



DISCIPLINE IMPROVEMENT PLAN

(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, 2023**.

DISCIPLINE IMPROVEMENT PLAN		
Name of School District/Charter School: Amboy CUSD # 272	School Year: 2022 - 2023	Board Approval Date(s): January 19, 2023
Link to district website where plan is posted:		
School District/Charter School Address: 11 E. Hawley St		
Superintendent/Administrator Name: Joshua Nichols		
Discipline Improvement Plan Team		
Districts are encouraged to convene a Discipline Improvement Plan Team to address exclusionary discipline and/or racial disproportionality.		
<p>Team Leader:</p> <p style="text-align: center;">Joshua Nichols, Superintendent, jnichols@amboy.net</p> <p>Team Members:</p> <p style="text-align: center;">Janet Crownhart, HS Principal, jcrownhart@amboy.net (name, title/position, email address)</p> <p style="text-align: center;">Andrew Full, JH Principal, afull@amboy.net</p> <p style="text-align: center;">Katie Bulfer, 5 – 12 Dean of Students, kbulfer@amboy.net</p> <p style="text-align: center;">Joyce Schamberger, Central Principal, jschamberger@amboy.net</p> <p style="text-align: center;">Click or tap here to enter text.</p> <p style="text-align: center;">Click or tap here to enter text.</p>		

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)?

Yes, the district includes the anti-bias education/training in the annual recommended training program for teachers and staff members.

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)

- Add additional SEL programs for students K – 12
- Add SEL and trauma informed training for teachers and staff members.
- Implemented restorative conferences, when appropriate, in the discipline process
- Reflective practice and problem-solving with school personnel related to challenging students or students in need
- Coordinated intake and referral to community agencies using IRIS referral system (warm hand-offs & close referral loops)
- Family case management & home visiting to support parents in working with their children and accessing community supports & services – Nexus program
- Work in close partnership with community service agencies to provide family-centered, strengths-based, and outcome-oriented services. – Nexus program
- Continue PBIS program K - 8



