

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, 2025**.

DISCIPLINE IMPROVEMENT PLAN		
Name of School District/Charter School: Community High School District 128	School Year: 2025-2026	Board Approval Date(s): April 28, 2025
Link to district website where plan is posted: https://www.d128.org/departments/student-services		
School District/Charter School Address: Community High School District 128 50 Lakeview Parkway, Suite 101 Vernon Hills, IL 60061		
Superintendent/Administrator Name: Dr. Becky Nelson and Dr. Ray Lechner, co-interim superintendents		
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. Jessica Herrmann, Director of Student Services, Jessica.herrmann@d128.org Larry Varn, Director of Diversity, Equity, and Inclusion, larry.varn@d128.org		
Team Members: Bill Bellecomo, Team Leader, bill.bellecomo@d128.org Hannah Burton, School Psychologist, hannah.burton@d128.org Avelino Cortez, Team Leader, avelino.cortez@d128.org Lisa Davis, Data Coach and Math Teacher, lisa.davis@d128.org Charlotte Eames, Director of Data and Assessment, charlotte.eames@d128.org Shannon Garcia, Assistant Principal, Shannon.garcia@d128.org Vernell Glover, Team Leader, vernell.glover@d128.org Jenny Goettsche, Assistant Principal, Jennifer.goettsche@d128.org Abbie Gutzmer, Data Coach and Math Teacher, abbie.gutzmer@d128.org Madeline Hall, Team Leader, madeline.hall@d128.org Aleks Harris, School Social Worker, aleksandra.harris@d128.org Kelli Hartweg, Director of Special Services, kelli.hartweg@d128.org Briant Kelly, Associate Superintendent, briant.kelly@d128.org Meg Lavery, Equity Coach, megan.lavery@d128.org Jason Schroeder, Team Leader, Jason.schroeder@d128.org Meagan Silverberg, Assistant Principal, Meagan.silverberg@d128.org Greg Stilling, Assistant Principal, greg.stilling@d128.org		

Tara Young, Equity Coach, tara.young@d128.org

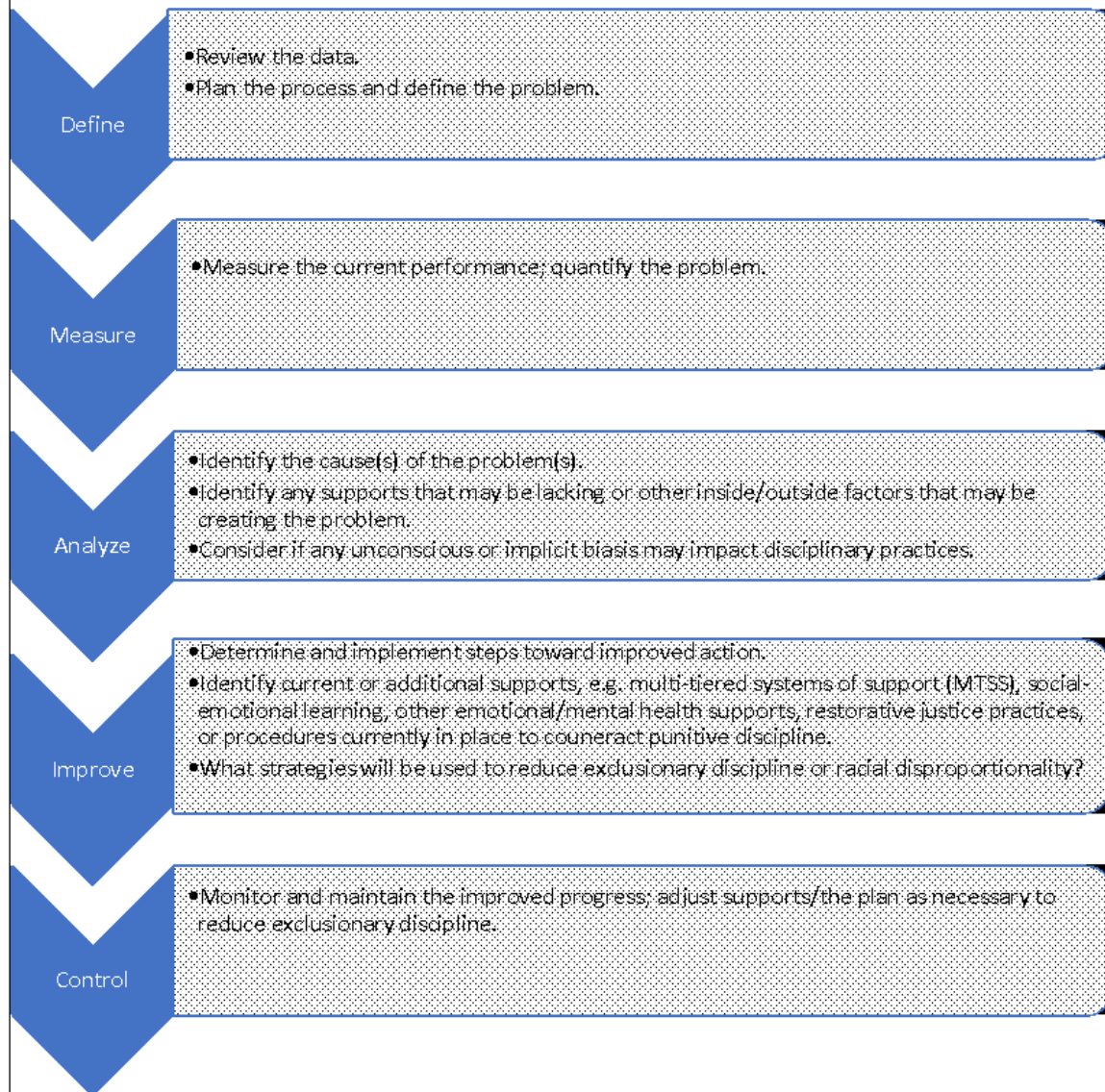
Recommended Steps to Consider when Creating the Discipline Improvement Plan

