



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 are required to submit a Discipline Improvement Plan. The Discipline Improvement Plan must be district board approved, placed on the district website, and submitted to ISBE by **June 1, 2022**.

DISCIPLINE IMPROVEMENT PLAN		
Name of School District/Charter School: Bloom Township District 206	School Year: 2021-2022	Board Approval Date(s): May 16, 2022
School District/Charter School Address: 100 W 10 th St, Chicago Heights, Illinois 60411		
Superintendent/Administrator Name: Dr. Lenell Q. Navarre		
Discipline Improvement Plan Team		
Districts are encouraged to convene a Discipline Improvement Plan Team to address exclusionary discipline and/or racial disproportionality.		
Team Leader: <p style="text-align: center;">Gregory Horak, Director of Climate, ghorak@sd206.org (name, position/title, email address)</p> Team Members: <p style="text-align: center;">Tasha Gibson-White, Director of MTSS, tgibsonwhite@sd206.org (name, title/position, email address)</p> <p style="text-align: center;">Carole Burns, Director of Student Services, cburns@sd206.org</p> <p style="text-align: center;">Jerry Anderson, Principal, janderson@sd206.org</p> <p style="text-align: center;">Glynis Keene, Principal, gkeene@sd206.org</p> <p style="text-align: center;">Constance Joubert, Principal, cjoubert@sd206.org</p> <p style="text-align: center;">Michelle Cowan, Parent, mcowan2@sbcglobal.net</p>		

Recommended Steps to Consider when Creating the Discipline Improvement Plan

1-Review of discipline data:

Please [click here](#) to find district data on the ISBE webpage. Districts/Charter Schools may also consider any other local data when creating their plan.

2-Data Analysis and Identified Trends:

The data trends indicate that the district has been on the list for disproportionality of students suspended for FY19 and FY20. For all years reported (FY 16-FY20) the district is identified as one of the school districts in the top 20% of suspensions. The district has not appeared on the expulsion list.

Since the FY16 information was disseminated, there were attempts to modify the discipline model the district was using to try and reduce the number of students suspended.

Since that seemed unsuccessful in reducing suspensions and remaining on the list, there has been additional initiatives started.

There has been turnover in the role of principal and assistant principal at different points over the data period.

At Bloom Trail the current principal has been in her position for 4 years. The assistant principal for student services is in his first year this school year. His predecessor was there over the years captured in the data set.

At Bloom High School, there has been a new principal every two years between 2015–2021. The current principal is in their first year. The assistant principal for student services just completed her second year in that position with District 206. The previous AP was there for five years.

Over the past couple years the district saw a great deal of turnover in inexperienced staff of the teaching ranks and midlevel administration as well. The district has experienced the loss of veteran teachers to retirement and now some to challenges in dealing with the pandemic. This amount of turnover creates inconsistency in how discipline is handled.

3-Potential Action Plan to Reduce the Use of Exclusionary Discipline and/or Racial Disproportionality:

District 206 is committed to creating a tier 1 classroom management model for both new and veteran teachers. This classroom management model will be part of our teacher induction program as well as classroom practices will be offered to veteran staff as a professional development opportunity.

This training includes components of teaching for equity, trauma sensitive strategies, and de-escalation techniques. The goal is to define clear expectations for student behavior, manage behaviors in a positive way, and measure the effectiveness of the tier 1 behavior management strategies. We hope to influence the amount of behavior referrals at the teacher level. With the improvement in classroom culture, there should be less student to student and student to teacher conflict.

- There was an introduction to Restorative Practices in FY19.
- The district had begun focusing on Social-Emotional Learning and Trauma Informed Practices in FY20.
- Our PBIS Tier 1 teams have participated in Classroom Practice training to share with the rest of the staff.
- School year 20–21, the district began using the PBIS model of discipline, in one school as a pilot. PBIS is now the model in all three schools in the district.
- The district has purchased Suite 360 to use in the Positive Support Center, to assist students in processing their poor decisions and work on identifying better choices.
- Suite 360 is also being used by PPS staff to assist in conducting Tier 2 intervention SAIG groups.
- The partnership with ISBE's Discipline Equity Project has provided partnerships with Loyola University's Restorative Practice Certification and coaching.
- University of Illinois–Springfield's Empathic Coaching for the staff.
- Check in, check out has been implemented for the 2021–22 school year.
- Staff was trained this year to use for CBITS through the NCS3 initiative.
- A partnership with the local township office has been in place for years to provide support groups for students with different needs for example, anger management and addiction.

