



100 North First Street  
Springfield, Illinois 62777-0001

## 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 3, 2026**.

### Discipline Improvement Plan

NAME OF SCHOOL DISTRICT/CHARTER SCHOOL  West Chicago Community High School	SCHOOL YEAR  2025-2026	BOARD APPROVAL DATE(S)  02/03/2026
LINK TO DISTRICT WEBSITE WHERE PLAN IS POSTED  <a href="https://www.d94.org/about-us/discipline-improvement-plan">https://www.d94.org/about-us/discipline-improvement-plan</a>	SCHOOL DISTRICT/CHARTER SCHOOL ADDRESS  326 West Joliet Street West Chicago, IL 60185	
SUPERINTENDENT/ADMINISTRATOR NAME  Dr. Kurt Johansen, Superintendent Dr. Limaris Pueyo, 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 Jenna Windt	POSITION/TITLE Director of Culture and Climate	EMAIL <a href="mailto:jwindt@d94.org">jwindt@d94.org</a>
TEAM MEMBER Dr. Limaris Pueyo	POSITION/TITLE Principal	EMAIL <a href="mailto:lpueyo@d94.org">lpueyo@d94.org</a>
TEAM MEMBER Jamie Culen	POSITION/TITLE Teacher	EMAIL <a href="mailto:jculen@d94.org">jculen@d94.org</a>
TEAM MEMBER Brigitte Debs	POSITION/TITLE Teacher	EMAIL <a href="mailto:bdebs@d94.org">bdebs@d94.org</a>
TEAM MEMBER Penny Muñoz	POSITION/TITLE Board Member	EMAIL <a href="mailto:pmunoz@d94.org">pmunoz@d94.org</a>

## 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:

#### Review of Data:

##### Overall Suspensions

Year	Enrollment	Total Suspensions	Suspension Rate
2018	2029	91	4.49%
2019	1993	62	3.11%
2020	1945	70	3.60%
2023	2003	29	1.45%
2024	2012	87	4.32%
2025	1975	61	3.09%

CHSD 94 demonstrated improvement in overall suspensions from 2024 to 2025. In 2024, the district reported a suspension rate of 4.3241%, totaling 87 suspensions, while in 2025, the suspension rate decreased to 3.0886% with 61 suspensions. This reflects a 26-suspension reduction from one year to the next. Overall, the suspension rate dropped by 1.2355 percentage points, representing an approximate 29% decrease from 2024 to 2025.

##### Racial Disproportionality

Year	White	Students of Color	White Exclusions	SOC Exclusions	Disproportionality Rate
2018	562	1467	7	84	4.584
2019	522	1471	4	58	5.1455
2020	451	1494	5	65	3.9244
2023	651	1352	4	25	3.0094
2024	411	1601	4	87	5.5835
2025	397	1578	4	57	3.5851

In 2025, CHSD 94 enrollment consisted of 397 white students and 1,578 students of color. The district had 4 exclusions (suspensions) for white students and 57 exclusions for students of color. The racial disproportionality rate in 2025 was 3.5851, and CHSD 94 was identified in the Top 20% for racial disproportionality. From 2024 to 2025, the racial disproportionality rate decreased from 5.5835 to 3.5851. During the same period, exclusions for students of color decreased from 87 to 57, while exclusions for white students remained at 4 in both years.

