

WELLNESS AND STUDENT CARE DEPARTMENT

Per [105 ILCS 5/2-3.162](#) and [Public Act 098-1102](#), districts are required to submit a Progress Report in addition to their previously submitted Discipline Improvement Plan. Within one year after being identified, the school district shall submit this Progress Report to the Illinois State Board of Education and post it on the district's website. The Progress Report describes the implementation of the Discipline Improvement Plan and the results achieved.

PROGRESS REPORT

NAME OF SCHOOL DISTRICT/CHARTER SCHOOL Salem Community High School District #600	SCHOOL YEAR 2025-26	LINK TO PROGRESS REPORT ON THE DISTRICT'S WEBSITE https://www.salemhigh.com/departments/administration/website-compliance
SCHOOL DISTRICT/CHARTER SCHOOL ADDRESS 1200 North Broadway, Salem IL 62881		
SUPERINTENDENT/ADMINISTRATOR NAME Dr. 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 NAME Brad Detering	POSITION/TITLE Superintendent	EMAIL ADDRESS detering@salemhigh.com
TEAM MEMBER #1 NAME Clint Wolfe	POSITION/TITLE Principal	EMAIL ADDRESS wolfec@salemhigh.com
TEAM MEMBER #2 NAME Kelsey Pogue	POSITION/TITLE Assistant Principal	EMAIL ADDRESS poguek@salemhigh.com
TEAM MEMBER #3 NAME Megan Kessler	POSITION/TITLE Director of Student Services	EMAIL ADDRESS kesslerm@salemhigh.com
TEAM MEMBER #4 NAME Mindy Veach	POSITION/TITLE Special Education Coordinator	EMAIL ADDRESS veachm@salemhigh.com
TEAM MEMBER #5 NAME Allison West	POSITION/TITLE Social Worker	EMAIL ADDRESS westa@salemhigh.com
TEAM MEMBER #6 NAME	POSITION/TITLE	EMAIL ADDRESS

RECOMMENDED STEPS TO CONSIDER WHEN REFLECTING ON THE PROGRESS REPORT
1. Review of discipline data:

Please go to the ISBE [School Discipline](#) webpage to find district data. Districts/charter schools may also consider any other local data utilized in creation of their plan. **What improvements were evidenced in your recent data as a result of your action plan to reduce the use of exclusionary and/or racial disproportionality? What do you think is contributing to these trends? To what extent has bias played a part in your data?**

Following the implementation of our Discipline Improvement Plan, recent data pulled from the ISBE School Discipline platform indicates a decrease in out-of-school suspensions (OSS) compared to the baseline year. Contributing to this positive trend is our shift toward proactive de-escalation strategies and the utilization of crisis classroom interventions as alternatives to removal. Regarding racial disproportionality, while our data reflects a more equitable alignment with student demographics, we recognize that subjective infraction categories (e.g., 'insubordination' or 'disruptive behavior') are vulnerable to implicit bias. We continue to monitor these categories closely to ensure objective, consistent enforcement.

2. Please provide a summary of what you intended to complete or accomplish as a result of your Discipline Improvement Plan.

The primary objective of our Discipline Improvement Plan was to systematically reduce exclusionary discipline practices—specifically targeting a reduction in out-of-school suspensions and expulsions—while fostering a safer, more supportive school climate. Specifically, our goals included:

Decreasing overall out-of-school suspension occurrences.

Standardizing disciplinary consequences to minimize subjective decision-making.

Enhancing staff training in non-punitive intervention strategies to keep students engaged in the learning environment.

3. What specific resources have you been using to counteract punitive discipline (e.g., restorative justice; peace circles; an alternative recourse, such as a mediator)? Did you incorporate any of these strategies/practices into your plan?

To counteract punitive discipline, the district has integrated several key resources and alternative recourses into our daily operations:
Crisis/Alternative Classrooms-Used to separate students temporarily from a conflict area while keeping them on track academically.
Administrative Mediation-Assistant Principals and guidance counselors act as mediators to resolve student conflicts prior to escalation.
Restorative Documentation & Reflection: Students are provided with guided self-reflection worksheets during detentions or internal interventions to address the root cause of the behavior.

These strategies were explicitly woven into our action plan to serve as immediate operational alternatives to out-of-school removals

4. Did you increase the use of restorative practices? Please describe any increase in social-emotional learning opportunities for students.

Yes, the district has significantly expanded restorative practices and SEL opportunities. We modified our administrative response to implement a structured 're-engagement or mediation conference' before a student fully transitions back into standard classrooms following a major behavioral incident. On the preventative side, we have expanded social-emotional learning opportunities by leveraging counselor or social worker-led small groups and embedding SEL checkpoints into student life.

5. Describe how you utilized a multi-tiered system of support (MTSS).

Our district utilizes a MTSS framework to align behavioral and academic interventions:

Tier 1 (Universal): Clear school-wide behavior expectations, positive reinforcement initiatives, and standard safety measures uniformly applied to all students.

Tier 2 (Targeted): Targeted interventions including check-in/check-out (CICO) systems with assigned staff mentors, lunch detentions coupled with behavioral mapping, and counselor-led skill groups for students displaying recurring minor infractions.

Tier 3 (Intensive): Individualized Behavior Intervention Plans (BIPs), wraparound services coordinated with family engagement, and intensive monitoring by the student support team

**6. Describe any change seen in your district's discipline data when comparing this year's data to last year's.
Can any of these changes be attributed to ammendments to the district's discipline policies and/or procedures?**

A year-over-year comparison reveals a noticeable shift from Out-of-School Suspensions to more localized interventions like Crisis Class or Saturday School]. Total out-of-school instances decreased. This data shift can be directly attributed to deliberate adjustments in our administrative procedures, which explicitly prioritize instructional continuity and mandate that exclusionary options only be considered when a student's presence poses a documented safety threat

7. What changes are you going to implement moving forward?

Moving forward, the district intends to implement the following adjustments:

Systematic Restorative Conferences: Ensure 100% compliance for standard re-engagement protocols following student absences due to discipline.

Targeted Staff Development: Provide deeper professional development focused on classroom-level de-escalation techniques.

Data-Driven Reviews: Increase the frequency of administrative data reviews to catch emerging disciplinary trends earlier in the school cycle.

8. Have you completed implicit bias training? 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 administrative team and certified staff have completed foundational implicit bias training in accordance with state professional development standards.

9. Reflect on what did and did not work from your Discipline Improvement Plan. Do you anticipate making any changes to this plan? Why or why not?

What Worked: Shift toward administrative mediation and structured internal alternatives successfully lowered our out-of-school removal rates and preserved instructional time.

What Didn't Work: Still gaps in communication between teachers and counselor/social worker/assistant principal offices.

Anticipated Changes: We do anticipate minor logistical amendments to the plan, but nothing too significant to try to keep variables the same to track data over time.

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