



DISCIPLINE IMPROVEMENT PLAN TEMPLATE

(This template is an example to assist in guiding your process. The Discipline Improvement Plan may be combined with other improvement plans required under federal and state law.)

Per [105 ILCS 5/2-3.162](#) and [Public Act 098-1102](#), districts identified on the Top 20% Exclusionary Discipline list are required to submit a Discipline Improvement Plan. The Discipline Improvement Plan must be approved by the district board, placed on the district website, and submitted to ISBE by **February 1, 2024**.

DISCIPLINE IMPROVEMENT PLAN		
Name of School District/Charter School: Carbondale Community High School District #165	School Year: 2023-2024	Board Approval Date(s):
Link to district website where plan is posted: https://www.cchs165.jacksn.k12.il.us/administration/school_documents		
School District/Charter School Address: https://www.cchs165.jacksn.k12.il.us/		
Superintendent/Administrator Name: Daniel Booth, Superintendent		
Discipline Improvement Plan Team Districts are encouraged to convene a Discipline Improvement Plan Team to address exclusionary discipline and/or racial disproportionality.		
Team Leader:		
Name Ryan Thomas	Position/Title Principal	Email Address ryan.thomas@cchs165.com
Team Members:		
Name Ethan Graham	Position/Title Associate Principal	Email Address ethan.graham@cchs165.com
Terica Doyle	Assistant Principal	terica.doyle@cchs165.com
Alejandro Ruiz	Assistant Principal	alejandro.ruiz@cchs165.com
Joe Williams	Assistant Principal	joseph.williams@cchs165.com
Mandy McKee	Student Services Director	mandy.mckee@cchs165.com

Recommended Steps to Consider when Creating the Discipline Improvement Plan

1-Review of discipline data:

Please go to the ISBE [School Discipline](#) webpage to find district data-level data. Districts/charter schools may also consider any other relevant data, e.g., district's Illinois Report Card (student and teacher demographics, attendance rates, graduation rates, student mobility rates, academic progress, etc.), Survey of Learning Conditions (5 Essentials Survey or other approved survey) and any other local data.

2-Next steps:

The below process may be helpful in the creation of the disciplinary improvement plan.

Define

- Review the data.
- Plan the process and define the problem.

Measure

- Measure the current performance; quantify the problem.

Analyze

- Identify the cause(s) of the problem(s).
- Identify any supports that may be lacking or other inside/outside factors that may be creating the problem.
- Consider if any unconscious or implicit bias may impact disciplinary practices.

Improve

- Determine and implement steps toward improved action.
- Identify current or additional supports, e.g. multi-tiered systems of support (MTSS), social-emotional learning, other emotional/mental health supports, restorative justice practices, or procedures currently in place to counteract punitive discipline.
- What strategies will be used to reduce exclusionary discipline or racial disproportionality?

Control

- Monitor and maintain the improved progress; adjust supports/the plan as necessary to reduce exclusionary discipline.

3. Has your district completed implicit bias training as required by PA 100-0014? Have you incorporated the [Diversity Equity and Inclusion Provider Evaluation Tool](#)? If you did, what are your thoughts regarding your current implicit bias training (e.g., effective or ineffective)?

Yes, CCHS has implemented implicit bias training as required by PA 100-0014. CCHS has not incorporated the Diversity Equity and Inclusion Provider Evaluation Tool. The training has been effective at creating awareness among faculty and staff of implicit bias. CCHS faculty and staff frequently analyze student data and disaggregate data based on student demographics. CCHS faculty and staff also frequently discuss student needs, knowledge of students, and differentiation based on student needs during the teacher evaluation process.

4. Potential Action Plan to Reduce the Use of Exclusionary Discipline and/or Racial Disproportionality: (Goal/Objective, Strategy/Action, Timeframe, Responsible Individual(s), Success Criteria, and Method of Evaluation)

See attached.

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Goal / Objective

To reduce the use of exclusionary discipline and to reduce the racial disproportionality of exclusionary discipline.