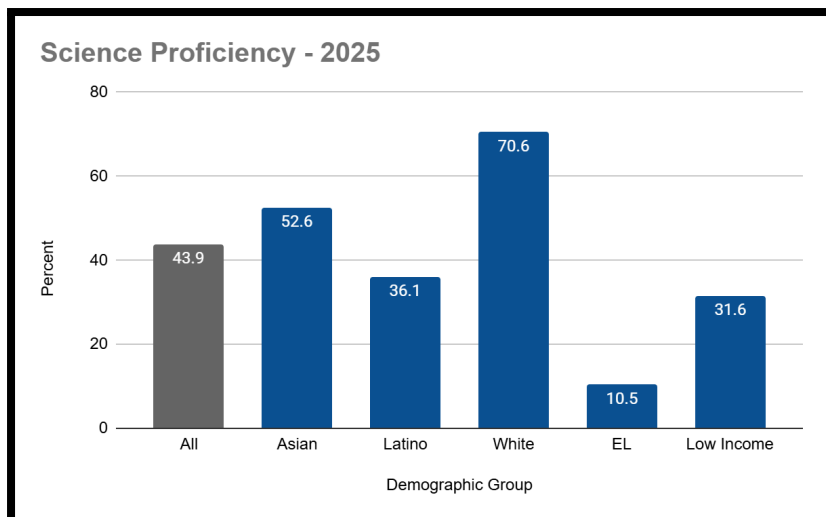
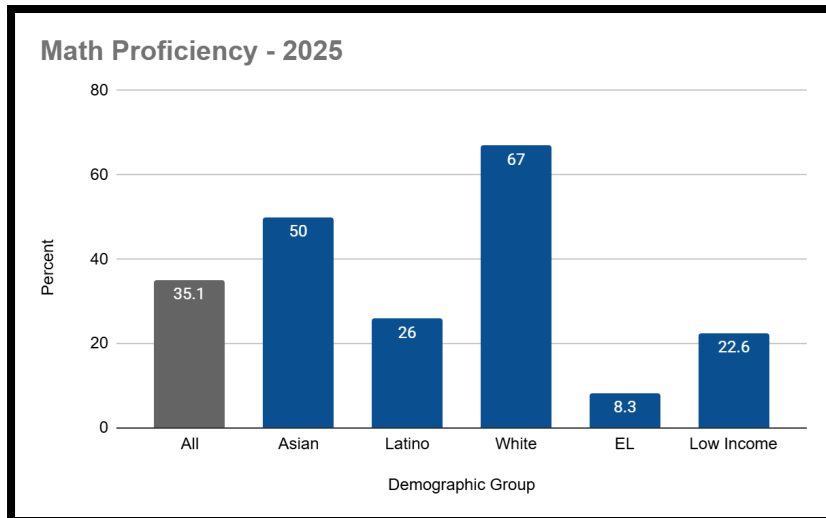
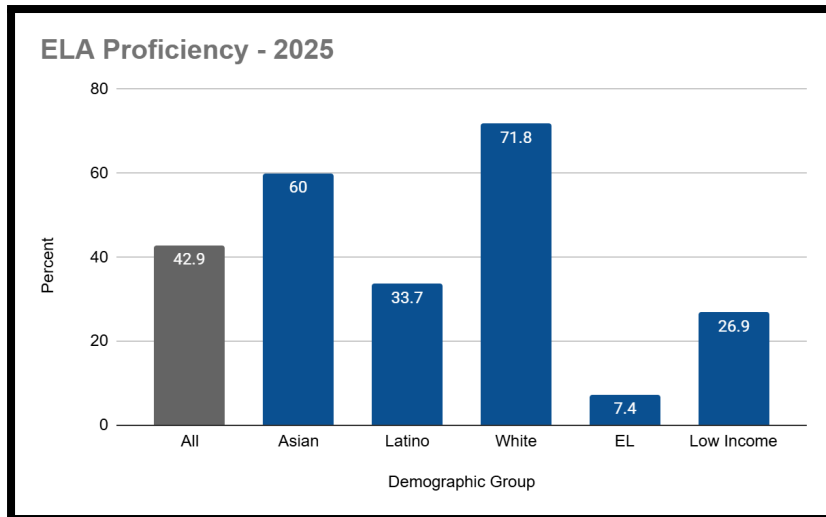
## ISBE Report Card Student Discipline 2025

