



Illinois State Board of Education

100 North First Street
Springfield, Illinois 62777-0001

PROGRESS REPORT – DISCIPLINE IMPROVEMENT PLAN TEMPLATE

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 Bloom Township HSD 206	SCHOOL YEAR 2021-22	LINK TO PROGRESS REPORT ON THE DISTRICT'S WEBSITE
SCHOOL DISTRICT/CHARTER SCHOOL ADDRESS 100 W 10th St, Chicago Heights, IL 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 NAME Gregory Horak	POSITION/TITLE Director of Climate	EMAIL ADDRESS ghorak@sd206.org
TEAM MEMBER #1 NAME Carole Burns	POSITION/TITLE Director of Student Services	EMAIL ADDRESS cburns@sd206.org
TEAM MEMBER #2 NAME Tasha Gibson White	POSITION/TITLE Director of MTSS	EMAIL ADDRESS tgibsonwhite@sd206.org
TEAM MEMBER #3 NAME Jen Hering	POSITION/TITLE Special Education DC	EMAIL ADDRESS jhering@sd206.org
TEAM MEMBER #4 NAME	POSITION/TITLE	EMAIL ADDRESS
TEAM MEMBER #5 NAME	POSITION/TITLE	EMAIL ADDRESS
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?**

When looking at the suspension rate from 2020 to 2022, our exclusionary discipline rate increased slightly from 16% to 22%. The team feels that there was a significant increase in the behavioral and social emotional needs of students that were exacerbated by the pandemic and school shutdown, including a lack of access to student, family and community mental health resources.

When we dig down into our data, we see that most of the students who were referred for misbehavior were our 9th graders. These students had never been in a high school setting and had been absent from a consistent junior high experience. This contributed to a lack of understanding of upper school norms for behavior and consequently, to significant behavior disruption. Our hope is that this year's data will begin to show a downward trend with the implementation of PBIS that was adopted in the district at the start of the 21/22 school year. While our suspension rates did not improve, our disproportionality rate did decrease from 6.2% to 3.4 %. We look at this as a positive first step.

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

We plan to continue to strengthen our Multi-tiered systems of support at all levels through the use of coaching provided by the PBIS Network, training provided to our team members through the National Safe Supportive Schools Learning Collaborative for Culturally Responsive and Trauma-Informed Schools, and data-based decision-making utilized at all tiers to monitor the effectiveness of our implementation.

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?

Our district is utilizing PBIS as its framework for addressing the social, emotional, and behavioral needs of our students. We have linked with local resources such as Aunt Martha ' s to provide additional opportunities for counseling and other services. Our service providers have been trained on CBITS through NCS3 and are able to access social-emotional lessons to support students through Suite 360.

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

Five school district administrators have received training from Loyola University on the use of Restorative Practices with an equity lens. Training included delving into implicit bias, as well as the use of various types of community building circles, restorative circles, healing circles, etc. The district has held building level conversations on the incorporation of restorative practices in the classroom, deans offices, and other spaces in the building. Additionally, Social Academic Instructional Groups (SAIG) were incorporated to meet targeted student needs at the Tier 2 level. Monthly our students have the opportunity to participate in social-emotional lessons that support our PBIS norms as well as address the current problem behaviors identified through data.

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

A multi-tiered system of support framework was adopted to ensure routine data review to support universal, tier 1 needs, as well as targeted and intensive interventions at tier 2 and tier 3. This year, SD206 incorporated a refined process for criteria for movement into tier 2 supports, and incorporated evidence-based practices to support tier 2 and tier 3. This includes Check-In/Check-Out (CICO), Social-Emotional Instructional Groups (SAIG), and Crisis Behavioral Intervention for Trauma in Schools (CBITS). School Counselors, Social Workers, Psychologists, and Behavior Interventionists support this work.

6. What does your most recent/current-year data inform you about disciplinary or exclusionary discipline practices?

Students and staff had a difficult time returning from the isolation of the state-wide school shutdown and re-acclimating to a school environment. During SY 19, students and staff were sent home at the end of the year, and a majority of the D206 students chose to remain home for a large part of SY 20. Students struggled with the behavioral expectations of the school environment, while staff struggled with the stress of responding to students' behavioral and mental health issues. For example, students typically have a full year of development in different social settings including school prior to moving from junior high to high school. This was only one issue faced by students. Others include increased violence in the community, a lack of parental involvement with students due to social and economic factors, and disruption to home and community environments. Therefore, while we have seen improvement in some of our trends, we recognize that there is more work to be done in educating our staff as well as implementing with fidelity.

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

Moving forward we plan to incorporate a proactive and preventative approach to meeting student behavioral needs via universal screening. We are in the process of purchasing an Social-Emotional Learning Screener tool to assist with universal screening for behavior needs. When purchased, we will administer to all students so we can proactively respond to students' behavioral and mental health needs. We are also looking to increase tools for staff to access for incorporating social emotional learning lessons. We also intend to expand our Pupil Personnel Service staff.

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)?

District 206 is partnering with the National Safe Supportive Schools Learning Collaborative for Culturally Responsive and Trauma-Informed Schools. Through this partnership, training for building-level teams on cultural responsiveness is ongoing. Implicit is discussed through these monthly virtual learning sessions..

We feel the Cultural Responsiveness/ Implicit Bias training has been insightful. However, we struggle with providing all staff the required time required to delve deeply into these topics.

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?

Staff implementation with fidelity has been the largest challenge, especially for usage of the new tier 2 interventions. For example, Suite 360 was purchased to support the curriculum of Social-Academic Instructional Groups (SAIG). Usage has been slow, and staff has requested access to additional resources. The district is currently seeking additional items to support the curricular needs of social-emotional learning.