



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: Carbondale Community High School District 165	School Year: 2021-2022	Board Approval Date(s):
School District/Charter School Address: 330 S Giant City Rd, Carbondale, IL 61902		
Superintendent/Administrator Name: Daniel Booth		
Discipline Improvement Plan Team		
Districts are encouraged to convene a Discipline Improvement Plan Team to address exclusionary discipline and/or racial disproportionality.		
Team Leader:		
Ryan Thomas, Principal, ryan.thomas@cchs165.com		
Team Members:		
Mark Albertini, Assistant Principal, mark.albertini@cchs165.com Terica Doyle, Assistant Principal, terica.doyle@cchs165.com Alejandro Ruiz, Assistant Principal, alejandro.ruiz@cchs165.com Mandy McKee, Director of Student Services, mandy.mckee@cchs165.com Ethan Graham, Curriculum Director, ethan.graham@cchs165.com		

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.

Suspension Data:

2016 – 146 – Top 20%

2017 – 88 – Top 20%

2018 – 125 – Top 20%

2019 – 48

2020 – 35

Racial Disproportionality:

2016 – 3.11 - Top 20%

2017 – 2.55

2018 – 4.09 - Top 20%

2019 – 2.28

2020 – 4.86 - Top 20%

2-Data Analysis and Identified Trends:

Carbondale Community High School was in the top 20% of schools for out-of-school suspensions. The CCHS Discipline Improvement Planning Team recognized the trend in 2018 and began adjusting to address the issue. Prior to 2019, students could be suspended out of school for a wide variety of reasons. In 2019, we began to utilize in-school suspension for many of these offenses. Out of school suspension was reserved for infractions that compromised the safety of the school community, such as physical aggression, weapons, drug distribution, or repeated major infractions.

Carbondale Community High School has been in the Top 20% of schools for racial disproportionality in out of school suspensions for three of the last five school years. In 2019, CCHS decreased the use of out of school suspensions and began to use in school suspension for many offenses. The offenses that students can be suspended for are less subjective and more narrowly defined. This reduces the potential for racial bias in the disposition of consequences.

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

Restorative Practice and Student Support Specialists – Starting in 2021-2022, CCHS hired two Restorative Practice and Student Support Specialists. These individuals are certified in restorative practices and one of them is a licensed social worker. They work directly with students at risk for out of school suspension. They meet individually and in group sessions with students in in school suspension. They implement restorative practices in these group sessions to reduce the number of students repeating infractions and repeating ISS. They lead and assist in mediation and conflict resolution with students to prevent physical altercations that lead to out of school suspension. They provide targeted support to Tier 3 students in the areas of grades, attendance, and discipline. They also run truancy data and follow up with truant students and their families through emails, phone calls, and home visits. They work directly with the administration and Counseling Department.

Student Advisory Period – Starting in 2021-2022, CCHS implemented a pilot program of a student advisory period, “Terrier Time.” Terrier Time will be fully implemented schoolwide in the 2022-2023 school year. This program will provide students with an advisory period built into their schedule. Students will be divided into small groups of 12 to 14 assigned to one teacher. Teachers will be given a structured schedule for checking in with students and working with them on grades, attendance, and discipline. Terrier Time will give each student an adult in the building that they can discuss these issues within a non-academic environment. Teachers will direct students to resources available at the school as needed.

Strategic Planning – In the 2021-2022 school year, CCHS began a strategic planning process. The first year of the process was dedicated to reviewing past data on academics, culture, and resources. The strategic planning team used the past data to set a vision for the future of CCHS. The final product of the first year was a new mission, vision, values, and goals for CCHS for the next five years.

One of the goals is related to improving school culture and student behavior. Goal 2 of the CCHS Strategic Plan is to promote an environment that is respectful, innovative, inclusive, and supportive. Strategies used to meet this goal include advancing student life skills, addressing student social-emotional needs, and improving student behaviors and attendance. Progress towards this goal will be measured by student discipline data, racial disproportionality data, student climate surveys, and social-emotional learning surveys. CCHS will begin implementation of this goal of our strategic plan in the 2022-2023 school year by developing a team consisting of members of the PBIS Committee and Trauma and Resiliency Team. The team will research best practices related to Goal 2 and will make improvements within the school community based on the findings of their research.

Out of School Suspension Criteria - Prior to 2019, students at CCHS could be suspended out of school for a wide variety of reasons including physical aggression, weapons, drug distribution, drug or alcohol use, drug or alcohol influence, major disruptions, or insubordination.

In 2019, we began to utilize in-school suspension for many of these offenses. Out of school suspension was reserved for infractions that compromised the safety of the school community, such as physical aggression, weapons, drug distribution, or repeated major infractions.