



Illinois State Board of Education

Dr. Tony Sanders, State Superintendent of Education
Dr. Steven Isoye, Chair of the Board

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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 identified on the Top 20% Exclusionary Discipline list are required to submit a Discipline Improvement Plan. The Discipline Improvement Plan must be approved by the district board, placed on the district website, and submitted to ISBE by **February 1, 2024**.

DISCIPLINE IMPROVEMENT PLAN		
Name of School District/Charter School: Homewood Flossmoor Community High School	School Year: 2023-24	Board Approval Date(s): 2/15/2024
Link to district website where plan is posted: https://www.hfhighschool.org/resources/attendance_deans_office		
School District/Charter School Address: 999 Kedzie Avenue		
Superintendent/Administrator Name: Dr. Scott Wakeley		
Discipline Improvement Plan Team		
Districts are encouraged to convene a Discipline Improvement Plan Team to address exclusionary discipline and/or racial disproportionality.		
Team Leader:		
<i>Name</i> Dr. Clinton Alexander	<i>Position/Title</i> Principal	<i>Email Address</i> clinton.alexander@hf233.org
Team Members:		
<i>Name</i> Mr. Craig Fantin	<i>Position/Title</i> Associate Principal	<i>Email Address</i> cfantin@hf233.org
Mr. Jim Schmidt	Assistant Principal	jjschmidt@hf233.org
Mr. Terrell Alexander	Dean	talexander@hf233.org
Mrs. Catherine Brown	Dean	cbrown@hf233.org
Mr. Brett Geier	Dean	bgeier@hf233.org
Mr. Dave Klawitter	Dean	dklawitter@hf233.org
Mr. Chris Maniatis	Dean	cmaniatis@hf233.org
Mr. Zach Wells	Dean	zwells@hf233.org

Recommended Steps to Consider when Creating the Discipline Improvement Plan

1-Review of discipline data:

Please go to the ISBE [School Discipline](#) webpage to find district data-level data. Districts/charter schools may also consider any other relevant data, e.g., district's Illinois Report Card (student and teacher demographics, attendance rates, graduation rates, student mobility rates, academic progress, etc.), Survey of Learning Conditions (5 Essentials Survey or other approved survey) and any other local data.

2-Next steps:

The below process may be helpful in the creation of the disciplinary improvement plan.

Define

- Review the data.
- Plan the process and define the problem.

Measure

- Measure the current performance; quantify the problem.

Analyze

- Identify the cause(s) of the problem(s).
- Identify any supports that may be lacking or other inside/outside factors that may be creating the problem.
- Consider if any unconscious or implicit bias may impact disciplinary practices.

Improve

- Determine and implement steps toward improved action.
- Identify current or additional supports, e.g. multi-tiered systems of support (MTSS), social-emotional learning, other emotional/mental health supports, restorative justice practices, or procedures currently in place to counteract punitive discipline.
- What strategies will be used to reduce exclusionary discipline or racial disproportionality?

Control

- Monitor and maintain the improved progress; adjust supports/the plan as necessary to reduce exclusionary discipline.

3. Has your district completed implicit bias training as required by PA 100-0014? 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)?

We have undergone implicit bias training as an entire faculty and staff. Our training comprised of multi-part sessions, which consisted of individual, small group and large group activities. Ultimately, we concluded with a deeper understanding of how our lived experiences contribute to our biases and prejudices. We acquired the understanding that it's human nature to have biases, but it is not acceptable to have our biases go unchecked, being that it can have a direct negative impact on students under our care. After receiving training, our coordinator of diversity, equity and inclusion led our staff in a book study of "Culturally Responsive Teaching and The Brain" by Zaretta Hammond, which is centered around her "Ready for Rigor Framework". This text breaks down how the brain is stimulated and hard-wired to connect, and it is the adults' responsibility to ensure a psychologically safe environment in order to establish a learning partnership. After establishing the learning partnership, we can influence the instructional core by leveraging our sociocultural connections with students. This year we are implementing walkthrough documents, which look for elements of Hammond's text. In addition, we have devoted 1 PLC per month to driving the work further in the classroom. All trainings and professional development have been effective thus far.

4. Potential Action Plan to Reduce the Use of Exclusionary Discipline and/or Racial Disproportionality: (Goal/Objective, Strategy/Action, Timeframe, Responsible Individual(s), Success Criteria, and Method of Evaluation)

Our goal for the upcoming year is to reduce out of school suspension by 10%. We understand that in order to do that we must reflect on the systems and supports that we offer our students. It is important to reinforce our teachers with developmental tools and training about how to leverage culturally responsive teaching techniques to build meaningful relationships with their students while keeping them engaged in instruction, which should minimize off-task behaviors. Another resource that we have is our MTSS interventions. We have built in reports to detect early warning signs for students who are struggling academically or social emotionally. This has been extremely beneficial to our freshman class, which achieved the highest freshman on track percentage in our school's history last year. With an assigned freshman on track counselor, bi-weekly student support team meetings, and frequent check-ins with students on the warning list, we were able to establish a model that we will use for years to come. We are currently working with an outside consultant to help our deans to conceptualize proactive ways to provide support from the dean's office. They are going through a 4-part series to develop a restorative mindset, which entails a comprehensive understanding of RP, leveraging restorative conversations and establishing a strong sense of community in the dean's office. We feel that this strategy will allow our deans to be more creative as it pertains to developing preventative strategies for our students. We consider this effort to reduce exclusionary discipline a concerted effort that is led by our team leader and ancillary members. This year we are on a good trajectory with the interventions that were previously mentioned. Year-to-date our exclusionary suspensions have declined nearly 20% from last year's suspensions.