



100 North First Street
Springfield, Illinois 62777-0001

PROGRESS REPORT – DISCIPLINE IMPROVEMENT PLAN

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 West Chicago Community HS	SCHOOL YEAR 25-26	LINK TO PROGRESS REPORT ON THE DISTRICT'S WEBSITE
SCHOOL DISTRICT/CHARTER SCHOOL ADDRESS 326 Joliet St. 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.

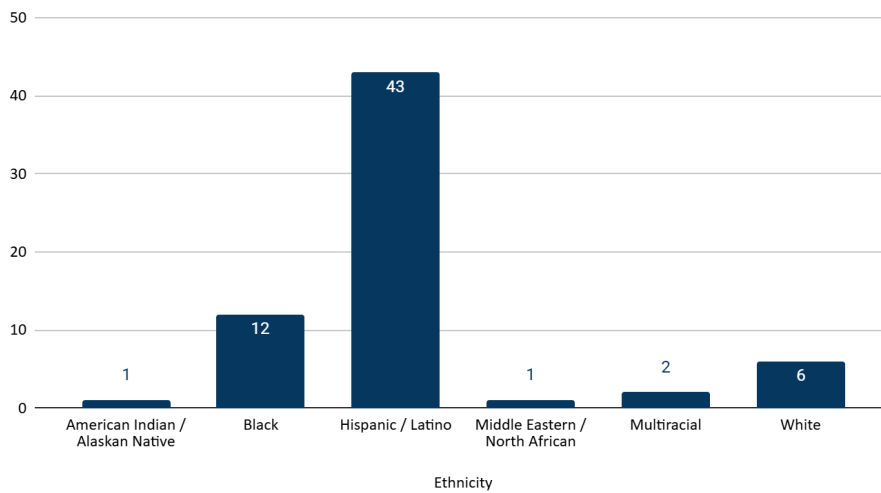
TEAM LEADER NAME Jenna Windt	POSITION/TITLE Director of Culture & Climate	EMAIL ADDRESS jwindt@d94.org
TEAM MEMBER #1 NAME Dr. Limaris Pueyo	POSITION/TITLE Principal	EMAIL ADDRESS lpueyo@d94.org
TEAM MEMBER #2 NAME Jamie Culen	POSITION/TITLE Teacher	EMAIL ADDRESS jculen@d94.org
TEAM MEMBER #3 NAME Brigitte Debs	POSITION/TITLE Teacher	EMAIL ADDRESS bdebs@d94.org
TEAM MEMBER #4 NAME Penny Munoz	POSITION/TITLE Board Member	EMAIL ADDRESS pmunoz@d94.org

RECOMMENDED STEPS TO CONSIDER WHEN REFLECTING ON THE PROGRESS REPORT

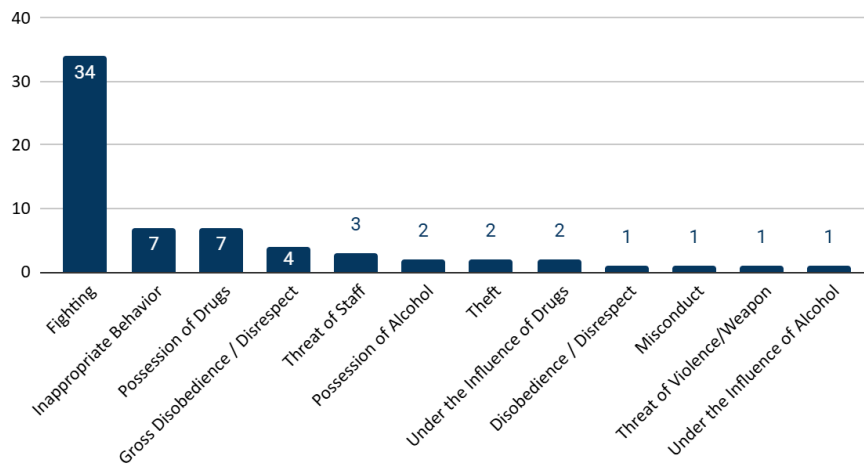
1. Review of discipline data:

Please go to the ISBE [School Discipline](#) webpage to find district data. Districts/charter schools may also consider any other local data utilized in the 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?**

SY 25-26 OSS Suspensions by Ethnicity



SY 25-26 OSS Suspensions by Reason



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%
2026	1997	65	3.25%

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
2026	397	1600	6	59	

For SY 25-26, 65 total out-of-school suspensions (OSS) were issued. The majority of incidents involved fighting, accounting for 34 suspensions (52%) and making it by far the most common reason for exclusionary discipline. The next most frequent offenses were inappropriate behavior & possession of drugs, with 7 suspensions each (11%). Incidents involving gross disobedience/disrespect resulted in 4 suspensions, while threats toward staff accounted for 3 suspensions.

