

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, 2025**.

DISCIPLINE IMPROVEMENT PLAN		
Name of School District/Charter School: Harlem Consolidated School District 122	School Year: 2024-2025	Board Approval Date(s):
Link to district website where plan is posted: https://www.harlem122.org/		
School District/Charter School Address: 8605 N. 2nd Street, Machesney Park, IL 61115		
Superintendent/Administrator Name: Dr. R. Terrell Yarbrough		
<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"><u>Dr. Michelle Erb, Assistant Superintendent for Curriculum and Instruction</u> (michelle.erb@harlem122.org)</p> <p>Team Members:</p> <p align="center"><u>Dr. R. Terrell Yarbrough, Superintendent</u> (terrell.yarbrough@harlem122.org)</p> <p align="center"><u>Dr. Jeremy Bois, Harlem High School Principal</u> (jeremy.bois@harlem122.org)</p> <p align="center"><u>Blair Lemons, Harlem High School Assistant Principal</u> (blair.lemons@harlem122.org)</p> <p align="center"><u>Nicki Dawson-Foley, Harlem High School Assistant Principal</u> (nicole.dawson-foley@harlem122.org)</p> <p align="center"><u>Shane Turner, Harlem High School Assistant Principal</u> (shane.turner@harlem122.org)</p> <p align="center"><u>Danielle Townsend, Harlem High School Assistant Principal</u> (danielle.townsend@harlem122.org)</p>		

Jerry Harris, Harlem Middle School Principal.
(jerry.harris@harlem122.org)

Margaret Sholl, Harlem Middle School Assistant Principal.
(margaret.sholl@harlem122.org)

Nichole Belline, Harlem Middle School Assistant Principal.
(nichole.belline@harlem122.org)

Jason Ware, Harlem Middle School Assistant Principal.
(jason.ware@harlem122.org)

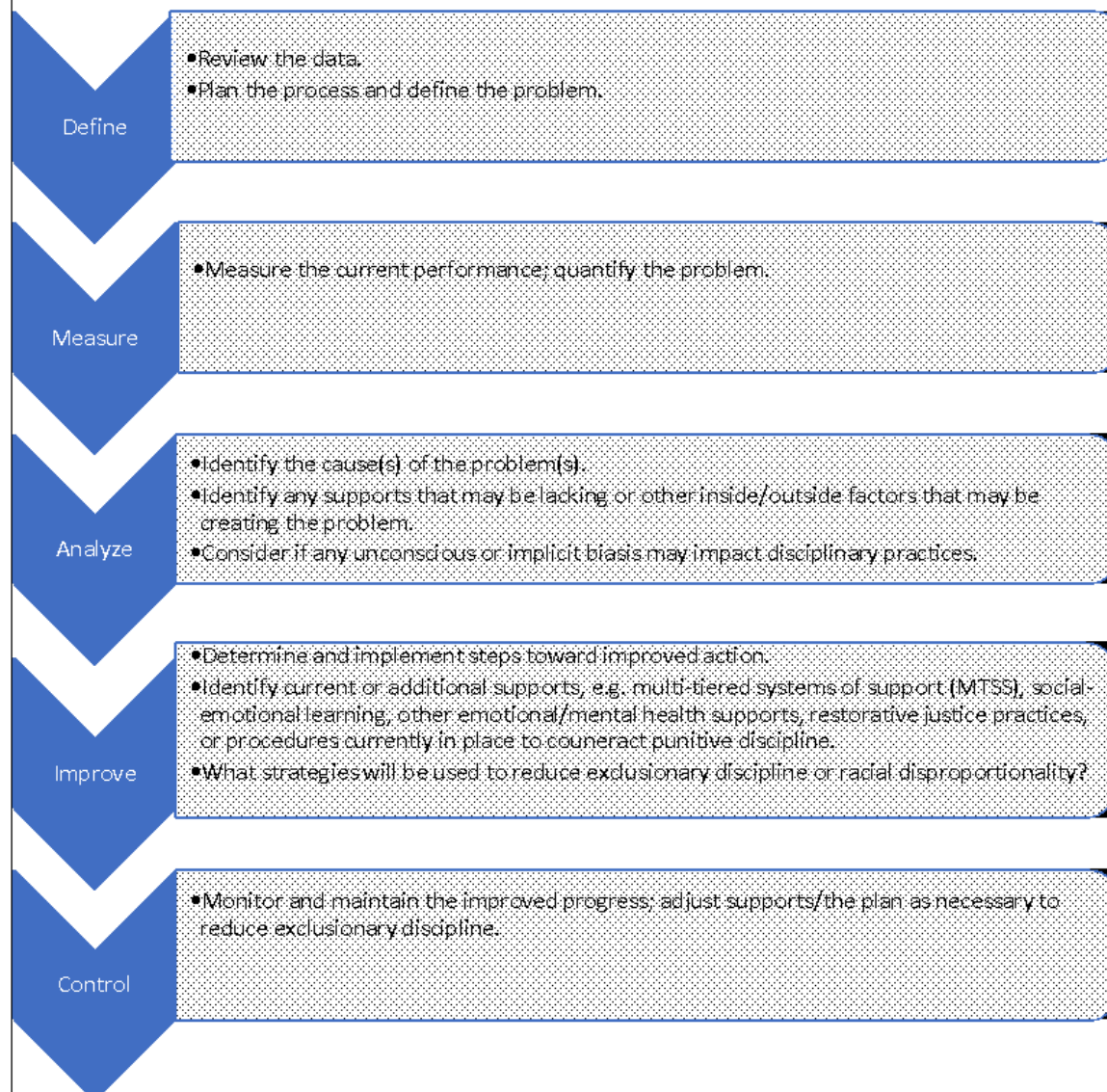
Recommended Steps to Consider when Creating the Discipline Improvement Plan

