



100 North First Street
Springfield, Illinois 62777-0001

DISCIPLINE IMPROVEMENT PLAN TEMPLATE

WELLNESS AND STUDENT CARE DEPARTMENT

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 Salem Community High School	SCHOOL YEAR 2025-26	BOARD APPROVAL DATE(S) 01/26/2026
LINK TO DISTRICT WEBSITE WHERE PLAN IS POSTED www.salemhigh.com	SCHOOL DISTRICT/CHARTER SCHOOL ADDRESS 1200 North Broadway Salem, IL 62881	
SUPERINTENDENT/ADMINISTRATOR NAME Brad Detering		

Discipline Improvement Plan Team

Districts are encouraged to convene a Discipline Improvement Plan Team to address exclusionary discipline and/or racial disproportionality.

TEAM LEADER Brad Detering	POSITION/TITLE Superintendent	EMAIL detering@salemhigh.com
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TEAM MEMBER Clint Wolfe	POSITION/TITLE Principal	EMAIL wolfec@salem.com
TEAM MEMBER Kelsey Pogue	POSITION/TITLE Assistant Principal	EMAIL poguek@salemhigh.com
TEAM MEMBER Megan Kessler	POSITION/TITLE Director of Student Services	EMAIL kesslerm@salemhigh.com
TEAM MEMBER Mindy Veach	POSITION/TITLE Special Education Coordinator	EMAIL veachm@salemhigh.com
TEAM MEMBER Allison West	POSITION/TITLE Social Worker	EMAIL westa@salemhigh.com
TEAM MEMBER	POSITION/TITLE	EMAIL

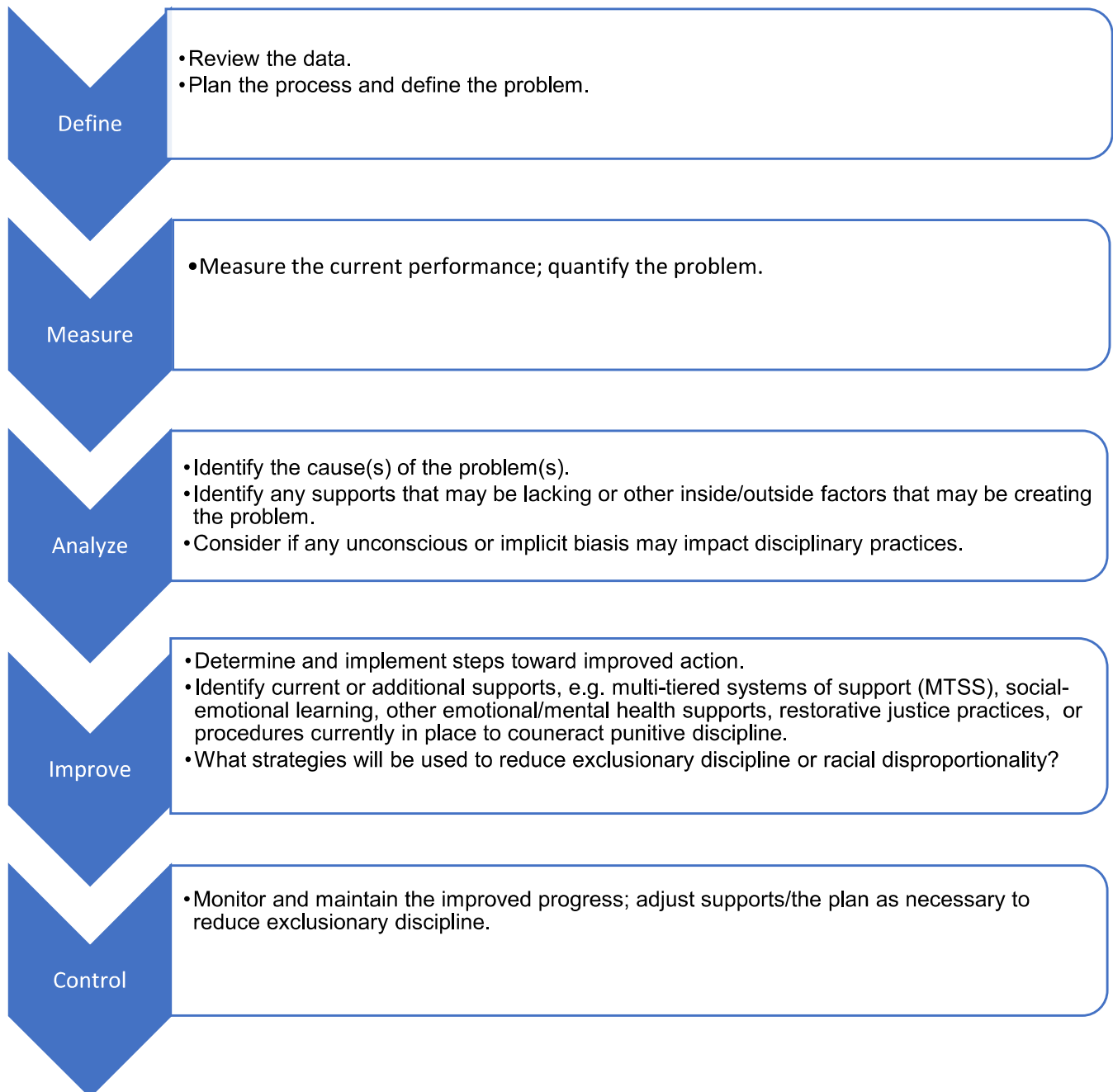
Recommended Steps to Consider when Creating the Discipline Improvement Plan