Less frequent reasons for OSS included possession of alcohol and theft (2 suspensions each), as well as being under the influence of drugs (2 suspensions). Single incidents were recorded for disobedience/disrespect, misconduct, threat of violence/weapon, and being under the influence of alcohol.

Overall, physical altercations accounted for the largest share of out-of-school suspensions, representing more than half of all suspensions. Substance-related violations (possession or use of drugs or alcohol) collectively accounted for 12 suspensions (18%), highlighting another significant area of focus. These data suggest that continued efforts in conflict resolution, restorative practices, social-emotional learning, and substance use prevention and intervention may help reduce the need for exclusionary discipline and provide students with additional supports to address underlying behaviors.

Data on disproportionality for SY 25-26 are still in progress. We will be able to provide an update in SY 26-27.

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

West Chicago HS has begun to implement a multi-tiered approach to behavior support focused on prevention, intervention, and reducing exclusionary discipline practices.

Beginning in Spring 2026, the Behavior Committee, composed of building administration, teachers, and student services staff, identified the school's Essential Standards of Behavior and began to develop a schoolwide Behavior Matrix focused on the word "PRIDE." P=Prepared, R=Respectful, I=Integrity, D=Disciplined, and E=Engaged. During Fall 2026, these expectations will be explicitly taught to students through lessons aligned to the identified standards, as well as through videos shown during their Advisory/Den period. Ongoing analysis of referral and suspension data will be used to evaluate the effectiveness of Tier 1 supports. Success will be measured by consistent implementation of the Behavior Matrix and instructional lessons, reductions in overall suspensions, and decreases in discipline disproportionality among student subgroups, including students of color.

To provide additional support for students with ongoing behavioral concerns, the school will develop Tier 2 Behavior Academies during Fall 2026, with the hopes of implementation in Spring 2027. Led by the Behavior Committee, Dean's Office, counselors, social workers, and student services staff, these academies will offer targeted interventions with clearly defined entry criteria and programming. Student outcomes will be monitored through Spring 2027 and throughout the 2027–2028 school year. Success will be demonstrated by improved behavior outcomes for participating students, reductions in repeat incidents and exclusions, and decreased disproportionality in discipline outcomes for students of color. Participation and effectiveness will be evaluated using discipline data, repeat-exclusion rates, and subgroup analyses.

In addition, West Chicago HS will continue to examine alternatives to out-of-school suspension to ensure disciplinary practices remain both effective and equitable. While the Committee had hoped to conduct interviews with students who received out-of-school suspensions to understand better contributing factors, decision-making processes, and opportunities for prevention, the creation of the Matrix required prioritization. As a result, the Behavior Committee will explore interviewing students in the Fall 2026, with the hope of informing the development and implementation of alternative consequences when appropriate. The effectiveness of these alternatives will be

reviewed quarterly through analysis of suspension rates and subgroup outcomes. Success will be measured by a reduction in out-of-school suspensions while maintaining student safety and accountability, as well as by improvements in discipline disproportionality through more equitable responses to student behavior.

Collectively, these efforts are intended to create a proactive, supportive, and equitable system of behavioral expectations and interventions that promotes positive student outcomes and reduces disparities in disciplinary practices.

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 counter punitive discipline practices, West Chicago HS has continued to use restorative & relationship-based approaches with greater frequency. These approaches are designed to address the root causes of behavior while maintaining accountability and repairing harm. One of the primary resources has been restorative mediation facilitated by the Dean's Office and social workers. Following physical or verbal conflicts, students are routinely provided opportunities to participate in mediated conversations with peers to process the incident, rebuild relationships, and most importantly, work to develop strategies for preventing future conflicts—an invaluable skill. Similar restorative conferences are also used when conflicts arise between students & teachers, allowing both parties to communicate concerns, restore trust, and return to the classroom environment with clear expectations and support.

While the above practices have been in place for several years, the addition of Student Support Teams (SSTs) allows teams the opportunity to collaborate to identify interventions & supports for students with ongoing concerns (including those related to behavior), while maintaining strong partnerships with community agencies to address underlying social-emotional and mental health needs when needed.

As part of the current plan, the Behavior Committee and Dean's Office are also exploring additional alternatives to out-of-school suspension. Student interviews & discipline data will be used to understand better the factors contributing to behavioral incidents & to identify more restorative and educational responses that maintain accountability while keeping students connected to school. These efforts reflect the school's commitment to creating a more equitable and supportive approach to student behavior while ensuring a safe learning environment for all students.

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

The Dean's Office did not specifically track the use of restorative practices this year for data tracking purposes. Looking ahead at SY 26-27, the Dean's Office can track this data to evaluate the effectiveness of these practices and future incidents.

The number of Den Lessons focused on social-emotional learning remained relatively unchanged. However, looking ahead to SY 26-27, there are plans to further strengthen Tier 1 social-emotional learning opportunities through the work of the Behavior Committee as well as develop additional lessons within Tier 2. In the fall, the essential standards of behavior will be explicitly taught in Den and reinforced in classrooms, allowing students opportunities to practice skills such as self-management, conflict resolution, and other executive functioning skills.