1-Review of discipline data:

Please go to the ISBE [School Discipline](http://isbe.net/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.



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, all staff in our district have completed implicit bias training.

District 128 is committed to providing both mandatory and voluntary equity-focused professional learning including, but not limited to, culturally responsive and anti-bias teaching, so that members of the school community deepen their racial identity awareness, strengthen their culturally relevant teaching practices, build their cross-cultural competencies, and identify practices that lead to the closing of opportunity and achievement gaps. This professional learning includes all district staff in equity-focused professional learning opportunities.

D128 hosts an Equity Professional Learning Continuum that is open to all staff. During year one, participants work to become more aware of their own identity, their place in the world, and systems of oppression and inequity both in our society and in our school system. Topics covered include, but are not limited to, implicit bias, microaggressions, racism, anti-racism, educational equity, and systemic oppression.

Equity chats are a space for staff members to come together to discuss equity-related topics throughout the year, with a different topic each month relating to a theme throughout the year. In 2024-2025, for example, Equity Chats focused on how we can bring a greater sense of belonging into our work with students. This sense of belonging helps to bridge the gap between students from different backgrounds by ensuring that all students feel valued, respected, and included, regardless of their race, ethnicity, gender, or socioeconomic status. A strong sense of belonging also mitigates the negative effects of marginalization and discrimination, which can hinder a student's academic and social development.

To date, we have not incorporated the Diversity Equity and Inclusion Provider Evaluation Tool. However, as we continue to grow our professional learning opportunities for staff, our committee will learn more about this tool and explore its potential utility for our district-wide professional learning.

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)

Our district 128 goal is to reduce our racial disproportionality rate from 3.2 to 2.0 or below by the 2025-2026 school year.

Our team will collaborate with staff, students, and families to identify and address the root causes of racial disproportionality in exclusionary discipline. The team will meet quarterly throughout the school year to:

- Collect, review, and analyze data related to student suspensions, disaggregated by racial subgroup and other demographic factors;
- Identify potential root causes of racial disproportionality;
- Audit the supports currently available to staff, students, and the community;
- Develop and implement a plan, within the context of MTSS, that addresses the root causes of racial disproportionality;
- Provide ongoing professional learning opportunities to staff in the areas of race and equity, restorative practices, MTSS, trauma-informed care, and social-emotional learning; and
- Monitor data and evaluate our practices through a continuous improvement process.

Ultimately, the team will monitor practices and review data on an ongoing basis, with the goal of enhancing both our preventive and responsive practices.