



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, 2024**.

DISCIPLINE IMPROVEMENT PLAN		
Name of School District/Charter School: Homewood Flossmoor High School	School Year: 2024-25	Board Approval Date(s): MARCH 18, 2025
Link to district website where plan is posted:		
School District/Charter School Address: District #233		
Superintendent/Administrator Name: Dr. Scott Wakeley- Superintendent		
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 Clinton Alexander	Position/Title Principal	Email Address clinton.alexander@hf233.org
Team Members:		
Name Mr. Craig Fantin	Position/Title Dean	Email Address cfantin@hf223.org
Mr. Jim Schmidt	Dean	jjschmidt@hf233.org
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Mrs. Catherine Brown	Dean	cbrown@hf233.org
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Mr. Zach Wells	Dean	zwells@hf233.org

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.

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)?

Yes, our district is fully committed to meeting the requirements of PA 100-0014 by ensuring that all staff members complete annual training on cultural competency and implicit bias. This training is a mandatory part of our professional development and is designed to foster a more inclusive, equitable, and bias-free learning environment.

Beyond the required training, we enhance and deepen this learning through structured discussions and ongoing professional learning communities (PLCs). As part of this effort, our educators have engaged in assigned readings that challenge perspectives and provide research-based strategies for creating more culturally responsive classrooms. Most recently, we studied Culturally Responsive Teaching and the Brain by Zaretta Hammond, and our teachers are actively incorporating its principles into their instructional practices.

Importantly, this training is not limited to our certified teaching staff. Our support staff also participates in cultural competency and bias training to ensure that every member of our school community is equipped to contribute to a welcoming and equitable environment.

Furthermore, our commitment to equity and inclusivity extends beyond staff development. These competencies are embedded within our Graduate Profile, ensuring that our students also engage in meaningful discussions and learning experiences that help them develop cultural awareness, empathy, and social responsibility.

While we are proud of the progress we've made, we recognize that this is an ongoing journey, and we remain dedicated to continuous growth in this critical area.

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)

At HF, we are committed to fostering a learning environment where all students feel supported, valued, and understood. As part of this commitment, we have set a goal to reduce all exclusionary discipline by at least 10%, with a particular focus on addressing racial disproportionality. To achieve this, we are implementing a multi-faceted approach that prioritizes proactive support, restorative practices, and ongoing staff development.

Key Strategies to Reduce Exclusionary Discipline and Racial Disproportionality:

Restorative Practices Training for Deans

Our deans have undergone comprehensive restorative practices training, equipping them with the tools to approach non-extreme disciplinary cases through a restorative lens rather than a punitive one. This shift helps students take responsibility for their actions while fostering accountability, reconciliation, and growth.

Early Detection Through MTSS Supports

We have integrated an early detection system within our Multi-Tiered System of Supports (MTSS) to identify students exhibiting early signs of risk behaviors. This allows us to proactively intervene and provide targeted support, reducing the likelihood of escalations that lead to exclusionary discipline.

Cultural Competency Training and Staff Book Reads

Recognizing the importance of cultural awareness in equitable discipline, our staff engages in ongoing cultural competency training each year. Additionally, we facilitate staff book studies focused on equity, inclusion, and culturally responsive practices to deepen understanding and challenge implicit biases.

By implementing these strategies, we aim to create a more inclusive and supportive school environment where discipline is used as an opportunity for growth rather than exclusion. We will continue monitoring our progress, refining our approach, and working together to ensure that all students have the opportunity to succeed.