



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, 2023**.

DISCIPLINE IMPROVEMENT PLAN		
Name of School District/Charter School: Lyons Twp HSD 204	School Year: 2023/24	Board Approval Date(s):
Link to district website where plan is posted: https://www.lths.net/Page/13201		
School District/Charter School Address: 100 S Brainard Ave La Grange, IL 60521		
Superintendent/Administrator Name: Dr. Brian P. Waterman		
Discipline Improvement Plan Team		
Districts are encouraged to convene a Discipline Improvement Plan Team to address exclusionary discipline and/or racial disproportionality.		
Team Leader: <p style="text-align: center;">Jennifer Tyrrell, Principal, jtyrrell@d204.lths.net</p>		
Team Members: <p style="text-align: center;">Sarah Smith, Associate Principal, ssmith@d204.lths.net</p> <p style="text-align: center;">Adam Davis, Assistant Principal, adavis@d204.lths.net</p> <p style="text-align: center;">Kelly Dostal, Assistant Principal, kdostal@d204.lths.net</p> <p style="text-align: center;">Bryan Radavich, Assistant Principal, bradavich@d204.lths.net</p> <p style="text-align: center;">Monique Godziszewski, Assistant Principal, mgodziszewski@d204.lths.net</p> <p style="text-align: center;">Greg Gardner, Associate Principal, ggardner@d204.lths.net</p> <p style="text-align: center;">Leslie Owens, Director of Student Services, lowens@d204.lths.net</p> <p style="text-align: center;">Jennifer Rowe, Director of Equity and Belonging, jrowe@d204.lths.net</p> <p style="text-align: center;">Julie Jacobo, Bilingual Coordinator, jjacobo@d204.lths.net</p>		

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.

LTHS - SUSPENSION RATE				
YEAR	Top 20%	RATE	TOTAL RATE RANGE	RANK
2016	No	2.642	80.2 – 0.27	375/533
2017	No	2.919	113.3 – 0.19	253/474
2018	No	2.480	113.8 – 0.21	357/535
2019	No	3.566	75.6 – 0.15	284/521
2020	No	2.604	31.7 – 0.25	293/484
2021	<i>District 204 was not eligible for the Suspension Metric in 2021*</i>			
2022	No	2.092	36.9 – 0.0	342/439
2023	No	2.377	76.259 – 0.0	460/590
LTHS - EXPULSION RATE				
YEAR	TOP 20%	RATE	TOTAL RATE RANGE	RANK
2016 - 2022	<i>District 204 was not eligible for the Expulsion Metric from 2016 – 2023**</i>			
LTHS - RACIAL DISPROPORTIONALITY RATE				
YEAR	TOP 20%	RATE	TOTAL RATE RANGE	RANK
2016	Yes	4.507	16.4 – 0.0	25/381
2017	Yes	3.119	30.5 – 0.0	59/348
2018	Yes	3.692	28.8 – 0.0	46/401
2019	No	2.246	11.7 – 0.0	125/391
2020	Yes	3.851	10.8 – 0.0	43/370
2021	<i>District 204 was not eligible for the Racial Disproportionality Metric in 2021***</i>			
2022	Yes	3.808	9.4 – 0.0	33/343
2023	Yes	4.062	30.5 – 0.0	33/441

Suspension Rate

Calculation: Total number of out-of-school suspensions divided by the total district enrollment by the last school day in September for the year in which data was collected, multiplied by 100.

*Eligibility: 10 or more out-of-school suspension for a given school year.

Expulsion Rate

Calculation: Total number of out-of-school expulsions divided by the total district enrollment by the last school day in September for the year in which data was collected, multiplied by 100.

**Eligibility: 10 or more expulsions for a given school year (includes expulsions with and without educational services)

Racial Disproportionality Rate

Calculation: A divided by B, where

A = the total number of non-white out-of-school suspensions and expulsions divided by the total non-white enrollment as of October 1st of the school year

B = the total number of white out-of-school suspensions and expulsions divided by the total white student enrollment as of October 1st of the school year.

***Eligibility: 50 or more white students and 50 or more students of color; 10 or more expulsions or out-of-school suspensions for a given school year.

