



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: Alton CUSD #11	School Year: 2022-2023	Board Approval Date(s): 5/17/22
School District/Charter School Address: 550 Landmarks BLVD Alton, IL 62002		
Superintendent/Administrator Name: Kristie L. Baumgartner		
Discipline Improvement Plan Team		
Districts are encouraged to convene a Discipline Improvement Plan Team to address exclusionary discipline and/or racial disproportionality.		
Team Leader: <p style="text-align: center;">Kristie Baumgartner, Superintendent, kbaumgartner@altonschools.org (name, position/title, email address)</p>		
Team Members: <p style="text-align: center;">Elaine Kane, Assistant Superintendent, ekane@altonschools.org (name, title/position, email address)</p> <p style="text-align: center;">Amy Golley, Educational Equity Coordinator, agolley@altonschools.org</p> <p style="text-align: center;">Jordan Anderson, Special Education Supervisor 6-12, joanderson@altonschools.org</p> <p style="text-align: center;">Angela Kuchnicki, Special Education Supervisor K-5, akuchnicki@altonschools.org</p> <p style="text-align: center;">Mike Bellm, Alton High Principal, mbellm@altonschools.org</p> <p style="text-align: center;">Cindy Inman, Alton Middle Principal, cinman@altonschools.org</p> <p style="text-align: center;">Heather Johnson, North Elementary Principal, hjohnson@altonschools.org</p>		

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.

2-Data Analysis and Identified Trends:

*A racial disproportionality rate of 3.02 exists when comparing the exclusionary discipline (expulsions and suspensions) of minority students to white students. This is also true for office discipline referrals in general.

*17 of 19 expulsions to date in the 2021-22 school year have been minority students and 100% have been students from low-income families.

*Male students are four times more likely to receive disciplinary consequences as compared to female students.

*Tardies/loitering are the highest category of referrals at the middle school and high school which sometimes lead to other incidents (such as fighting or physical aggression) resulting in exclusionary discipline.

*Comparing 2017-18 discipline referral data to 2021-2022 shows nearly twice the number of discipline referrals for defiance, disrespect and disruption.

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

*Provide all staff with diversity and inclusion training in the fall of 2022.

*Utilize re-engagement meetings with students returning from a suspension to engage the family and school-based supports for students to reduce behaviors/actions leading to disciplinary consequences.

*Continue to utilize after-school and lunch detentions at the 3-12 grade levels instead of suspensions where possible so that students do not miss academic/instructional time during the school day.

*Use of restorative practices and language. It will be necessary to also provide staff with additional training on these practices in the fall of 2022.

*Teachers and staff will begin entering only factual information into Skyward regarding a student discipline referral/occurrence. Administrators will then determine the category of the infraction and the consequence if any.

*All schools/principals will better define student expectations for each building staff member so that these are consistently maintained and clear for all students to alleviate inconsistencies in how students view school rules.

*Improve fidelity of services students receive at the PBIS secondary and tertiary levels. In addition, return to universal PBIS supports.

*Use quarterly district disciplinary data reviews to progress monitor improvement while also identifying areas of concern. This will include both a review of disaggregated student discipline data (by school/student sub-group/incident/discipline consequence).

*Promote and engage in high levels of family involvement (community-based) and levels of student engagement in extracurricular activities in areas of his/her/their interest(s).