		All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
<b>Total Students</b>		299	No Data	No Data	278	51	No Data
<b>Total Incidents</b>		720	No Data	No Data	659	61	No Data
<b>By Race</b>	<b>Am. Indian</b>	Redacted	No Data	No Data	Redacted	No Data	No Data
	<b>Asian</b>	Redacted	No Data	No Data	Redacted	No Data	No Data
	<b>Black</b>	35	No Data	No Data	31	Redacted	No Data
	<b>Latino</b>	642	No Data	No Data	590	52	No Data
	<b>MENA</b>	No Data	No Data	No Data	No Data	No Data	No Data
	<b>Pacific Islander</b>	No Data	No Data	No Data	No Data	No Data	No Data
	<b>Two or More</b>	Redacted	No Data	No Data	Redacted	Redacted	No Data
	<b>White</b>	36	No Data	No Data	32	Redacted	No Data

In 2025, CHSD 94 discipline data shows that there were a total of 720 disciplinary incidents that led to an in-school suspension or out-of-school consequence. In 2025, the school served a total enrollment of 1,975 students, and 299 students (15.1%) received at least one discipline action. Disciplinary consequences overwhelmingly resulted in in-school suspension (ISS), with 659 ISS incidents accounting for about 91.5% of all incidents, compared to 61 out-of-school suspension (OSS) incidents involving 51 students (2.6% of total enrollment).

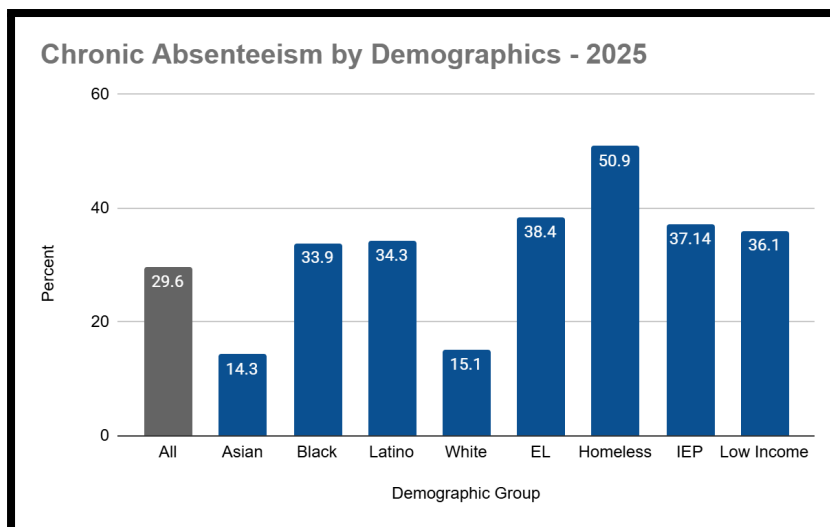
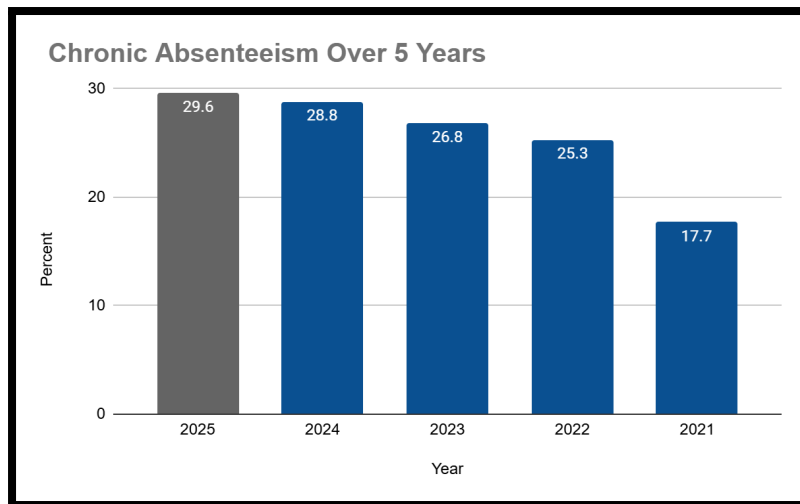
Of the 720 total discipline incidents, Latino students account for 642, or approximately 90%. White students account for 36 incidents (about 5%), and Black students account for 35 incidents (about 5%). In-school suspensions follow the same pattern: of 659 ISS incidents, 590 involve Latino students (~90%), compared with 32 incidents for White students (~5%) and 31 incidents for Black students (~5%). Out-of-school suspensions total 61 incidents, and 52 of those (~85%) involve Hispanic students.

