



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 are required to submit a Discipline Improvement Plan. The Discipline Improvement Plan must be district board approved, placed on the district website, and submitted to ISBE by **June 1, 2022**.

DISCIPLINE IMPROVEMENT PLAN		
Name of School District/Charter School: West Chicago Community High School	School Year: 2022-23	Board Approval Date(s):
School District/Charter School Address: 326 Joliet Street, West Chicago Il, 60185		
Superintendent/Administrator Name: Dr. Will Dwyer, Principal		
Discipline Improvement Plan Team		
Districts are encouraged to convene a Discipline Improvement Plan Team to address exclusionary discipline and/or racial disproportionality.		
<p>Team Leader:</p> <p style="text-align: center;"><u>Dr. Will Dwyer, Principal.</u> wdwyer@d94.org</p> <p>Team Members:</p> <p style="text-align: center;"><u>Veronica Jimenez Winton, Director of Deans, Bi-Lingual Services</u> vjiminez@d94.org</p> <p style="text-align: center;"><u>Antonio DelReal, Dean of Students (adelreal@d94.org)</u></p> <p style="text-align: center;"><u>Janet Hurtado, Dean of Students (jhurtado@d94.org)</u></p> <p style="text-align: center;"><u>Alison Jonesi, Teacher (ajonesi@d94.org)</u></p> <p style="text-align: center;"><u>Penny Munoz, Board Member (pmunoz@d94.org)</u></p> <p style="text-align: center;"><u>Gary Saake, Board Member (gsaake@d94.org)</u></p>		

Recommended Steps to Consider when Creating the Discipline Improvement Plan

1-Review of discipline data:

Please [click here](#) to find district data on the ISBE webpage. Districts/Charter Schools may also consider any other local data when creating their plan.

2-Data Analysis and Identified Trends:

Since 2012 D94 has seen a massive reduction in exclusionary discipline. From a high of approximately 300 suspensions in 2012 the district only issued 11 total out of school suspensions in 2022. Despite this reduction we have found ourselves on the list of 20% in disproportionality of suspension. Upon review of our disciplinary data we have noticed the following trends.

- 9th graders are our largest cohort receiving discipline.
- Hispanic students receive a larger portion of discipline than they account for in our total student population
- Male students receive more than two thirds of our total disciplinary actions.
- 9th grade hispanic males are a target demographic for us to focus proactive actions toward.
- 2 frosh cohorts were challenging in 21-22. Both our 9th and 10th grade students were attending a full year of high school for the first time.
- A lack of social and executive function seems to be a large driver of freshman disciplinary infractions.
- Absences and tardies in the freshman cohort were a big driver of ISS issuances.

3-Potential Action Plan to Reduce the Use of Exclusionary Discipline and/or Racial Disproportionality:

For the 2022-23 school year the following eight changes will take place.

1. D94 has reorganized our dean's office to have a more social work centered approach.
2. D94 has added two additional social workers and counselors to have a more team focused approach to proactively addressing discipline and communicating with families.
3. D94 will conduct a parent engagement series of workshops to communicate and convey expectations and strategies for parenting teenagers.
4. D94 will implement a Student Support Initiative four times a week for 30 min a day to focus on social emotional education, school connectedness and student services push-in to increase relationships amongst students, teachers and the community.
5. D94 will change how we use security guards to stay in set spaces so they get to know the kids and their patterns early and often.
6. D94 will eliminate the use of chromebooks and phones in ISS so kids don't see it as a break.
7. D94 will continue to push social workers into ISS and create processing sheets and opportunities for reflection.
8. D94 will create a more team focused approach with deans, counselors, social workers regularly meeting to have a more team based approach and follow up. Focus on identifying root causes and "why". This will be aided by the addition of two additional social workers and two additional counselors.

As a committee we recommend D94 explore the following areas for next school year or beyond.

1. Area of Recommendation: Middle School Alignment of Disciplinary Procedures and Expectations
 - Additional parent meetings before 8th grade to convey high school level expectations
 - Student meetings throughout middle school to set high school expectations.
 - Ask our middle schools to employ consistent tardy procedures and expectations.
 - Commonize our use of security guards with the feeder districts we work with.

- Individual student articulation from 8th to 9th if they present disciplinary challenges in 8th grade
 - Delineation between tier 2 and 3 interventions to utilize for student disciplinary needs
 - Proactively getting a list of students who have behavioral struggles should to be a practice we focus on despite any turnover.
2. Area of Recommendation: More Parent/Family Engagement
- Look for opportunities to streamline and increase our engagement with families before entering D94. Currently, we have revamped our 8th grade articulation process with events in January, May and August. We will continue to look for more opportunities.
3. Area of Recommendation: Absence Identification and Intervention
- Implement the ROE framework utilized last year for family attendance workshops. For 22-23 make individualized calls and invitations to an October workshop for most chronically absent students.
 - Strong parental engagement program and meeting structures.
 - Create proactive structures to address our historical increases in February attendance and tardy numbers.
4. Area of Recommendation: Shift in paradigm of dean's office: Focus on root causes of infractions in a more team based framework.
- Steps:
 - Reorient the staffing and focus of dean's office with a social work lens. (New staff for 2022-23 school year).
 - Implement team framework in 2022-23 amongst counselors, social workers and deans.
 - Expand small group approach to students with frequent or consistent behavioral challenges. Increased implementation during SSI.