It is important to note for each metric, only districts eligible for the metric are included in the count. Districts include the following types of school districts: elementary, high school, unit, and state authorized charter schools.

LTHS - RACIAL DISPROPORTIONALITY CALCULATIONS							
YEAR	TOTAL WHITE STUDENTS	TOTAL SUSPENSIONS OF WHITE STUDENTS	RATE	TOTAL STUDENTS OF COLOR	TOTAL SUSPENSIONS OF STUDENTS OF COLOR	RATE	RACIAL DISPROPORTIONALITY RATE
2016	2901	39	0.0134	1110	67	0.0603	4.507
2017	2917	54	0.0185	1091	63	0.0577	3.119
2018	2933	42	0.0143	1099	58	0.0527	3.692
2019	2941	78	0.0265	1125	67	0.0595	2.246
2020	2869	41	0.0142	1163	64	0.0550	3.851
2021	<i>District 204 was not eligible for the Racial Disproportionality metric in 2021</i>						
2022	2648	29	0.0109	1271	53	0.0417	3.808
2023	2495	29	0.0116	1292	61	0.0472	4.06

Incidents	Year	Hispanic	African-American	White	Asian	2 or more races	Total Incidents
Drug Offense	2022-23	22	2	11	0	1	36
Violence without Physical Injury	2022-23	12	1	5	0	2	20
Physical Confrontation	2022-23	2	3	3	0	1	9

Incidents	Year	Hispanic	African-American	White	Asian	2 or more races	Total Incidents
Drug Offense	2021-22	9	0	12	0	1	22
Violence without Physical Injury	2021-22	3	1	0	0	0	4
Physical Confrontation	2021-22	18	4	5	0	3	30

Incidents	Year	Hispanic	African-American	White	Asian	2 or more races	Total Incidents
Drug Offense	2019-20	21	10	27	1	2	61
Physical Confrontation	2019-20	13	6	6	2		27
Gross Insubordination	2019-20	1		4		1	6

Incidents	Year	Hispanic	African-American	White	Asian	2 or more races	Total Incidents
Drug Offense	2018-19	29	2	41	3	3	78
Physical Confrontation	2018-19	15	5	14		3	37
Gross Insubordination	2018-19	1	2	7			10

Incidents	Year	Hispanic	African-American	White	Asian	2 or more races	American Indian	Total Incidents
Drug Offense	2017-18	25	1	17	2	1	1	47
Physical Confrontation	2017-18	15	3	11		2		31
Arson	2017-18	1						1

Incidents	Year	Hispanic	African-American	White	Asian	2 or more races	Total Incidents
Physical Confrontation	2016-17	14	7	18	1		40

Drug Offense	2016-17	11	4	14		1	30
Alcohol	2016-17	3	1	10			14
Incidents	Year	Hispanic	African-American	White	Asian	2 or more races	Total Incidents
Drug Offense	2015-16	12	1	15	1		29
Physical Confrontation	2015-16	13	7	6		1	27
Alcohol	2015-16	7	1	4			12

Upon review of the ISBE Exclusionary Discipline Data for Lyons Twp HSD 204, the following was noted:

