



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 **February 1, 2023**.

DISCIPLINE IMPROVEMENT PLAN		
Name of School District/Charter School: JS Morton District 201	School Year: 2023-2024 update	Board Approval Date(s): May 11, 2022 February 8, 2023
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>Salandra Crockett Lead Dean at Morton East</p> <p>Dustin Heap Assistant Principal at Morton West</p> <p>Dan Anzilotti Lead Dean at Morton West</p> <p>Glen Brunton Dean at Freshman Center</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:

1. Suspension data indicates that the suspension rate in 2023 was 16.598.
2. Expulsion data indicates the expulsion rate was 1.099.
3. There was no disproportionality in the suspension or expulsion rates.
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.

The district has seen a reduction in instructional time lost to discipline issues since 2016.

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.

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

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 on 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

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 for a stronger 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, again, 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.

Morton Freshman Center (FC): FC is currently aligned with East, above. Additionally, FC is using Collaborative Team meetings with parents. The team includes student, parents, classroom teachers, social worker, school counselor, Dean, and Assistant Principal. FC is implementing Extended School Day (ESD) intervention after school until 4:30 or 6:30. While attending ESD, students receive individualized lessons targeting their behavior and/or SEL supports.

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.

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.

FC: The school is implementing BARR (Building Assets Reducing Risk) building-wide in the 23-24 school year. Additionally in 23-24, the FC will be implementing Freshman Seminar with a focus on executive functions, social emotional learning, and academic support.