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.



2-Next steps:

- **Define:** Review data

School Year	Suspension Rate Eligibility	Suspension Rate	Top 20% in Suspension Rate
2017	Yes	11.2769	Yes
2018	Yes	10.6217	Yes
2019	Yes	9.7702	Yes
2020	Yes	11.1796	Yes
2021	Yes	1.4439	No
2022	Yes	13.8655	Yes
2023	Yes	13.6312	Yes
2024	Yes	18.2933	Yes

Year	Suspension Rate Availability	Total Enrollment	Total Suspensions	Suspension Rate	Top 20% in Suspension Rate	Suspension Rate Rank
2022	Yes	6188	858	13.8655	Yes	42
2023	Yes	6111	833	13.6312	Yes	68
2024	Yes	6199	1134	18.2933	Yes	27

Harlem Consolidated School District 122 reviewed the preceding data regarding Suspension Rates over the last three years, and based on that data, the team reviewed HSD 122 Out-of-School Suspension and Intervention Data and Out-of-School Suspension Demographic Data.

- **Measure:** current performance and quantify the problem

- Over the last three years, the OSS rate has stayed consistently between 13.5%-18.5%. There was an increase in 2024 likely related to the adjustment of the HS tardy policy, which has been addressed in the 2025 SY (explains the jump from 13% to 18%).
- Looking at the Behavior Suite between 2022-2024 the referral codes tied to the highest number of OSS include: Not in Assigned Area, Dangerous Behavior, Major Disruptions, Drug Use/Possession, Insubordination, Language to Staff, and Excessive Tardiness (2024 only).
- In the 2022-2024 school years, the population of students with IEPs who are receiving disciplinary consequences that result in OSS is a larger percentage than students without IEPs.

- **Analyze:** Identify causes of the problems, any supports that may be lacking or other inside/outside factors, and consider if there are any implicit biases that may impact disciplinary practices

- As for causes of the high number of Out-of-School Suspensions as consequences, some of the causes could be related to:
 - Inconsistent classroom management strategies and practices throughout the building leading to increased Insubordination referrals.