Strategy / Action

In School Suspension Restorative Practice Implementation - The goal of the program is to reduce recidivism. A Restorative Practice Specialist employee works daily with students in ISS. In addition, two aides assist students in their schoolwork throughout the day, and a certified teacher provides Academic Support during two class periods.

Preventative Restorative Practice Program Implementation - The Restorative Practice staff member also meets with students throughout the school day to prevent future conflict and to mediate issues between students. This program is preventative and is intended to reduce the amount of conflicts between students.

PBIS - Tier 1 – All students are enrolled in Terrier Time, an advisory class period. Teachers have small groups of students that they meet with weekly to discuss behavior, attendance, and academics. Schoolwide goals in these areas have been set and are shared frequently with students. Schoolwide competitions tied to goals take place frequently. Tiers 2 & 3 – The PBIS Tier 2/3 team meets frequently to analyze student discipline data. The team consists of 4 School Counselors, 3 School Social Workers, and 3 Assistant Principals. They implement targeted interventions based on behavioral data which include small group sessions, individual groups sessions, and mentoring groups with counselors and social workers.

Strategic Plan - CCHS has adopted a 5-year Strategic Plan. Goal 2 of our Strategic Plan consists of school culture and climate. Our Goal 2 Team consists of members from our PBIS Team and our Trauma & Resiliency Team. These groups analyze data, research solutions, and implement strategies to reduce targeted behaviors. Key Performance Indicators serve as data points and goals. They include OSS totals, ISS totals, overall attendance, and overall tardies.

Goal 2 Team of our Strategic Plan is focusing on school culture and climate. Members of our PBIS Team and Trauma and Resiliency team are part of Goal 2. This includes teachers, administrators, counselors, and school social workers.

Through this team, we have identified our 9th graders needs additional support and are in the process of creating a Freshman Support Team with the goal of creating a Freshman Academy and targeted support and resources for our 9th graders through Terrier Time, our advisory period.

Our Goal 2 Team is also in the process of creating a Discipline Team which will be tasked with researching best practices regarding administrating disciplinary consequences. This team will examine our current disciplinary processes, research, and recommend changes to our processes.

Student Advisory Period – Starting in 2021-2022, CCHS implemented a pilot program of a student advisory period, “Terrier Time.” Terrier Time will be fully implemented schoolwide in the 2022-2023 school year. This program will provide students with an advisory period built into their schedule. Students will be divided into small groups of 12 to 14 assigned to one teacher. Teachers will be given a structured schedule for checking in with students and working with them on grades, attendance, and discipline. Terrier Time will give each student an adult in the building that they can discuss these issues within a non-academic environment. Teachers will direct students to resources available at the school as needed.

Alternative to Suspension Program - Starting in the 2023-2024 school year, CCHS implemented an Alternative to Suspension Program to reduce the frequency of out-of-school suspension. An additional staff member was hired to run the program. Students who would have previously been assigned an out-of-school suspension for a behavior are now required to serve in the Alternative to Suspension Program (ASP) instead. ASP students are assigned to another building in the district for the amount of time that they would have been suspended. The staff member running the ASP program works with students to provide transportation and academic support during the duration of their ASP assignment. The Restorative Practice Specialist meets with all students assigned to ASP to discuss their behavior and provide social-emotional support. This program allows suspended students to stay connected to their academic and social-emotional supports that they would not have received while serving an out-of-school suspension.

Timeframe

These strategies are being implemented and monitored in the 2023-2024 school year. Adjustments are made annually.

Responsible Individuals

- 7 school administrators
- 1 School Resource Officer
- 4 School Counselors
- 2 School Social Workers
- 1 Restorative Practice Staff Member
- 1 Student Support Specialist
- 1 CCHS/Rebound Liaison (ASP Program Supervisor)

Success Criteria

CCHS Strategic Plan Goal 2 Key Performance Indicators - Reduction of Student Behavior Referrals, Reduction of In-School-Suspension, Reduction of Out-of-School-Suspension, Reduction of Alternative to Suspensions

Method of Evaluation

These strategies are being monitored in the 2023-2024 school year. Adjustments are made annually based on the review of data.