- LTHS has not been within the top 20% of (eligible) school districts with regard to Suspension Rate or Expulsion Rate since the beginning of ISBE data collection in 2016.
- LTHS was not eligible for the metrics (i.e. rates were below eligibility thresholds) of Suspension Rate in 2021 and of Expulsion Rate in all years 2016 – 2023.
- LTHS has been within the top 20% of eligible districts for Racial Disproportionality in 6 of the last 8 years.
- The percentage of the total enrollment of students of color for the years 2016 through 2020, 2022 and 2023 was 27.6%, 27.2%, 27.2%, 27.6%, 28.8%, and 32.4% and 34.1%, respectively.
- The percentage of the total suspensions/expulsions applied to students of color for the years 2016 through 2020, 2022 and 2023 was 63.2%, 53.8%, 58%, 46.2%, 60.9%, and 64.6% and 67.0%, respectively.
- The district's Suspension Rate was highest in 2019 and lowest in 2021.
- The district's Racial Disproportionality Rate was highest in 2016 and lowest in 2021.
- Physical Confrontation and Drug Offense have been included in the top 3 infractions resulting in exclusionary discipline in all years 2016 – 2023
 - Gross Insubordination was included in the top 3 infractions twice (2019, 2020)
 - Alcohol was included in the top 3 infractions twice (2016, 2017)
 - Arson was included in the top 3 infractions once (2018)
 - Violence without Physical Injury was included in the top 3 infractions once (2023)
- Occurrences of Drug Offenses were lowest in 2016 (29 occurrences) and highest in 2019 (78 occurrences)
 - White students represented the largest number of Drug Offenses in 4 of the 6 years listed (2016, 2017, 2019, 2020). In all of those years Hispanic students represented the next largest number of Drug Offenses.
 - Hispanic students represented the largest number of Drug Offenses in 2018 and 2023. White students represented the next largest number of Drug Offenses in that same years.
- Occurrences of Physical Confrontation were lowest in 2016 (27 occurrences) and highest in 2017 (40 occurrences)
 - Hispanic students represented the largest number of Physical Confrontations in 4 of the 7 years listed (2016, 2018, 2019, 2020).
 - White students represented the second largest number of Physical Confrontations in 2018 and . White and African American students represented the second largest number of Physical Confrontations in 2020.
 - White students represented the largest number of Physical Confrontations in 2017 and White and African American students represented the largest number of Physical Confrontations in 2023.
 - Hispanic students represented the second largest number of Physical Confrontations in 2017 and 2023.

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)?

A) Implicit Bias training has been provided to all district and building administrators, as well as to all newly hired staff, and all those who participate on an interview committee. This training promotes acknowledgment and understanding of the role of bias in decision-making and allows individuals and teams to determine how they will work to reduce bias in their work. We believe that bias training is an effective part of a comprehensive plan to reduce racial disproportionality within discipline practices, as well as all other instructional/educational practices.

For the 2023-24 School Year, the district's professional learning plan includes expansion of Implicit Bias Training for all employees to be delivered in small groups (approximately 40 staff members/group) over the course of 2 Institute Days as well as PLC time.

B) We have not incorporated the Diversity Equity and Inclusion Provider Evaluation Tool when evaluating providers of professional development/learning. As a district we utilize our Equity Lens framework for assessing our professional learning and problem-solving processes. Our professional learning and providers are selected with this protocol in mind and to address learning needs as related to student equity as led by our Director of Equity and Belonging.

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)

District 204's approach to discipline improvement is rooted in a multi-tiered system of support. In addition to providing individualized, intensive Tier 3 supports for students when infractions occur, we have also begun to systematically improve our Tier 1 Academic, Social/Emotional, and Behavioral instruction and supports. These changes have specifically been implemented to remove barriers to inclusive, rigorous academic experiences and to ensure that our curriculum and instruction are culturally responsive and meet the needs of all students. Much effort has been placed on clarifying and communicating behavior expectations to all students and to embracing a restorative approach to discipline, with emphasis on a foundation of relationship-building among students and between students and staff driven by IL SEL Standards. These changes are evident in the incorporation of SEL Standards and Culturally Responsive Standards into curriculum maps, the addition of staff to facilitate inclusion, belonging, and support, and expanded course offerings, such as Co-Taught sections of graduation requirements for Special Education students and Multilingual Students. District 204 is committed to a cycle of continuous improvement that incorporates setting targets, analyzing data, and making adjustments to better serve students as part of the overall delivery of instruction/service school-wide, as well as in regard to the targeted plan below.

- **Data Review and Analysis**

- On a quarterly basis, the Building Leadership Team along with the Director of Student Services and Director of Equity and Belonging convene to review data and action plan for improvement.
- LTHS will utilize local, disaggregated data to fully understand who is being suspended, the reasons for suspensions, and the disparities in suspension across demographic groups. This information will be essential in understanding how to specifically address concerns and to reduce the Racial Disproportionality Rate.
- LTHS will utilize data to set goals for the measured metrics, with accompanying action steps, to remain out of the top 20% of the ISBE Exclusionary Discipline list.
- LTHS will utilize (among other resources) the ISBE-provided, evidence-based, Safe and Successful Schools Framework and the Educator's Action Planning Guide for Addressing the Root Causes of Disparities in School Discipline to guide and ensure comprehensive planning and action.