- Students feeling a lack of belonging or lack of purpose to attend classes leading to increased Not in Assigned Area referrals.
 - Supports that are offered and attempted to reduce and/or prevent Major Disruption referrals related to interpersonal conflicts are not given the buy-in by students.
 - Inconsistent partnerships between school staff, students, and families
- Supports that are offered in an effort to reduce and counteract exclusionary discipline include:
 - SEL curriculum provided to all students twice weekly in Advisory
 - PBIS program (CICO, Incentives)
 - Social work minutes (specifically tied to students with IEPs)
 - Drug/Alcohol Assessment Screening to reduce 10 days OSS to 5 days OSS
- **Improve: Steps towards improved action, current supports, SEL, restorative practices, etc.**
 - Current supports include a twice weekly school wide SEL curriculum (Be Good People) which focuses on social-emotional supports focusing on lessons related to interpersonal conflicts, self-regulation strategies, managing peer pressure related to drugs/alcohol, etc. Currently, HHS operates a plan related to 'Huskie Points' which acknowledges that students will make choices that require consequences on the discipline matrix and loss of Huskie Points, however, those students can and will make positive choices that can put them in a position to earn Huskie Points back in a manner that is tied to the behaviors that caused the student to lose the points. The Huskie Point system is tied to athletics, clubs and organizations, and other extracurricular activities.
 - Next steps: Nonviolent/nonaggressive DRU-1 offenses have previously been 10 days of Out-of-School Suspension, which can be reduced to 5 days of OSS if student/parent provide evidence the student participated in a drug assessment/counseling. We will also offer an In-School Suspension as an alternative to Out-of-School Suspension. Students will have a safety plan to include they bring no bookbags or other unnecessary items, no phone during the school day, and will be searched upon entry. They will also need an escort for any movement around the building. Students will also need to meet with their school counselor and/or social worker before returning back to the classroom. If this implementation shows success (reducing number of days of missed instruction, reducing the recurrence of the infraction), looking at offering this plan as an alternative for other offenses as well.
- **Control: Monitor and maintain improved progress; adjust supports as necessary**
 - Continue to meet as an Administrative team and regularly monitor discipline data.
 - Assess consequences on an individual student basis, focusing on the idea of a consequence reducing the recurrence of a behavior, working with students and families to find the appropriate consequences.
 - Attend district SBC meetings and utilize input from other administrators and district office individuals.
 - Stay current on best practices in support of students.

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)?

Our district does not currently rank in the top 20% for disproportionate discipline among our racial subgroups. However, we continue to focus on matters involving equity and review concepts like implicit bias and how it affects our interactions with students.

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)

Harlem High School Discipline Improvement Plan

Goal/Objective	Implement a plan to reduce the number of Out-of-School Suspensions assigned as consequences to HHS students, with a focus on students with IEPs, and then to further reduce the number of OSS days assigned as consequences for certain infractions.
Strategy/Action	<ul style="list-style-type: none"> Continue and improve on Advisory curriculum focusing lessons on behaviors and skills related to discipline infractions that are tied to higher OSS consequences Continue focus on Huskie Points, with addition and improvement of methods to earn back points in restorative manners aligned with the original discipline infractions Implement reduction of OSS days tied to nonviolent/nonaggressive discipline infractions by offering an alternative consequence of ISS with academic and behavioral support (ROE Interventionist, Social Worker, Para, etc.) Create opportunities for parents/guardians to be included more in the alternative consequence of ISS <ul style="list-style-type: none"> Aware of the plan Support at home Able to offer insight to student behaviors for SW and Admin to address Offer trainings for Admin team and Social Workers on Restorative Practices and how to implement those practices to support students and reduce recurrence of infractions leading to OSS
Timeframe	The remainder of the 24-25 SY as data collection and initial implementation with the 25-26 SY being full implementation.
Responsible Individuals	Administrative Team at HHS, with supports from Social Workers, Case Managers, and Advisory teachers
Success Criteria	Reduction in number of OSS days tied to most common infraction codes AND reduction of discipline infractions overall.
Method of Evaluation	Monitoring HHS Behavior Suite and tracking OSS days assigned and number of discipline infractions <ul style="list-style-type: none"> Begin tracking during 4th quarter of 24-25 SY and continue into 25-26 SY