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.



- 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)?**

Salem Community High School District #600 has completed the implicit bias training required by PA-100-0014. This training enhances awareness of implicit bias and its importance as part of our mandated responsibilities. Recognizing that this alone is not enough, we also engage in restorative practices and equity-focused training to foster a more inclusive environment. Additionally, we use the ISBE Diversity, Equity, and Inclusion Provider Evaluation Tool to evaluate and improve our programs and support for students, reflecting our commitment to equity and inclusion.

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)

Salem Community High School District #600 is dedicated to supporting student success by prioritizing a variety of disciplinary interventions and restorative justice strategies before considering suspension. These efforts include scheduled meetings with guidance counselors and the school social worker, as well as disciplinary measures such as after-school detention, in-school detention, and Saturday School. These interventions provide students with opportunities to reflect on their behavior while remaining engaged in their education. By combining these strategies with restorative practices and counseling when appropriate, we strive to address the root causes of behavior, promote accountability, and foster personal growth in our students.

School safety is our top priority. Consequently, there are instances where the district finds it necessary to temporarily remove a student from school (suspension) to ensure the safety and well-being of the school community. Such instances include possession of or being under the influence of drugs or alcohol, acts of violence such as fighting, and threats of violence to the school as whole. In these cases, suspension is employed to maintain a safe and respectful learning environment for all students and staff.

Review of our suspension data show drug use and violent behavior are the leading disciplinary infractions contributing to our suspension numbers. While we actively work to prevent these issues through education, counseling, restorative justice, and mediation efforts, some aspects of these behaviors remain beyond our control. To further support safety and prevention, we maintain a memorandum of understanding with the Salem Police Department and have an active School Resource Officer (SRO) in our building. This collaboration helps address and deter such behaviors, though challenges persist despite these efforts.

Salem Community High School District #600 remains steadfast in its commitment to fostering a safe and supportive environment for all students and staff. By continuing to implement preventative measures such as disciplinary interventions, restorative justice strategies, and collaborative efforts with our School Resource Officer and local law enforcement, we aim to address behavioral challenges proactively. These ongoing efforts reflect our dedication to ensuring the well-being of the entire school community while promoting accountability, personal growth, and educational success for every student.