

J. Sterling Morton High School District 201

ISBE Discipline Improvement Plan Progress Report

Fall 2022

What improvements were evidence in your recent data as a result of your action plan? What is contributing to the plan?

The district has seen a reduction in instructional time lost to discipline issues over the past several years. Morton has not been among the top 20% of districts the past two years, and is working toward being removed from the list by maintaining this improvement for a third year.

The principals meeting with the superintendent have included a standing agenda item to review Attendance, Behavior, and Course Performance. So every three weeks the principals of the building report out trends they have seen in their buildings regarding Behavior. The team has noticed that principals focus on different areas. The conversation has begun the process to take a deeper look into behavior trends across the district.

Provide a summary of what you intend to complete or accomplish as a result of the school improvement plan?

Students at Morton 201 will improve their coping skills to their social emotional well being. While providing and improving tier 1, tier 2, and tier 3 interventions there will be a decrease in discipline infractions. Interventions will be divided by the tiered system and data will be reviewed to assess the success of the interventions. Interventions will be altered based on review of data and MTSS team decisions. Ultimately, the goal is for the schools to see a continued reduction in instructional time lost due to disciplinary actions.

What specific resources have you been using to counteract punitive discipline peace circles, alternative resource, mediation

1. The district purchased Ripple Effect which are SEL lessons for students to complete in hopes to provide insight and coping skills student's can use improve their behavior.
2. All of the buildings use Mediation and Behavior contracts to deescalate ongoing conflicts
3. Purchased Goal Book a program to help develop more in depth Behavior Intervention Plans.
4. FC and East opened Re Charge rooms that allows student's that are SPED and non SPED with social emotional issues to utilize as an alternative setting. This setting is supervised by special education teachers with a background in behavior management.
5. All buildings use CoVitality as our Mental Health Screener. All student's take the screener in the beginning of the school year and interventions are implemented based on student's self-identified needs.

Did you increase the use of restorative practices? Describe any increase in social emotional learning opportunities for students

1. FC, West, and East are in the process of a team of staff called "Tier 1". This team provides the schools with universal SEL lessons related to the five CASEL competencies
2. The district bought and staff were trained on Ripple Effect. A program for students to utilize to learn and reflect on social emotional skills. (PROGRAM DESCRIPTION: Ripple Effects for Teens, offered by Ripple Effects Inc., provides a lesson-based approach to SEL. It includes programming for grades 6-12 and demonstrated evidence of effectiveness in grade)
3. Students who are serving a consequence (detention, in school suspension, and/or suspension) they complete ripple effect lessons and or receive social work services in group or individual setting in hopes to provide insight to coping skills that will improve the skill identified in needing improvement.
4. Morton East has implemented Alternative to suspension. A dean can make a referral to this intervention as an alternative to suspension: [link to the full proposal](#)
5. Student's that are suspended can attend Re Engagement at their school from 2:30PM- 7PM. During this time they will receive social work services and 1:1 instruction from a teacher to help them do work.

Describe how you utilize a multi-tiered system of support (MTSS)

At the Administrative retreat in the summer the District implemented MTSS expectations for all buildings. This is the first year that the district implemented expectations districtwide. Below are the agreed on expectations:

District 201 MTSS Expectations

1. Teams page created for each campus.
2. SST Meetings take place two times a month.
3. Attendance is required by all members.
4. APSS creates meeting agenda.
5. Dean of cohort is the facilitator.
6. All members are active members.
7. Agendas are maintained in PLC notebook of Teams.
8. EWS Data is used for data sets for decision making.

What does your most recent / current year data inform you about disciplinary or exclusionary discipline practices

WEST: Morton West works to provide the support and structure necessary to help students be successful. Our disciplinary data shows that there is a small percentage of students, on track for less than 1%, that have needs beyond what can be provided at Morton West. These students are provided alternative placement to help provide an environment and system of support adequate to meet their needs and help them be successful.

EAST: Morton East will continue to provide supports and practices to ensure our students are successful. Our disciplinary data shows that our attendance is improving from last year. Once a month discipline data is reviewed during our building meetings to assess behaviors in the building. SEL lessons are provided during consequences in hopes that students will reflect on the specific behavior they have been flagged for. The dean's office has increased the number of parent meetings in hopes to prevent serious behavior infractions.

What changes are you going to implement moving forward

WEST: Morton West will continue to evaluate each student on a case-by-case basis, and provide support, discipline, and educational/restorative interventions to help support the individual needs of that student, and determine, when necessary, if an alternative placement is necessary.

EAST: We want to improve the LAC setting to provide therapeutic approaches. Using more therapeutic approaches is a preventative measure to decrease serious behaviors. Our first revamp LAC meeting is 12/1. Increase the amount of behavior plans beyond SPED students. If there is a serious physical altercation that involves many students the dean's office have begun to provide a mandatory peace circle environment for students and staff to get information and process conflict.

Have you completed implicit bias training? Have you incorporated the Diversity Equity Inclusion Provider Evaluation tool- if you did what are your thoughts regarding your current implicit bias training

Reflect on what did and did not work from your discipline improvement plan. Do you anticipate making any changes why or why not

Blue has been done Green is not happening

on Tier 1 (whole school)

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; had to change it to naviance because of PACe framework requirements

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: still only using in BARR teams

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. Attendance policy

10. Identify appropriate procedures for students with disabilities

11. Provide professional development for staff regarding de-escalation and supportive environments

Tier 2 (small group of identified students at risk)

12. Re-engagement Program to provide students access to support services, teachers, and a space to learn.

13. Implement a parent component to Reengagement. 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

Tier 3 (individual work with students)

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; should be universal

23. Recharge room for students to utilize during the day

24. Mediation approaches are used to deescalate peer conflicts could be universal