



# Illinois State Board of Education

100 North First Street  
Springfield, Illinois 62777-0001

## PROGRESS REPORT – DISCIPLINE IMPROVEMENT PLAN TEMPLATE

### STUDENT CARE DEPARTMENT

Per [105 ILCS 5/2-3.162](#) and [Public Act 098-1102](#), districts are required to submit a Progress Report in addition to their previously submitted Discipline Improvement Plan. Within one year after being identified, the school district shall submit this Progress Report to the Illinois State Board of Education and post it on the district's website. The Progress Report describes the implementation of the Discipline Improvement Plan and the results achieved.

### PROGRESS REPORT

NAME OF SCHOOL DISTRICT/CHARTER SCHOOL District 94	SCHOOL YEAR 2022-23	LINK TO PROGRESS REPORT ON THE DISTRICT'S WEBSITE
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.

TEAM LEADER NAME	POSITION/TITLE	EMAIL ADDRESS
Dr. Will Dwyer	Principal	wdwyer@d94.org
TEAM MEMBER #1 NAME Veronica Jimenez	POSITION/TITLE Director of Deans	EMAIL ADDRESS vjimenez@d94.org
TEAM MEMBER #2 NAME Janet Hurtado	POSITION/TITLE Dean	EMAIL ADDRESS jhurtado@d94.org
TEAM MEMBER #3 NAME Antonio Del Real	POSITION/TITLE Dean	EMAIL ADDRESS adelreal@d94.org
TEAM MEMBER #4 NAME Alison Jonesi	POSITION/TITLE Teacher	EMAIL ADDRESS ajonesi@d94.org
TEAM MEMBER #5 NAME Penny Munoz	POSITION/TITLE Board Member	EMAIL ADDRESS pmunoz@d94.org
TEAM MEMBER #6 NAME Gary Saake	POSITION/TITLE Board Member	EMAIL ADDRESS gsaak@d94.org

### RECOMMENDED STEPS TO CONSIDER WHEN REFLECTING ON THE PROGRESS REPORT

#### 1. Review of discipline data:

Please go to the ISBE [School Discipline](#) webpage to find district data. Districts/charter schools may also consider any other local data utilized in creation of their plan. **What improvements were evidenced in your recent data as a result of your action plan to reduce the use of exclusionary and/or racial disproportionality? What do you think is contributing to these trends? To what extent has bias played a part in your data?**

Our suspensions are greatly reduced from a historical perspective. 7 suspensions and 1 expulsion in a school of 2100 is greatly reduced from a historical 10 year trend.

**2. Please provide a summary of what you intended to complete or accomplish as a result of your Discipline Improvement Plan.**

We intend to accomplish a more holistic approach to discipline that identifies root causes of disciplinary infractions and supports students to make better decisions in the future. We also intend to create more school connectedness and student well being through our new Tier 1 for all SEL focus during our newly developed Den Time.

We intend to continue to reduce exclusionary discipline, increase attendance and passing grades for credit bearing courses.

**3. What specific resources have you been using to counteract punitive discipline (e.g., restorative justice; peace circles; an alternative recourse, such as a mediator)? Did you incorporate any of these strategies/practices into your plan?**

One of the main resources we are using is our Student Services Department. We are utilizing Social Workers and Counselors to provide more social/emotional support to students who are experiencing behavioral concerns. By bringing in someone with a mental health background, there has been an increase in the focus of getting to the root cause of issues as a way to prevent future behavioral concerns and or prevent things from escalating. We've had Social Workers push into In School Suspension to check on students and process the situation on a deeper level. We use this strategy to connect students with more school personnel instead of excluding them from school. We are also utilizing Social Workers to provide support with mediations between students who continue to have problems with one another. Through meeting with Student Services, students are able to work through the frustrations or problems that led them to their behaviors, but also help them identify a trusted adult in the building who they can come to if they are faced with a similar problem in the future. In addition, we are focusing on increasing parent involvement to allow for more collaboration and to create a team approach to address behavioral concerns. With this, we continue to increase our use of restorative practice and preventative work.

**4. Did you increase the use of restorative practices? Please describe any increase in social-emotional learning opportunities for students.**

Through the Student Support Initiative, students are receiving more Social/Emotional Support within the classroom. This time has allowed for the foundation of restorative practice to be developed by giving another opportunity for positive student and staff relationships. By focusing on developing strong relationships, students are able to identify a trusted adult in the building. In addition, when an exclusionary disciplinary action is taken, a re-entry meeting is conducted before a student is able to return to class. The meeting includes the student, Counselor, Social Worker, and Dean. This ensures a well-rounded support system for students as they transition back to school. During these meetings, we cover Academics and SEL support that may be needed.

**5. Describe how you utilized a multi-tiered system of support (MTSS).**

Our Student Support Initiative is available to all students and has allowed time for Social Emotional Learning, as well as Academic Support. With the Student Support Initiative, there are various levels of academic support based on the need of the student. On a Tier 2 level, Student Services staff conduct various social/emotional groups, focused on topics such as Anxiety, Mental Health, Socializing, Resilience, etc. In addition, Social Workers, Counselors, and Deans meet bi-weekly to discuss specific student concerns, such as behavior, attendance, tardies, etc. By meeting frequently, the team is able to collaborate and provide a multitude of interventions. For example, with attendance, the interventions include, but are not limited to: student conference, parent meeting, team meeting, home visits, ROE referral, etc.

**6. What does your most recent/current-year data inform you about disciplinary or exclusionary discipline practices?**

The current trends indicate an increase in student absenteeism, more specifically chronic absenteeism, further showing the need for continued interventions that are not exclusionary discipline practices. By collaborating with Student Services, more interventions can be put into place to prevent behaviors from escalating to the point of exclusionary discipline. In regards to behavioral concerns, the trends show the effectiveness of preventative work, but also the importance of effectively reintegrating students into the building. When we've had students who have been suspended out of school, the focus is on ensuring they have a team ready to support them when they return to school, which includes clear communication among Students Services, Dean's Office, parents, and with teachers.

**7. What changes are you going to implement moving forward?**

Moving forward, we would like to continue to adapt our attendance procedures and interventions to monitor the effectiveness. We are in the process of gathering information on other ways to bring restorative work into our building and finding alternatives to exclusionary practices.

**8. Have you completed implicit bias training? 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)?**

We are scheduled for staff wide implicit bias training in January of 2023.

**9. Reflect on what did and did not work from your Discipline Improvement Plan. Do you anticipate making any changes to this plan? Why or why not?**

From the Discipline Improvement Plan, several things have worked and continue to be effective within the building. Having additional staff with a mental health background allows for preventative work to be done to minimize continued behavioral concerns, as well as finding the root cause of issues. Along with this, the Student Support Initiative has provided opportunities for increase in positive relationships among staff and students. Other components that have been working well include: having security guards familiarize themselves with one specific location, limiting student Chromebook access and phone usage during ISS, regular collaboration among Student Services and Dean ' s Office, and attendance interventions. One component that we continue to work on is increasing parent involvement and collaboration. We've provided a couple of parent nights, but would like to increase parent participation and provide even more opportunities for parent engagement. In terms of student support within the building, we would like to continue to increase Social Emotional support within ISS to include more restorative work. Looking ahead, we don't anticipate any changes to this plan. We continue to work towards our goal of reducing exclusionary discipline practices and finding ways to provide more preventative work.

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