



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 District 206	SCHOOL YEAR 2022-2023	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 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	POSITION/TITLE	EMAIL ADDRESS
Gregory Horak	Director of Climate	ghorak@sd206.org
TEAM MEMBER #1 NAME Tasha Gibson White	POSITION/TITLE Director of MTSS	EMAIL ADDRESS tgibsonwhite@sd206.org
TEAM MEMBER #2 NAME Jennifer Herring	POSITION/TITLE DC of SPED	EMAIL ADDRESS jherring@sd206.org
TEAM MEMBER #3 NAME	POSITION/TITLE	EMAIL ADDRESS
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?**

Based on what we see in our internal data sources, two of our schools had a 20% reduction in exclusionary discipline, while our third school demonstrated an increase. Overall, we do not see any improvement in disproportionality. However, there appears to be less major infractions, which had a positive impact on the school climate overall. Contributing to these trends is potentially the remaining impacts from the pandemic. Our younger students continue to have some adjustment challenges, while faculty continue to be fatigued and more susceptible to a punitive response to behavior, as opposed to empathic and restorative within the classroom. We have worked to provide awareness via empathic instruction, restorative justice professional development, and social-emotional learning awareness. Implicit biases are not conscious, but our internal data sources reveal it continues to be impacting our students of color. Administration is aware of this and there are discussions about more training in cultural competency.

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

We have been continually increasing our Multi-Tiered Systems of Support, with further refinement of our Tier 2 / Tier 3 systems. In January 2023, we had a group of faculty trained for Tier 2, behavior, by Midwest PBIS. We are continuing to improve their systematic practices in the 2023-24 school year. We reviewed our thresholds for moving students between the different tiers of support, and reiterated the practice routine reference to the thresholds for all students.

Two additional administrators completed the final phase of the PBIS Tier 1 training of trainers. We also concluded our partnership with NCS3, however, we maintain the ability to continue to receive training from being affiliated with them. Additionally, we are still working with the University of Illinois, Springfield on trauma-informed practices and creating safe schools for our students.

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?

We are still using Restorative Practices, peace circles, mediations, SAIG groups, CBITS, counseling, ALOP and check-in, check-out. This year, we have continued to schedule social-emotional learning time in each building with SEL Day occurring two days per month, where all the students in the building are provided lessons focused on identified character/behavior practice as noted by our data trends. We also have renewed our subscription to Suite 360 as a platform to support SAIG interventions at Tier 2. Additionally, we are using Student Reflection forms for students with minor behavior challenges to help them develop critical thinking and decision-making skills.

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

Last year, the district incorporated an SEL screener, which was administered at the beginning and end of year. This serves as a mechanism to help us proactively determine supports students might need prior to waiting for students' behavior to trigger responses. Based upon the SEL survey, the PPS team provides SAIG interventions in effort to prevent student behaviors exacerbating due to unmet social-emotional needs. Because last year was the first year of inception for SAIG implementation, our teams are continuing to place priority on improving the fidelity and quality of support.

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

This past summer, professional development time was allotted for all of our school administrators to delve deeper into MTSS ownership of implementation. Each year the people responsible for implementing it are getting more and more comfortable with the process. At the high school level, MTSS as a whole structure needed to be reworked after an unsuccessful attempt at RtI. The district's improvements are vast and more strategic. The thresholds to move from tier to tier are more defined than ever and have been discussed over the past 10 months extensively. Continued professional development is being provided to our PPS teams to aid in their understanding of the systems and processes.

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

The district has still not seen a drastic change in the discipline referrals or number of students involved in odr's. The number of students involved has increased, however, there are still students who are just returning from the pandemic layoff. In the previous year, there was a lot of evidence that students needed to get back to formal schooling. The number of those students is smaller, however, that issue is still relevant. Teachers are trying to handle more issues in class. The district is finding that teachers are open, the PPS team is open and the administration is supportive of the changes that have been discussed. Due to the teachers trying to work with more minor behavior, there can be a tendency for behavior issues to go too far.

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

The district has incorporated triangle meetings to bring the students' dean, counselor, and social worker together along with representatives from some of the Tier 1 and 2 supports. In the triangle meetings, the data of groups of students are discussed and the idea of what support might be most fitting and conducive for all involved. The practice continues to be honed weekly. Triangle meetings meet every other week, make recommendations to the Tier 2 team and then the Tier 2 team meets on the off weeks of Triangles. The administration or triangle team can always implement something outside of a meeting if necessary. Supporting the staff making those decisions is something the district administrators are trying to improve.

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)?

The district has participated in implicit bias training in multiple forms. The district regularly provides for staff through annual trainings mandated by the state. The past year as part of our Discipline Equity Partnership with ISBE and UIS, the training was more intense and meaningful. The Empathic Instruction used for district faculty was more thought-provoking. In using the tool to evaluate, the district is getting closer to more meaningful implicit bias training.

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?

The district 206 plan is making improvements. It is hard to see with the data. However, the district is still seeing an influx of students who have been out, for a variety of reasons. The district is still assisting teachers who experienced social emotional struggles post-pandemic. The district is also focusing on what education looks like with people who may not be equipped to be the most resilient any longer. We have adopted the notion that healthy adults can help healthy students, hence we have also incorporated a faculty SEL survey to meet the growing needs of our faculty. There are plans to continue to strengthen our staff/students and it will continue to take time. The climate of the building has been better than previous years and improving should continue to be the focus.