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

West Chicago HS utilized the MTSS framework to provide proactive, targeted, & individualized support for students' academic, behavioral, social & emotional needs. At the Tier 1 level, various Den lessons focused on the SEL needs, with some lessons specifically addressing students' mental health & overall well-being. Students were regularly reminded of the support available through Student Services and encouraged to connect with their Trusted Adult. To strengthen these relationships, the Trusted Adult Survey was administered in October, 2025.

The Dean's Office analyzed discipline and behavior data, which helped to identify trends and provide recommendations to the Behavior Committee on essential standards of behavior that require additional emphasis. Based on this analysis, the Behavior Committee developed a set of Essential Standards of Behavior and made progress towards a Matrix for each letter in a variety of spaces.

In the fall of 2026, the committee will continue to refine the Matrix and reinforce these essential standards through Tier 1 instruction by embedding behavior expectations into Den & reinforcing them in their classrooms. Lessons will focus on teaching & reteaching expected behaviors, conflict resolution, decision-making, and other skills aligned with schoolwide expectations. Staff members should consistently reinforce these standards across settings, providing students with a common language & expectations to promote a positive school climate & reduce behavioral concerns.

At the Tier 2 level, Student Support Teams (SSTs) met to discuss students with emerging concerns & identify interventions & strategies to address their needs. Following physical or verbal altercations, students were provided opportunities to participate in restorative mediation with their social workers. This practice has been in place for several years and will continue. The creation of the Behavior Academies will also provide additional support for students identified at the Tier 2 level.

For students requiring more intensive support, we have partnered with WeGo Together for Kids and other external agencies to provide mental health services. These partnerships have expanded access to community resources to address barriers that affect student attendance. Specifically, there are additional areas for growth & development in Tier 3 supports. Currently, we work one-on-one with students who need additional support related to behaviors, which may include BIPs and/or goal setting. However, creating more formalized options for Tier 3 interventions should be a priority over the next few years. West Chicago HS will evaluate the effectiveness of Tier 1 instruction and Tier 2 interventions to determine which Tier 3 supports need to be implemented, specifically for behaviors.

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 amendments to the district's discipline policies and/or procedures?

We saw an increase in the number of OSS this year compared to last, and our highest OSS reason in both SY 24-25 and 25-26 remains fighting (up to 33 incidents, from 25 the year prior). We saw a decrease in disobedience/disrespect (down to 12 incidents from 16 the previous year), the second-largest reason for OSS.

At this time, the data reflects a continued need for conflict resolution and emotional regulation for the behavior committee lessons that will be delivered through Den.

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

For the 26-27 school year, we will begin using Rebound, a suspension intervention program offered through the ROE. This program supports students who are suspended for 4-10 days, with a specific focus on strengthening their social-emotional skills through restorative practices and conflict-resolution strategies.

We hope that exploration of this alternative setting, while also incorporating intensive social-emotional support, will be beneficial for students and reduce repeat incidents.

As fighting was the highest reason for an OSS, the Behavior Committee will continue to analyze discipline trends and identify proactive strategies to address student behavior. One focus of the committee has been the development & implementation of Tier 1 behavior lessons, including lessons specifically centered on conflict resolution/emotional regulation and effective communication. These lessons are designed to equip students with the skills to navigate disagreements more effectively, seek adult support, and resolve conflicts before they escalate into a physical altercation. By emphasizing prevention & teaching replacement behaviors, the district aims to reduce the number of fighting incidents, thereby reducing the number of students who receive out-of-school suspensions, while also fostering a safer & more supportive school climate.

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)?

- 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.

- It has been a few years since we had an all-staff training on Bias & Trauma. Due to the staff turnover, it may be beneficial to revisit this in the near future.

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?

Historically, we have seen positive results from several components of the Plan, particularly the use of restorative practices, peer and staff mediations, and the formation of the Behavior Committee, which focuses on strengthening Tier 1 supports. While implementation has progressed, some components have taken longer than originally anticipated. The Behavior Committee is slightly behind schedule in developing the behavior matrix and corresponding lessons for all school settings. However, the committee intentionally prioritized the classroom & hallway settings, as well as the "Prepared" and "Respectful" expectations, recognizing that these are foundational behaviors that must be explicitly taught & consistently reinforced schoolwide at the beginning of the school year. This focused approach will allow staff to establish common expectations and routines before expanding to additional settings & behaviors.

As a result, a slight adjustment will be needed to the Behavior Matrix timeline, but no changes will be needed to the overall direction of the plan. District 94 remains committed to building a comprehensive, prevention-focused system & believes that emphasizing consistency & quality implementation will lead to positive improvements in student behavior & school climate.