



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.

DISCIPLINE IMPROVEMENT PLAN		
Name of School District/Charter School: West Chicago Community High School	School Year: 2024-25	Board Approval Date(s): July 2022 Resubmitted to ISBE in February 2024 and April 2025
School District/Charter School Address: 326 Joliet Street, West Chicago IL, 60185		
Superintendent/Administrator Name: Dr. Kurt Johansen, Superintendent 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:

Dr. Will Dwyer, Principal.
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Team Members:

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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:

Since 2012 D94 has seen a massive reduction in exclusionary discipline. From a high of approximately 300 out of school suspensions in 2012 the district only issued 11 total out of school suspensions in 2022. Suspensions did increase in the 2023 school year but not anywhere approaching the previous decade. In 2024 there were 87 incidents of exclusionary discipline and as of March 31, 2025 the school is on pace to have 50% fewer exclusionary discipline events than the previous year. Despite this reduction we have found ourselves on the list of 20% in disproportionality of suspension. Upon review of our disciplinary data we have noticed the following trends.

- Hispanic students receive a larger portion of discipline than they account for in our total student population
- Male students received nearly two thirds of our total disciplinary actions.
- 9th grade hispanic males are a target demographic for us to focus proactive actions toward.
- A trend we have uncovered the last three years is that while our 9th grade students begin high school with high levels of absenteeism and disciplinary infractions, their numbers improve dramatically during their 10th grade year.
 - In 2023-24 nearly 32% of 9th grade students were chronically absent. As 10th graders the same cohort is on pace to have only 23% of students classified as chronically absent.
- We believe our tier 1 and 2 strategies around academics, attendance and behavior are part of this improvement
- Absences and tardies in the freshman cohort were a big driver of ISS issuances.

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

For the 2025-26 school year D94 will continue with the following initiatives:

1. D94 has reorganized our dean's office to have a more social work centered approach.
2. D94 has added two additional social workers and counselors to have a more team focused approach to proactively addressing discipline and communicating with families.
3. D94 will conduct a parent engagement series of workshops to communicate and convey expectations and strategies for parenting teenagers.
4. D94 will continue its Student Support Initiative four times a week for 30 min a day to focus on social emotional education, school connectedness and student services push-in to increase relationships amongst students, teachers and the community.
5. D94 will eliminate the use of chromebooks and phones in ISS so kids don't see it as a break.
6. D94 will continue to push social workers into ISS and create processing sheets and opportunities for reflection.
7. D94 will create a more team focused approach with deans, counselors, social workers regularly meeting to have a more team based approach and follow up. Focus on identifying root causes and "why".
8. D94 will also have a new position, Director of Culture and Climate, who will oversee the Dean's office, attendance and Multiple Tiered Systems of Support (MTSS) for the whole school.
9. We will continue and expand our use of a Family Outreach Coordinator to create connections and relationships with students and their families who struggle to engage with school.

As a committee we recommend D94 continue the following steps for next school year or beyond.

1. Area of Recommendation: Middle School Alignment of Disciplinary Procedures and Expectations
 - Additional parent meetings before 8th grade to convey high school level expectations
 - Student meetings throughout middle school to set high school expectations.
 - Ask our middle schools to employ consistent tardy procedures and expectations.
 - Individual student articulation from 8th to 9th if they present disciplinary challenges in 8th grade
 - This strategy was very impactful for 2024-25 and should be continued.
 - Delineation between tier 2 and 3 interventions to utilize for student disciplinary needs
 - Proactively getting a list of students who have behavioral struggles should to be a practice we focus on despite any turnover.
2. Area of Recommendation: More Parent/Family Engagement
 - Look for opportunities to streamline and increase our engagement with families before entering D94. Currently, we have revamped our 8th grade articulation process with events in January, May and August. We will continue to look for more opportunities.
 - We will continue and expand our use of a Family Outreach Coordinator to create connection and relationships with students and their families who struggle to engage with school.
3. Area of Recommendation: Absence Identification and Intervention
 - Implement the ROE framework utilized last year for family attendance workshops. For 25-26 make individualized calls and invitations to an October workshop for most chronically absent students.
 - Continue with personalized letters to all families updating them on their student's attendance with strategies to improve. This was done once in 2024-25 and should be done more frequently in 2025-26.
 - Strong parental engagement program and meeting structures.
 - Create proactive structures to address our historical increases in February attendance and tardy numbers.
4. Area of Recommendation: Shift in paradigm of dean's office: Focus on root causes of infractions in a more team based framework.
 - Steps:
 - Reorient the staffing and focus of dean's office with a social work lens. (First implemented in the 2022-23 school year and continued through 2025-26 school year).
 - Continue to implement a team framework in 2025-26 amongst counselors, social workers and deans.
 - Expand small group approach to students with frequent or consistent behavioral challenges. Increased implementation during SSI.