## ISBE Report Card Academic Indicators 2025 (ELA, Math, and Science Proficiency)



CHSD 94 ELA, Math, and Science proficiency data from 2025 indicate a difference in achievement for students by demographics. Students from Latino, EL, and low-income backgrounds underperformed compared to White and Asian students across ELA, Math, and Science in 2025.

## Chronic Absenteeism



CHSD 94's chronic absenteeism rate has increased each year from 2021 to 2025, rising from 17.7% (2021) to 25.3% (2022), 26.8% (2023), 28.8% (2024), and reaching 29.6% in 2025. In 2025, the overall chronic absenteeism rate was 29.6%, with higher rates reported for several student groups, including Homeless students (50.9%), English Learners (38.4%), students with IEPs (37.14%), and Low-Income students (36.1%). By race, chronic absenteeism rates in 2025 were 34.3% for Latino students, 33.9% for Black students, 15.1% for White students, and 14.3% for Asian students.

### **Define the Problem:**

- CHSD 94 has experienced racial disproportionality when comparing White students and students of color in expulsions and suspensions, ranking in the Top 20% statewide every year from 2018 to 2025.

### **Measure the current performance; quantify the problem:**

- CHSD 94 has experienced racial disproportionality in expulsions and suspensions, ranking in the Top 20% statewide every year from 2018–2 to 25. Current performance data show the racial disproportionality rate was 4.584 (2018), 5.1455 (2019), 3.9244 (2020), 3.0094 (2023), 5.5835 (2024), and 3.5851 (2025). In 2025, the district reported 397 white students and 1,578 students of color, with 4 exclusions for white students and 57 exclusions for students of color. From 2024 to 2025, the racial disproportionality rate decreased from 5.5835 to 3.5851, a decrease of approximately 35.8%.

**Causes of the problem:**

- Disciplinary incidents among Latino students suggest the need to examine whether student supports, behavior interventions, classroom management strategies, and proactive measures are consistently available and effectively meet student needs. Differences in academic outcomes for Latino, English Learner, and low-income students may also contribute to higher rates of classroom disengagement, behavioral escalation, or disciplinary referrals if learning needs are not addressed through targeted academic and social-emotional supports. Finally, chronic absenteeism, truancy, and other external factors may increase students' disconnection from school routines and expectations, and potentially contribute to behavioral concerns and repeated disciplinary involvement.

