



## Stage 1 Tasks

Data Collection Questions	Data Sources
<i>EXAMPLE:</i> Are there notable differences in our suspension rates by race?	<i>EXAMPLE:</i> Disciplinary database maintained by vice principal's office.
1.	1.
2.	2.
3.	3.

## Preliminary Findings and Identified Disparity Issues

*EXAMPLE:*

African-American males comprise 40% of our student body but represent 82% of our suspensions.

1.

2.

3.

4.

## Stage 2 Tasks

Additional Data Collection Questions	Data Sources
<p><i>EXAMPLES:</i></p> <p>Are there patterns of disparity by grade or referring staff for African-American males in our student population? (Quantitative)</p> <p>Do students or staff perceive deviation from consistent policy enforcement? (Qualitative)</p>	<p><i>EXAMPLES:</i></p> <p>Revisit disciplinary database to extract this detail.</p> <p>Conduct focus groups with students and staff to determine whether they perceive office referral practices deviating from stated policy and the impact of such practices.</p>
1.	1.
2.	2.
3.	3.

## Additional Findings and Disparity Issues

*EXAMPLES:*

75% of referrals leading to suspension among African-American males occur in Grade 9. Of those, 50% result in termination of enrollment. Grade 9 staff members express frustration with disruptive behavior that escalates to altercations between staff and students.

Grade 9 students report that some teachers escalate incidents involving African-American males more than their White peers.

1.

2.

3.

Cause(s) of Disparity Issues	Root Cause(s) of Disparity Issues
<p><i>EXAMPLE:</i></p> <p>Teacher frustration peaks after repeated incidents with students talking back in class, and the situation often evolves into significant classroom disruption.</p>	<p><i>EXAMPLE:</i></p> <p>Grade 9 staff lack consistent classroom management skills and have limited experience with de-escalation strategies to employ during times of classroom disruption.</p>
1.	1.
2.	2.
3.	3.
4.	4.

## Stage 3 Tasks

### Corrective Action(s) for Root Causes

*EXAMPLE:*

Provide training and personalized support to Grade 9 staff in evidence-based de-escalation strategies and routinely repeat classroom management skill building.

1.

2.

3.

4.

## Measurement and Evidence of Success After Making Corrective Action(s)

*EXAMPLE:*

Reassess disaggregated disciplinary data quarterly and at the conclusion of the academic year for Grade 9 referrals for classroom disruption, teacher interventions, and resulting suspension rates. Assess whether disparities have been reduced or eliminated.

1.

2.

3.

4.

## Plan for Addressing Root Causes of School Discipline Disparities

Root Cause 1: \_\_\_\_\_

(Produce a separate sheet for each root cause.)

Corrective Actions	Person or People Responsible	Resources Needed	Evidence of Implementation	Monitor Date	Results
<p><i>EXAMPLE:</i></p> <p>Provide training and personalized support to Grade 9 staff in evidence-based de-escalation strategies and routinely repeat classroom management skill building.</p>	Ms. Dean; Assistant Principal; Mr. Joy, guidance counselor	<p>Training: \$2,000 for trainer, materials, travel; release time for training</p> <p>Support: Defined times for ongoing support with each Grade 9 staff member to monitor implementation</p>	<p>a. Training completed</p> <p>b. Use of strategy confirmed through supervision and grade-level meetings</p>	Monthly throughout first semester; bimonthly for remainder of year; quarterly thereafter	
1.					
2.					
3.					

Root Cause 2: \_\_\_\_\_

(Produce a separate sheet for each root cause.)

Corrective Actions	Person or People Responsible	Resources Needed	Evidence of Implementation	Monitor Date	Results
<p><i>EXAMPLE:</i></p> <p>Provide training and personalized support to Grade 9 staff in evidence-based de-escalation strategies and routinely repeat classroom management skill building.</p>	<p>Ms. Dean; Assistant Principal; Mr. Joy, guidance counselor</p>	<p>Training: \$2,000 for trainer, materials, travel; release time for training</p> <p>Support: Defined times for ongoing support with each Grade 9 staff member to monitor implementation</p>	<p>a. Training completed</p> <p>b. Use of strategy confirmed through supervision and grade-level meetings</p>	<p>Monthly throughout first semester; bimonthly for remainder of year; quarterly thereafter</p>	
<p>1.</p>					
<p>2.</p>					
<p>3.</p>					

**Root Cause 3:** \_\_\_\_\_

*(Produce a separate sheet for each root cause.)*

Corrective Actions	Person or People Responsible	Resources Needed	Evidence of Implementation	Monitor Date	Results
<p><i>EXAMPLE:</i></p> <p>Provide training and personalized support to Grade 9 staff in evidence-based de-escalation strategies and routinely repeat classroom management skill building.</p>	<p>Ms. Dean; Assistant Principal; Mr. Joy, guidance counselor</p>	<p>Training: \$2,000 for trainer, materials, travel; release time for training</p> <p>Support: Defined times for ongoing support with each Grade 9 staff member to monitor implementation</p>	<p>a. Training completed</p> <p>b. Use of strategy confirmed through supervision and grade-level meetings</p>	<p>Monthly throughout first semester; bimonthly for remainder of year; quarterly thereafter</p>	
<p>1.</p>					
<p>2.</p>					
<p>3.</p>					

**Root Cause 4:** \_\_\_\_\_

*(Produce a separate sheet for each root cause.)*

Corrective Actions	Person or People Responsible	Resources Needed	Evidence of Implementation	Monitor Date	Results
<p><i>EXAMPLE:</i></p> <p>Provide training and personalized support to Grade 9 staff in evidence-based de-escalation strategies and routinely repeat classroom management skill building.</p>	<p>Ms. Dean; Assistant Principal; Mr. Joy, guidance counselor</p>	<p>Training: \$2,000 for trainer, materials, travel; release time for training</p> <p>Support: Defined times for ongoing support with each Grade 9 staff member to monitor implementation</p>	<p>a. Training completed</p> <p>b. Use of strategy confirmed through supervision and grade-level meetings</p>	<p>Monthly throughout first semester; bimonthly for remainder of year; quarterly thereafter</p>	
<p>1.</p>					
<p>2.</p>					
<p>3.</p>					