



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: JS Morton District 201	School Year: 2021-2022	Board Approval Date(s): May 11, 2022
School District/Charter School Address: 5801 W. Cermak Cicero IL 60804		
Superintendent/Administrator Name: Dr. Timothy Truesdale		
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>Dr. Timothy Truesdale Superintendent, ttuesdale@jsmorton.org</p> <p>Team Members:</p> <p>Corina Herrera Executive Director of Student Services chererra@jsmorton.org</p> <p>Carol Best Morton East Assistant Principal, cbest@jsmorton.org</p> <p>Phil Depa Lead Dean at Morton East</p> <p>Amiee Dayhoff Lead Dean at Morton West</p> <p>Glen Brunton Dean at Freshman Center</p>		

Recommended Steps to Consider when Creating the Discipline Improvement Plan

<p>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.</p>	
<p>2-Data Analysis and Identified Trends:</p> <ol style="list-style-type: none"> 1. Suspension data indicates that the suspension rate has decreased from 22.3% in 2016 to 7.3% in 2020. 2. Expulsions have declined and in 2020 JS Morton District 201 was not identified as being in the top 20% of schools with the highest Expulsions. 3. The district has not been identified for racial disproportionality in exclusionary discipline. 4. Feedback provided from the deans of students within district 201 shared that there is need to continue improving collaboration with parents regarding their students' conduct. 	
<p>3-Potential Action Plan to Reduce the Use of Exclusionary Discipline and/or Racial Disproportionality:</p>	
Level of Approach	Action
Tier 1 (whole school)	<ol style="list-style-type: none"> 1. Class meetings to include clarification of the handbook 2. Involve families: Parent Teacher conferences will include sessions for parents to review student handbook 3. Provide whole school SEL lessons on half days 4. Administer CoVitality (Mental Health Screener) to all students and provide follow up plan. 5. Continue to have efforts made to decrease any use of derogatory terms in the school environment 6. Tier 1 initiatives that include celebrations and interventions 7. I time lessons derived from BARR 8. Involve families: Reflect student's social emotional skills of student report card 9. Set high expectations for behavior and adopt an instructional approach to discipline. 10. Identify appropriate procedures for students with disabilities 11. Provide professional development for staff regarding de-escalation and supportive environments

<p>Tier 2 (small group of identified students at risk)</p>	<ol style="list-style-type: none"> 12. Re-engagement Program to provide students access to support services, teachers, and a space to learn. 13. Implement a parent component to Re-engagement. Parents gain tools for identifying and addressing student behavior challenges 14. Student service personnel providing services in re-engagement will utilize the "Think First" curriculum. 15. During all detentions and LAC students will complete SEL lessons related to the behavior that needs to improve. 16. Tools will be used to determine appropriate lessons for students to complete during detention and/or LAC 17. Continue to provide a supportive process for students of all backgrounds so that their voice of any concerns is organized for authority to hear 18. Assess and continue with cohort meetings, PPS, and resource meetings to ensure resources for student's in are organized, filled, and effective. 19. Tier 2 social groups; grief, anxiety, healthy relationships, etc.
<p>Tier 3 (individual work with students)</p>	<ol style="list-style-type: none"> 20. Individual sessions with support staff 21. After non-attendance to re-engagement program a home visit by Morton staff will occur 22. Students in re-engagement will complete reflection packet which will be assessed/reviewed and feedback will be given to student 23. Recharge room for students to utilize during the day 24. Mediation approaches are used to deescalate peer conflicts