**Determine and implement steps toward improved action:**

- In the 2024-2025 school year, CHSD94 adopted its strategic plan to guide the work of the next five years. This plan focuses on five key goals:
  1. Student Growth and Achievement: Our primary goal is to ensure every student has a personal pathway to academic success. This includes equipping students, staff, and families with the programs and practices needed to close academic achievement gaps.
  2. Student Sense of Belonging and Accountability: We are dedicated to providing all students with a relevant, rigorous, respectful, and reflective learning environment. A key strategy involves offering programs and practices to close current social, emotional, and physical non-academic gaps. We will also work to improve attendance, reduce chronic absenteeism, and enhance student engagement and motivation.
  3. Employee Sense of Belonging and Accountability: Our employees are at the heart of our success, and we aim to nurture a workplace where they feel connected, motivated, and accountable. We will work to retain our most successful employees by offering competitive compensation, professional development opportunities, and recognition. We will also enhance our data use to communicate with all stakeholders and to understand changes in performance over time.
  4. Communication, Engagement, and Partnerships: We believe in partnering with our families and the wider community to provide all learners with the support and real-world experiences they need to thrive. We will provide more opportunities for engagement with the school and district and partner with our associate elementary school districts to ensure students are ready for high school.
  5. Fiscal Stewardship and Resource Alignment: We are committed to the effective use of our resources to align with the district's focus on student success. This includes reimagining how we use our time, space, technology, and financial resources to better meet the future needs of our students and enhance both teaching and learning.
- Action teams were established for each strategic plan goal and include certified staff, support staff, and administrators. Through coordinated efforts, the following teams will support discipline improvement across the district.
  - Goal 1: Student Achievement and Growth. During this school year, teams will focus on PLC processes, increasing student achievement, and improving ACT performance. The PLC practices can support improved discipline outcomes by enhancing instruction and student engagement, which can reduce behavioral concerns that result from academic challenges or a lack of connection to the classroom environment.
  - Goal 2: Student Attendance and Engagement. CHSD 94 has focused on improving student attendance, reducing chronic absenteeism, and increasing student engagement. These efforts can support discipline improvement by strengthening students' connection to school routines, expectations, and learning environments.
  - Goal 4: Communication, Engagement, and Partnerships. The district's Family Engagement Department has prioritized parent education to strengthen collaboration between home and school and reinforce shared behavioral expectations. Through ongoing family engagement and


two-way communication, CHSD 94 will gather feedback, identify barriers to student success, and connect students to consistent academic, social-emotional, and behavioral supports. These efforts promote engagement, accountability, and belonging, which can help reduce disciplinary incidents.

- CHSD 94 aims to reduce the use of exclusionary discipline and address racial disproportionality by establishing consistent, schoolwide behavioral expectations and teaching those expectations to students through a structured Tier 1 approach. The district will create and implement Essential Standards of Behavior, a Behavior Matrix, and aligned Den Lessons to reinforce expectations across classrooms and school settings. CHSD 94 will develop and implement Tier 2 Behavior Academies and use continuous progress monitoring to refine practices, improve student engagement, and support equitable disciplinary outcomes.

**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.**

- In the 2nd semester of the 25-26 school year, we have begun implementing the MTSS structure, specifically focusing on behavior. The image below shows the approximate timeline for our implementation plans.

<b>TIMELINE (Spring 2026)</b>		
<b>DATE</b>	<b>PROCESS</b>	<b>PRODUCT</b>
February 2026	Create & Assemble	<ul style="list-style-type: none"> <li>• Guiding Coalition Team</li> <li>• Focus: Behavior</li> </ul>
March 2026	Create	<ul style="list-style-type: none"> <li>• Essential Standards of Behavior</li> <li>• Behavior Matrix</li> </ul>
April 2026	Create & Refine	<ul style="list-style-type: none"> <li>• Essential Standards of Behavior</li> <li>• Behavior Matrix</li> </ul>
May 2026	Create & Refine	<ul style="list-style-type: none"> <li>• Lessons focused on Essential Standards of Behavior</li> <li>• Behavior Matrix</li> </ul>



## TIMELINE (Cont'd)

DATE	PROCESS	PRODUCT
Fall 2026	Implementation	<ul style="list-style-type: none"> <li>Teachers implement Essential Standards of Behavior in classrooms (Tier 1)</li> <li>Deliver at least 2 Den Lessons focused around Essential Standards of Behavior</li> </ul>
Spring 2027	Create	<ul style="list-style-type: none"> <li>Behavior Academies (Tier 2)</li> </ul>
SY 2027-2028	Implement, Progress Monitor & Create	<ul style="list-style-type: none"> <li>Implementation of Behavior Academies</li> <li>Progress Monitor: Tier I Essential Standards &amp; Den Lessons</li> <li>Create additional Den Lessons</li> </ul>
SY 2028-2029	Progress Monitor & Revise	<ul style="list-style-type: none"> <li>Tier I Essential Standards</li> <li>Den Lessons focused on Essential Standards of Behavior</li> </ul>
SY 2029-2030	Review & Adjust	<ul style="list-style-type: none"> <li>Review Data from Behavior Incidents &amp; Discipline</li> <li>Review Den Lessons focused on Essential Standards of Behavior &amp; Adjust content and / or frequency of lessons</li> </ul>