- **Increasing District Capacity**

- In order to expand and improve systems-level planning with a focus on improving the academic, social-emotional, and post-secondary outcomes for all students, LTHS hired two new District-level administrators for the start of the 2021-2022 school year:
 - Director of Equity and Belonging
 - Director of Student Services
- LTHS hired the following additional positions for the 2022-23 school year to improve the staff to student ratios within Student Services to allow for a prevention-focused service delivery model and increased capacity to assess and address student needs:
 - Bilingual Coordinator
 - Social Worker
 - School Counselor
- LTHS implemented a Full-Time TBE Program in Spanish for the 2023/24 School Year with the addition of 4.0 Bilingual FTE
- LTHS Continues to partner with West40 to provide a Tapestry Program to support students, both inside and outside of school, with 3.0 FTE Student Advocates assigned to caseloads of no more than 30 students. This allows for individual academic support and home/school connections.

- **District/Board Policy and Procedures Review**

- The Board of Education, in collaboration with the Superintendent and consultation with the district's law firm, will review all policies related to discipline to ensure legal compliance and support for improved student outcomes.

- **Handbook Review and Revision**

- LTHS convened a multidisciplinary committee to oversee a review and revision of the Student Handbook/Code of Conduct at the start of the 2022-2023 School Year with the goal of proposing changes that will go into effect for the start of the 2023-2024 School Year.
- The overarching desired outcomes of this review and revision were to ensure legal compliance and compliance with Board Policy, to support students, families, and staff in order to maintain a safe school environment conducive to academic learning and personal growth by clearly outlining the behavioral expectations, interventions, and accompanying procedures
- LTHS utilized the AASA and the Framework for Revising School District Codes of Student Conduct to guide the handbook review/revision and ensure alignment with evidence-based and best practices with a focus on preventative and restorative disciplinary responses.
- The BOE Parent-Teacher Advisory/Behavioral Interventions Committee convened in November 2023 to begin work, in collaboration with the district's legal counsel, on the updated Code of Conduct.

- **Integration of Restorative Practices**

- Integration and implementation of restorative practices will align with a Multi-Tiered System of Support Framework
 - Tier 1 – Clear Expectations and Education for All (Prevention)
 - Tier 2 – Targeted Support and Skill-Building (Intervention)
 - Tier 3 – Individualized and intensive support to repair harm (Reintegration)
- The Building Leadership Team, in collaboration with the Director of Student Services and the Director of Equity and Belonging, are in the process of developing the implementation plans for an Intervention Room to be at each campus with the goal of supporting students who have received discipline infractions and reducing exclusionary discipline consequences.
- All Building level admin and Student Service staff will experience training during the 2023-2024 school year on Restorative Practices in response to disciplinary incidents, facilitating restorative circles, affective statements, and strategies for building strong relationships to enhance the Tier I supports for all students at LTHS.

- Each student who receives a suspension for physical altercation or use of alcohol or drugs is assigned a series of meetings with social workers. At the conclusion of these meetings, social workers make a referral for future support based on their work with students and families through Student Service Team problem solving meetings.

- **Partnership with Rosecrance and 3rd Millennium**

- Rosecrance is a national leader in addiction and behavioral health treatment that provides individualized, evidence-based treatment. Instead of an immediate out-of-school suspension and return, LTHS has contracted with Rosecrance to provide virtual assessments to work with students and families (when a student is found in possession or under the influence of illegal substances). Based on the results of the assessment, students and families may opt-into various treatment programs through Rosecrance and their local La Grange office.
- In lieu of out-of-school suspensions, students and families may opt-in to an alternative-to-suspension program with Rosecrance. The goal of this program is treatment and recovery as opposed to exclusionary discipline (e.g. suspension).
- Utilization of 3rd Millennium: The Assistant Principals are utilizing 3rd Millennium modules as a restorative learning opportunity within the following areas: tobacco/drug use, conflict resolution, and equity.

