observations documenting improved instructional practice and/or classroom management

Evidence-Based Programs and Practices — Campus Action Plan Example

Goal: Reduction in the rate of ISSs and OSSs

Objectives: Increase students' social-emotional skills; decrease truancy; increase grades

Pronged Strategy: *Evidence-Based Programs and Practices:* Provide programs that build social-emotional skills of all students to help all students manage their own behavior better and prevent problem behavior later on down the road; provide truancy prevention programs, afterschool tutoring, and student assistance teams for groups of students who are at risk for ISSs and OSSs; institute restorative justice programs, in-school counseling, and family support services for students demonstrating problem behavior; implement an early detection system to identify students at risk

ACTION STEPS	PERSON(S) PARTNERS RESPONSIBLE	RESOURCES NEEDED INTERNAL/EXTERNAL	PROGRESS INDICATED AT BENCHMARK	COMPLETION DATE	EVIDENCE OF IMPROVEMENT
District/campus Discipline Policy Review Committee (DPRC) researches and reviews evidence-based Positive School Discipline initiatives and practices appropriate for the district (PBIS, restorative practices, mentoring, peer leadership, Advisory, etc.)	• DPRC co-chairs • Exemplar Review Subcommittee	• Database of Positive School Discipline evidence-based programs (EBPs) • Checklist of Positive School Discipline practices found within comprehensive programs	• Minutes of DPRC subcommittee meetings • Identification of three EBPs that best match needs and demographics of Castle Hill ISD	May 14, 20XX	Recommendation of three EBPs that best match needs and demographics of Castle Hill ISD
Committee conducts site visits to schools with successful (i.e., documented results) Positive School Discipline programs	• DPRC co-chairs • Site Visit Subcommittee	• Travel funds • Travel arrangements	• Completed site visits • Report of findings of Site Visit Subcommittee • Recommendation to DPRC of EBP for adoption	May 28, 20XX	EBP recommendation
Committee selects (by consensus) programs that best address the existing concerns	DPRC	None	Minutes of DPRC meeting to select EBP	June 1, 20XX	EBP selection

Positive School Discipline EBPs are presented to all district stakeholders for discussion and feedback, in multiple "town meeting" formats	DPRC	• Meeting venues and schedule • District communications department (for publicity) • Public Access TV broadcast and recording (and additional Spanish-language broadcast) • Printing of new Code of Conduct in English and Spanish	• Completed town meetings • Public attendance at and participation in community forums • Broadcasts of meetings	June 14–21, 20XX	Compilation of public evaluation forms indicating at least a 75% positive overall rating
Introduce the DPRC process for selecting the recommended EBPs to faculty and staff, and provide an overview of the programs	• Principal • DPRC co-chairs • Teacher representative • DPRC members	• Faculty meeting room • PowerPoint presentation	• Listing of completed faculty meetings of all Castle Hill ISD secondary campuses	August 21–25, 20XX	90% composite faculty attendance at initial or make-up EBP information meetings
Campus in-service training on Positive School Discipline EBPs (including classroom management strategies)	Trainer from Positive School Discipline EBP	• Funding for trainer • Training materials • Stipends for teacher attendees (after normal school hours)	• Completion of all regularly scheduled EBP training sessions • 95% attendance of identified/ required school staff • Completion of three make-up sessions for staff absent from regularly scheduled trainings	September 7–14, 20XX	90% positive overall response on the training evaluation instrument
Introduce new Code of Conduct with EBPs to student body through second-hour "class meeting" format focusing on restorative practices	Classroom teachers	• Copies of new Code of Conduct in English or Spanish for each student • District printing department • Posting of new Code of Conduct on district website	• Completion of all scheduled second-hour class meetings on all secondary campuses • Completion of student feedback forms by 80% of student body	September 20, 20XX	• Campus second-hour attendance reports indicating 90%+ student attendance • Classroom teacher reports of positive student response to new EBP restorative practices in Code of Conduct • Positive student comments on written feedback forms

Introduce new EBPs to parents through PTA/PTO meetings, Booster Club meetings, campus newsletter, and campus and district website, and a mass mailing with an overview of how the EBPs have changed the existing Code of Conduct	• District PTA/PTO leaders • Booster Club presidents • District communications department	• Funding for printing and mailing of EBP and changes in the Code of Conduct in English or Spanish • Funding for Spanish language translators	• Listing of completed meetings where EBP and new Code of Conduct was introduced • Completed mailing from all campuses • Posting of new Code of Conduct on district	September 21–30, 20XX	80% positive feedback from meeting evaluation forms and online comments
Monitor fidelity of implementation through classroom observations, review of campus office referrals, and review of Student Assistance Team case notes.	Administrative team, Campus Discipline Committees	• Classroom walkthroughs, Campus Discipline Committee meetings, Student Assistance Team Meetings	• Administrative walkthrough reports, Campus Discipline Committee meetings review of office referrals indicating restorative practices/consequences	At the end of each week, month, and semester	Auditing of district discipline data indicating consistent use of new discipline forms and restorative consequences aligned with EBPs of new Code of Conduct
Refresher trainings for indicated staff and new hires	Designated member of administrative team (rotating basis)	None	• Completion of monthly trainings as needed	Monthly as needed	100% of staff trained and utilizing EBP in classroom and campus

School and Community Support Services — Campus Action Plan Example

Goal: Reduction in the rate of ISSs and OSSs; increase positive techniques and reduce punitive techniques

Objectives: Increase case management of students exhibiting behavioral problems

Pronged Strategy: *School and Community Support Services:* Connect with community mental health and family support services to provide a continuum of services for students demonstrating problem behavior; use a case management approach with all partners to coordinate services.

