



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: Oak Park Elementary School District 97	School Year: SY22	Board Approval Date(s): May 10, 2022
School District/Charter School Address: 260 W. Madison St., Oak Park, IL 60302		
Superintendent/Administrator Name: Dr.Griff Powell and Dr. Patricia Wernet		
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;">Dr. Carrie Kamm, Senior Director of Equity, ckamm@op97.org Dr. Felicia Starks Turner, Associate Superintendent, fstarks@op97.org</p>		
Team Members: <p style="text-align: center;">Susan Mura, Assistant Principal- Irving Elementary School, smura@op97.org Lauren Olson, Culture Climate Coach - Brooks Middle School, lolson@op97.org Chasity McComb-Williams, Assistant Principal- Whittier Elementary School, cmccomb-williams@op97.org Katie Trathen, Culture and Climate Coach - Julian Middle School, ktrathen@op97.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.

ISBE-Exclusion-Racial Disproportionality Data:

YEAR	Racial Disproportionality Rate	Racial Disproportionality Rate Rank
2016	6.9302	11
2017	5.0244	21
2018	7.3939	9
2019	4.9937	21
2020	N/A	N/A
2021	Not on list	Not on list

2-Data Analysis and Identified Trends:

- ISBE Exclusion Data-Racial Disproportionality Data
 - Racial disproportionality rate has been decreasing since SY 2016 (positive)
 - Racial disproportionality rate rank has been increasing since 2016 (positive)

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

District 97 intends to continue decreasing our racial disproportionality as it relates to exclusionary discipline. We will do this by continuing to strengthen the Multi Tiered Systems of Support-Behavior tiered practices and staff capacity across our four pillars: Positive Behavior Intervention and Support, Restorative Practice, Social Emotional Learning, and Mental Health Supports:

Positive Behavior Intervention and Support:

- Summer 2022: School-based team training on classroom management strategies utilizing the [CHAMPS](#) framework
- SY23: Monitor school-based goal: Increase the percentage (year over year) of students served by Tier 1 practices and supports (data source: SWIS)
- SY23: Monitor school-based goals for office discipline referrals for all racial/ethnic subgroups (data source: SWIS)
- SY23: Provide school-wide professional learning for all staff on Vulnerable Decision Points (VDP) to address the role of bias in response to student behavior; professional learning will be followed by individual and team-based coaching from our Culture and Climate Coaches
- Continue to provide professional learning and coaching on Tier 1 Classroom Practices (Physical Environment, Classroom Teaching Matrix, Active Supervision, Encouraging Appropriate Behavior, Response Strategies for Inappropriate Behavior, Engagement and Opportunities to Respond) at the teacher and team level
- SY23: Administrator annual training on progressive discipline and our Effective Student Behavior Handbook

Restorative Practice:

- Continue facilitating a Restorative Practice professional learning series cohort/opt-in model for teachers and teaching assistants
- SY23: Support school-wide installation of Restorative Practices for identified school
- Provide targeted professional learning for principals and assistant principals on Leading Restorative Practices in Schools (including facilitating restorative conferences with students and families)

Social Emotional Learning and Supports:

- SY23: Conduct SEL curriculum review for middle grades (6-8)
- SY21 and ongoing: Trauma-Informed Tier 1 Practices professional learning; Brooks Middle School participation in ISBE & West 40/SEL Hub (SY23)

Mental Health/Community Supports:

- Continue to partner with Oak Park/River Forest Community Mental Health Board and DePaul University to provide Care Coordination services to pair students and families to community mental health supports
- Continue to partner with DePaul University to provide Tier 2 small group supports for middle school students demonstrating symptoms of depression, anxiety, and executive function challenges
- Continue to provide targeted support to middle school female students of color (emphasis on interpersonal skill development and self-advocacy) through partnership with Oak Park/River Forest Township