Harlem Middle School Discipline Improvement Plan

Goal: Reduce out-of-school suspensions (OSS) by implementing an equitable, proactive discipline approach that supports all students, particularly those from marginalized backgrounds, students with Individualized Education Plans (IEPs), students receiving free and reduced lunch, and students experiencing homelessness.

Implementation Timeline: One Year

Evaluation Periods: Quarterly (Every 9 Weeks)

Key Strategies and Actions

1. Data Analysis and Monitoring

Action: Collect and analyze discipline data disaggregated by race, IEP status, socioeconomic status, and housing instability.

Timeline: Ongoing; reviewed quarterly.

Responsibility: Administrative Team, School Counselors.

Outcome: Identify trends and disproportionate disciplinary actions.

2. Professional Development for Teachers

Action: Conduct quarterly professional development on classroom management strategies, cultural competency, and implicit bias.

Timeline: Initial training in August; follow-ups in November, February, and May.

Responsibility: Administrative Team, HMS Equity Team Members.

Outcome: Reduce unnecessary office referrals through better classroom management.

3. Targeted Teacher Support

Action: Provide coaching for teachers who frequently refer the same students for disciplinary action.

Timeline: Begin by September and continue monthly.

Responsibility: Assistant Principals, Instructional Coaches.

Outcome: Equip teachers with strategies to de-escalate behaviors and maintain classroom control.

4. Restorative Practices Implementation

Action: Implement restorative justice techniques such as peer mediation, restorative circles, and conflict resolution strategies.

Timeline: Training in August; implementation throughout the school year.

Responsibility: Assistant Principals, Counselors, Social Workers, ISS teachers, SRO

Outcome: Reduce punitive discipline in favor of conflict resolution and relationship-building.

5. Student Support Interventions

Action: Increase access to mentoring, counseling, and social-emotional learning (SEL) programs for at-risk students.

Timeline: Begin in September with ongoing support.

Responsibility: School Counselors, Social Workers, Assistant Principals

Outcome: Provide students with the skills and support needed to manage behavior effectively.

6. Parent and Community Engagement

Action: Create parent workshops and community partnerships to support positive student behavior.

Timeline: Hold workshops in October, January, and April.

Responsibility: PTO, Community Organizations.

Outcome: Strengthen school-home collaboration in student discipline.

7. Alternative Discipline Measures

Action: Develop in-school suspension alternatives such as reflection rooms and structured behavior intervention plans.

Timeline: Begin pilot program in October.

Responsibility: Administrative Team, MTSS Behavior Specialist, Counselors, Social Workers.

Outcome: Reduce the number of OSS by implementing in-school interventions.

Evaluation and Progress Monitoring

Quarter 1 (September - November): Initial data collection, teacher training, and start of coaching program.

Quarter 2 (December - February): Evaluate the impact of training and teacher coaching; adjust strategies as needed.

Quarter 3 (March - May): Assess the effectiveness of restorative practices and alternative discipline measures.

Quarter 4 (June - August): Review overall impact and plan adjustments for the next school year.

Expected Outcomes

Reduction in OSS rates, especially among targeted student groups.

Improved teacher classroom management and decreased reliance on office referrals.

Increased student engagement in conflict resolution and positive behavior reinforcement.

Strengthened relationships between students, staff, and families.

By following this structured approach, Harlem Middle School will foster a supportive, inclusive environment while reducing the need for out-of-school suspensions.