ACTION STEPS	PERSON(S) PARTNERS RESPONSIBLE	RESOURCES NEEDED INTERNAL/EXTERNAL	PROGRESS INDICATED AT BENCHMARK	COMPLETION DATE	EVIDENCE OF IMPROVEMENT
Identify and invite community stakeholders to become part of a comprehensive continuum of prevention, intervention, and targeted support services for students and families in need	• Principal • Assistant Supt. for Student Services • Education Foundation CEO • Chamber of Commerce president	• District communications department (for publicity) • Invitations to key stakeholders • Joint communiqué from Community Cares Committee (CCC) co-chairs	Attendance of invited stakeholders from juvenile justice, mental health, business, fraternal organizations, education providers (tech schools, community college), social welfare groups, and government social services	November 1, 20XX	Signed commitment from 80% of invitees to participate in the CCC
Develop a strategic plan for cooperation, collaboration, information sharing, and delivery of services, and a Memorandum of Understanding (MOU) between school district and CCC members	CCC co-chairs	• Funding for professional facilitator to guide the process • Meeting schedule • Meeting venues	• Meeting minutes clearly stating all resolutions • Draft compact for community partners to review and adopt	November 30, 20XX	• Strategic plan developed by charter CCC members • MOU signed by all partners
School and community meetings to introduce the CCC and describe services at the prevention, intervention, and targeted support levels	CCC Service Delivery Subcommittee	• Meeting schedule for campus(es) with community locations • Program materials with agency names and contact information for distribution	Meetings scheduled and conducted, with related program materials distributed	December 15, 20XX	• School and community meetings completed, with robust attendance • Citywide publicity in print, radio, public access TV, and local TV broadcasts

• Integrate mental health screening into all student discipline procedures involving student OSS • Train personnel on administration and interpretation of screening instrument • Establish referral protocol for school personnel	• School psychologists • Community mental health provider • External facilitator or trainer	• Funding for screening instrument • Funding for training or personnel on administration and interpretation of results	• Completed training of key personnel • Adoption of referral protocol	January 15, 20XX	Use of screening instrument in all discipline cases involving OSS
• Establish CCC office at Castle Hill H.S. staffed by different community agency reps. *Each day of the week:* • M: Medicaid, food stamps, faith-based providers • T: Legal aid, housing, tenants' rights • W: Family and individual counseling • Th: Education and job skills, unemployment • F: City services, juvenile probation	CCC Service Delivery Subcommittee	• Commitment from community agencies to staff CCC office on designated day • Local media publicity • District communications department publicity materials • Funding for publicity materials and distribution	Staffed office with various agencies and publicized schedule	January 30, 20XX	Sign-in sheets from each agency staffing the H.S. CCC office indicating use of services by Castle Hill H.S. community
Establish support groups for parents (on improving communication, single parenting, parenting a child with special needs, etc.)	CCC Service Delivery Subcommittee	• Facilitators • Meeting schedule and venues • Funding for refreshments	Parent sign-ups for support groups	January 30, 20XX	Positive evaluation by participants
Establish support groups for students (on anger management, grief, drug and alcohol abuse, relationships/ dating, body image, etc.)	CCC Service Delivery Subcommittee	• Facilitators • Meeting schedule and venues • Funding for refreshments	• Staff referrals • Student self-referrals • Sign-ups for support groups	January 30, 20XX	• 80% attendance at all sessions • Positive evaluation by students

Family Engagement — **Campus Action Plan** Example

Goal: Reduction in disproportionality of ISSs and OSSs

Objectives: Increase parent engagement with schools

Pronged Strategy: *Family Engagement:* Recruit a parent liaison as part of the positive school discipline team to assure that all programs and policies are culturally appropriate; invite and involve parents in monthly meetings about the positive school discipline plan and positive outcomes.

