



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: Crete Monee CUSD 201U	School Year: 2021-2022	Board Approval Date(s): 5/17/2022
School District/Charter School Address: 1500 Sangamon St. 60417		
Superintendent/Administrator Name: Keeyana Riley Director of Behavior Intervention Programs		
<p align="center">Discipline Improvement Plan Team</p> <p>Districts are encouraged to convene a Discipline Improvement Plan Team to address exclusionary discipline and/or racial disproportionality.</p>		
<p>Team Leader:</p> <p align="center">Keeyana Riley-Director of Behavior Intervention Programs, rileyk@cm201u.org</p>		
<p>Team Members:</p> <p align="center">Maurice Brown, Crete Monee Board Member, maurice201u@gmail.com</p> <p align="center">Sandra Walters, Crete Monee Board Member, walterss@cm201u.org</p> <p align="center">Nancy Bye, Teacher, byen@cm201u.org</p> <p align="center">Michelle Calderone, Teacher, calderonemi@cm201u.org</p> <p align="center">Mike Wilson, Community Representative/ Parent, imtxman@gmail.com</p> <p align="center">Gregory Schneider, Assistant Principal of Middle School, schneiderg@cm201u.org</p> <p align="center">Lisa Miller, Assistant Principal of High School, millerl@cm201u.org</p> <p align="center">Derrick Watson, K-5 Assistant Principal, watsond@cm201u.org</p> <p align="center">Dawn Sanders, District Truancy Specialist, sandersd@cm201u.org</p> <p align="center">Eric Green, District Truancy Officer, greeneg@cm201u.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:

From 2016-2020 Crete Monee School District 201U, suspension rate has been in the top 20%. Data provided by ISBE shows that although there was a constant decrease in suspensions, as much as 49.6%, suspension rates were still within the top 20% suspension rate. 2017 the suspension rate was at 14.5% and by 2020 the suspension rate dropped to 7.3%. This trend shows that the district did in fact have a steady decline in suspension rates for the identified years.

Data regarding the racial disproportionality rate, that has been provided by ISBE, shows a very fluctuating trend between 2016-2020. Such data shows that 2019 is the only year that the district was not in the top 20% for racial disproportionality rates, with 2020 being the highest of the past four years of 5.4% and 2019 being the lowest at 1.9%.

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

Crete Monee CUSD 201U is committed to cultivating a safe, respectful, and inclusive environment that nurtures and instills learner confidence, growth and success for all of our students. In Spring 2019, the district developed a strategic plan that encompasses practices that holds the district accountable to its commitment. Our school discipline approach has adopted practices from a restorative lens. Each disciplinary action is one that takes into account situational variables of each incident of inappropriate student behavior and allows efforts for teachable moments for the student. Incremental interventions will continue to be utilized to address discipline concerns.

Our district is committed to the continuation of the implementation and usage of tiered interventions and supports through utilizing interventions and strategies from the lens of Positive Behavior Intervention and Supports alongside of tiered restorative practices. We have recently adopted more alternatives to suspension by including student choices as to which consequences and interventions best fit the needs of the student and incident. This allows for more student voice, which teaches student accountability. In addition, additional support staff such as a restorative justice coordinator and three student advocate counselors were hired this year in order to further support the social and emotional needs of our students.

Lastly, aligning to our adopted strategic plan, we have developed a joint district equity team whose mission is to ensure that our practices across the district are culturally competent and responsive. This team has provided professional development for all district staff with varying topics aligned to cultural competency and has developed sub committees to further support its goal. One subcommittee of this team has developed a Student Voice, Climate and Culture Equity plan that consistently seek students' feedback and experiences on climate and culture. Though we have met our challenges upon our return to synchronous face to face learning, post the COVID pandemic, through the implementation of all mentioned strategies, it is the goal of Crete Monee CUSD to begin to see the trend decreasing rather than increasing within the next coming years.