- In Den, some lessons will continue to have an SEL focus, which at times will focus on students' mental health.
- Following a physical or verbal altercation between students, students are given the opportunity to mediate with their social workers. This has been in place for several years and will be continued.
- The behavior subcommittee will focus on analyzing data to identify current trends and determine which essential standards of behavior may need to be reviewed at that time, which directly impact Den lesson content (to be implemented Fall 2026).
- Student Support Teams (SST) will meet to discuss student needs and concerns. Members of these teams will identify students with the highest needs and explore interventions and strategies to support them.
- Continued reminders to students about the supports available through Student Services and their Trusted Adult
  - Trusted Adult Survey administered in October 2025
- When students are absent from school for a few days, the Dean Specialist will work with the student and family to identify the root cause of the absences. If needed, additional supports and resources may be provided and/or recommended for the student and/or family (Referral to Family Outreach Dept and/or outside resources)
  - Continue the practice of not assigning OSS for student absences
- Partner with WeGo Together for Kids and other external agencies to support students and families, especially regarding mental health.

### **What strategies will be used to reduce exclusionary discipline or racial disproportionality?**

- At the staff level, the behavior subcommittee will focus on analyzing data to identify current trends and determine which essential standards of behavior may need to be reviewed at that time. The lessons will then focus on those identified areas.
- At the student level, the Tier 1 educational component (including lessons in Den and building-wide instruction) will be crucial. The lessons will not only focus on current trends but will also serve as a preventive measure.
- Continue working with feeder districts to identify students who may need additional support, especially at the beginning of their 9th-grade year.
- The behavior committee will review historical data, especially regarding suspensions and expulsions.

- The behavior committee and others will consider alternatives to suspensions for consequences.
- D94 understands the importance of connection with our parents and families. The Family Engagement Department has been focusing on parent education this year. We have focused on PowerSchool parent training during 1st semester and hosted a Parent Cafe. The Parent Cafe provides parents with the opportunity to network with other parents who may be experiencing a similar situation or can provide support in a non-judgmental setting. In the second semester, we will once again deliver a PowerSchool presentation and partner with WeGo Together for Kids to host a workshop for parents on promoting Teen Wellness (Raising with Resilience), focusing on supporting teens' social and emotional needs. These events allow us to gather insight into what our students may need, and we can work together to determine how best to support all students.
- Continue to incorporate student, parent, and teacher input through the Parent Teacher Advisory Council (PTAC) to review and provide feedback on data and related discipline practices.

**Monitor and maintain the improved progress; adjust supports/the plan as necessary to reduce exclusionary discipline.**

- CHSD 94 will monitor and maintain improved progress by regularly reviewing discipline and behavior incident data and adjusting supports and the plan as necessary to continue reducing exclusionary discipline. The Behavior Committee will meet monthly to review data trends, evaluate current interventions, and make adjustments to ensure supports align with student needs.
- To ensure the plan supports both discipline improvement and equity, CHSD 94 administration will regularly monitor the following indicators:
  - Overall exclusions (suspensions/expulsions) by year and semester
  - Racial disproportionality rate annually
  - Behavior incident patterns by subgroup (race/ethnicity, EL, low-income, IEP)
  - Repeat incidents (students with multiple exclusions)
  - Tier 1 implementation fidelity (lesson delivery and classroom alignment)
  - Tier 2 outcomes (Behavior Academy participation and behavior improvement)
- In addition, the Parent Teacher Advisory Council will meet twice per year to provide input on key components related to student discipline, suspension data (in-school and out-of-school), and attendance. This council includes teachers, administrators, students, and parents and/or guardians, and supports monitoring progress and strengthening practices.