ACTION STEPS	PERSON(S) PARTNERS RESPONSIBLE	RESOURCES NEEDED INTERNAL/EXTERNAL	PROGRESS INDICATED AT BENCHMARK	COMPLETION DATE	EVIDENCE OF IMPROVEMENT
Recruit and select a diverse group of parents to serve on the Castle Hill H.S. Parent Advisory Committee (PAC)	• Principal • PTA/PTO president • Booster Club president • NAACP president • League of United Latin American Citizens president	• Local media exposure • District communications department staff	•100+ parent responses for spots on the PAC	September 21, 20XX	Selection of PAC members by PAC Selection Subcommittee
PAC Discipline Subcommittee participates in campus and district Discipline Policy Review Committee (DPRC) policy review	PAC Discipline Subcommittee	None	• PAC Discipline Subcommittee attendance at and participation in DPRC meetings • Subcommittee reports on progress	May 30, 20XX	Completed revision of Code of Conduct with participation and input from PAC Discipline Subcommittee
PAC sponsors "Courageous Conversations About Race" community forums	• PAC president • District PAC president • Community Forum Subcommittee	• Meeting venues • Local media exposure • District communications department • Schedule of forums • Local-access TV coverage	Robust attendance (50+ parents and community members) at each forum	October 15–December 15, 20XX	80% positive feedback from meeting evaluation forms and online comments

Recruit a PAC member to serve as parent liaison on the positive school discipline team	Principal	None	Parent liaison identified for positive school discipline team	October 15, 20XX	Parent liaison in attendance at 95% of positive school discipline team meetings
Initiation of monthly Principal-Parent Coffee Conversations	Principal	• Principal's conference room • Refreshments	Establish and publish calendar of monthly Principal-Parent Coffee Conversations	Second Tuesday of each month beginning in September 20XX	80% positive rating for principal-parent communication on end-of-year parent-campus survey
Conduct "Supporting the Academic and Social Development of Your Teen" parent education series (four sessions)	• Principal • PAC president	• Funding for trainers, materials, and refreshments • Community meeting venues (e.g., churches, Castle Hill Public Library, community college auditorium, community behavioral health office conference room)	• Attendance sign-in sheets from each parent education series meeting • 20+ parents in attendance at each session	Third Thursdays in October 20XX and January, March, and May 20XX	• Completion of all "Supporting the Academic and Social Development of Your Teen" parent education programs • 80% of participants in attendance at all four sessions
Initiation of campuswide parent volunteer program	• Principal • Parent volunteer coordinator	• Funds to cover fingerprinting and CORI checks of all those who desire to volunteer • Funds to compensate parent volunteer coordinator	Recruitment/sign-up of 50+ parent volunteers	Launch by October 1, 20XX	• Retention of 80% of initial volunteers • Completion of 1,000 hours of volunteer time by June 1, 20XX
Initiate vehicle for parent communication through online feedback link, phone hotline for concerns, and monthly parent newsletter	• Principal • District communications department • Admin. assistant	• District communications department • District IT department • District print shop • Stipend for newsletter editor • Funds for printing and mailing monthly newsletter	Feedback link active on campus webpage, publication of first newsletter, and operational hotline no later than November 1, 20XX	All facets operational and "glitch free" by December 1, 20XX	80% positive rating for principal-parent communication on end-of-year parent-campus survey

Collect and Analyze Data — Campus Action Plan Example

Goal: Reduction in the rate of ISSs and OSSs; reduction in disproportionality of ISSs and OSSs

Objectives: Decrease disproportionality of office referrals; decrease truancy; increase grades

Strategy: Collect and analyze all relevant district and campus data on discipline, attendance, and truancy; disaggregate the data by grade, race, class/teacher, location, time of day, and other at-risk categories to identify areas of focus

ACTION STEPS	PERSON(S) PARTNERS RESPONSIBLE	RESOURCES NEEDED INTERNAL/EXTERNAL	PROGRESS INDICATED AT BENCHMARK	COMPLETION DATE	EVIDENCE OF IMPROVEMENT
Establish Campus Discipline Committee to review and analyze existing and new discipline data.	• DPRC co-chairs • Assistant Supt. for Student Services • Principal • Admin. assistant	• Invitations • Meeting room • Refreshments	• Committee members selected • Committee meeting schedule established	September 30, 20XX	N/A
Determine what relevant data are currently being collected, analyzed, and shared and what data not currently collected and reported would be useful	• Principal • Director of IT • Campus Discipline Committee	Printouts of district and campus discipline and attendance data	Identification of useful data being collected and data needed for complete analysis	October 30, 20XX	• Data description of existing data and needed data • Data review schedule established
Collect and input data not previously being collected, and design program to create reports with critical data	• Assistant principals • IT programmers	• Attendance clerks • Assistant principals' secretaries for data input	• All critical data identified are entered into district database • Programming completed for all needed reports	November 30, 20XX	Same as progress indicated at benchmark
Disaggregate data by at-risk factors, including grade, race, gender, SPED, ELL, and Economically Disadvantaged	Director of IT	None	Completed reports (new reports where none existed in the past)	November 30, 20XX	Disaggregated data routinely available in report form
Analyze data to identify areas of concern (disproportionality, frequency/volume) and other contributing factors (frequency of referring individual, location, time of day, etc.)	• Principal • Campus Discipline Committee	Facilitator trained in data analysis and data-driven decision-making	• Schedule of meetings for data analysis team • Established data analysis protocol	December 15, 20XX	Challenges and areas of concern identified by consensus