



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, 2024**.

DISCIPLINE IMPROVEMENT PLAN		
Name of School District/Charter School: Bradley-Bourbonnais Community High School	School Year: 2023-2024	Board Approval Date(s): 1/16/2024
Link to district website where plan is posted: BBCHS.org		
School District/Charter School Address: 700 W. North Street, Bradley IL, 60914		
Superintendent/Administrator Name: Matt Vosberg		
Discipline Improvement Plan Team Districts are encouraged to convene a Discipline Improvement Plan Team to address exclusionary discipline and/or racial disproportionality.		
Team Leader:		
Name Evan Tingley	Position/Title Principal	Email Address etingley@bbchs.org
Team Members:		
Name Matt Fox	Position/Title Associate Principal	Email Address mfox@bbchs.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.

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)?

Our district has committed to an equity journey by hosting several professional development opportunities for staff. Everyone has opportunities to participate in these trainings. We have also partnered with Equal Opportunity Schools to ensure that our historically underrepresented students not only have access, but enroll in advanced coursework.

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)

Goal: Reduce suspension by 10% for the 23-24 school year.

Strategies:

- Every student who is suspended will participate in a re-engagement meeting with school staff to ensure they have an opportunity to successfully re-enter school.
- Check-in, Check-out process for chronically truant students
- Ongoing DEI training for staff

Timeframe: These strategies are throughout the 23-24 school year.

Responsible Individuals: Principal, Associate Principal, Assistant Principals, Dean of Students

Success Criteria: Suspensions reduce by 10%

Method of Evaluation: Monthly monitoring against the goal