**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)?**

- In compliance with Public Act 100-0014, all staff are required to complete the Bias and Microaggressions in the Classroom training offered through Ed Leaders Network. CHSD 94 has not incorporated the Diversity Equity and Inclusion Provider Evaluation Tool.

**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)

- Strategy 1: Implement and Sustain Tier 1 Essential Standards of Behavior
  - Strategy/Action
    - Identify Essential Standards of Behavior, develop a Behavior Matrix, and deliver direct instruction to students through lessons aligned to these standards.
  - Timeframe
    - Spring 2026: Identify Essential Standards of Behavior and create a Behavior Matrix

- Fall 2026: Deliver lessons focused on Essential Standards of Behavior
    - Ongoing: Evaluate referral and suspension data
  - Responsible Individual(s)
    - Behavior Committee
    - Building Administration
    - Teachers and Student Services Staff
  - Success Criteria
    - The Essential Standards of Behavior and the Behavior Matrix are finalized and implemented schoolwide.
    - Lessons aligned to the Essential Standards of Behavior are delivered consistently.
    - Referrals and suspensions are lower than historical trends.
    - Discipline disproportionality decreases, as evidenced by improved subgroup referral and suspension outcomes over time.
  - Method of Evaluation
    - Compare historical and current school-year referral and suspension data, including subgroup trends (race/ethnicity, EL, low-income, IEP), to determine whether Tier 1 instruction aligns with reductions in overall discipline incidents and in disproportionality.
- Strategy 2: Implement Tier 2 Behavior Academies
  - Strategy/Action
    - Develop and implement Tier 2 Behavior Academies to provide targeted support for students demonstrating ongoing or repeated behavioral concerns.
  - Timeframe
    - Fall 2026: Develop and create Behavior Academies
    - Spring 2027: Implement Behavior Academies for students with ongoing behavioral concerns
    - SY 2027–2028: Continue implementation and progress monitoring
  - Responsible Individual(s)
    - Behavior Committee
    - Dean’s Office / Student Services Team
    - Counselors and Social Workers
  - Success Criteria
    - Behavior Academies are created with defined entry criteria and programming.
    - Students participating in Behavior Academies demonstrate improved behavior outcomes.
    - Repeat incidents and exclusions decrease among participating students.
    - Discipline disproportionality decreases for students participating in Tier 2 supports, as shown by fewer repeated referrals and exclusions for students of color.
  - Method of Evaluation
    - Beginning in Spring 2027, monitor Tier 2 participation and outcomes using discipline incident data, repeat exclusion data, and subgroup comparisons. Evaluate effectiveness later in Spring 2027 and throughout SY 2027–2028.
- Strategy 3: Explore Alternatives to Out-of-School Suspension (OSS)
  - Strategy/Action
    - Conduct interviews with students who received OSS to gather input on contributing factors, decision-making, and prevention opportunities.
    - Use findings to explore and develop alternative consequences to suspension.
  - Timeframe
    - Spring 2026: Conduct student interviews and analyze responses
    - Ongoing: Implement alternatives as determined and review outcomes

- Responsible Individual(s)
  - Dean's Office
  - Behavior Committee
- Success Criteria
  - Student feedback is collected and analyzed to inform alternatives to OSS.
  - Alternative consequence options are identified and implemented when appropriate.
  - OSS usage decreases over time while maintaining student safety and accountability.
  - Discipline disproportionality decreases as alternatives reduce exclusionary outcomes for students of color and increase equitable responses to behavioral incidents.
- Method of Evaluation
  - If alternatives to OSS are implemented, review discipline data quarterly, including OSS rates and subgroup outcomes, and determine whether the alternatives correspond with reductions in suspensions and improvements in disproportionality measures.