



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: East St. Louis School District 189	School Year: 2022-2023	Board Approval Date(s): May 19, 2022
School District/Charter School Address: 1005 State Street East St. Louis, Illinois 62201		
Superintendent/Administrator Name: Arthur R. Culver		
<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>		

Team Leader:

Keisa Garrett, Chief of Schools, Keisa.Garrett@estl189.com

Team Members:

PARENTS AND COMMUNITY PARTNERS

Kekeisha Beasley, Community Learning Center Representative
Mamie Cosey, Grandparent
Lizzie Osbourne, Grandparent
Hannah Sherrard, Parent
Diane Sonneman, Community Partnerships East Side Aligned
H. Stabler, Parent
Michelle Thompson, Parent
Carlisa Davis Parent- Lead Parent
Whitney Roberson, Parent
Carolyn Rice, Grandparent
Patrice Bolden, Parent
Holly Folks, Brown School of Social Work at Washington University
Lettie Hicks, Parent
Elizabeth Barnes, Services Manager United Way of Greater St. Louis

TEACHERS, SOCIAL WORKERS, PARAPROFESSIONALS LOCAL 1220 UNION

Tira Brockman, Behavior Improvement Specialist
Olivia Coleman, Teacher East St. Louis Senior High School
Kedrick Evans, Teacher Lincoln Middle School
Catrice Johnson, Social Worker, Gordon Bush Alternative Center
Mark Jones, Teacher Gordon Bush Alternative Center
Kareem Mateen, Counselor East St. Louis Senior High School
Melody McNeely, Teacher Officer Elementary School
Alicia Paulette, Paraprofessional East St. Louis Senior High School
Brian Riley, Teacher Mason-Clark Middle School

SCHOOL ADMINISTRATORS

Robbie Edmond, Assistant Principal Mason-Clark Middle School
Katina Griffin, Assistant Principal Lincoln Middle School
David Shanks, Principal Mason-Clark Middle School
Roshion McKinley, Assistant Principal Mason-Clark Middle School
Darla Wall, Principal Officer Elementary School
Maria White-Burton, Principal Officer Elementary School
Kim Jones-Riley, Associate Principal East St. Louis Senior High School

DISTRICT ADMINISTRATORS

Zorina Brown, Family and Community Engagement
Lori Chalmers, Director of Pupil Services and COVID-19 Compliance
Carlynda Coleman, School Turnaround Specialist
Tiffany Gholson, Director of Parent and Student Services
Elizabeth Gusewelle, SEL Specialist
Dawn Turner, SEL Specialist
Kristy Hughes, Assistant Director of Special Education

STUDENTS

Treasure Horton, 11th Grade East St. Louis Senior High School
Onjunea Hodges, 8th Grade Mason Clark Middle School
Kemon Burrell, 7th Grade Lincoln Middle School

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.

Exclusion-Discipline Data

School District	RCDS	Top 20% in Any Metrics	School Year	Suspension Rate Eligibility	Suspension Rate	Top 20% in Suspension Rate	Expulsions Rate Eligibility	Expulsions Rate	Top 20% in Expulsion Rate	Racial Disproportionality Rate Eligibility	Racial Disproportionality Rate	Top 20% in Racial Disproportionality Rate
East St Louis SD 189	500821890 220000	Yes	2016	Yes	38.965	Yes	No	0.000	No	No	0.000	No
East St Louis SD 189	500821890 220000	Yes	2018	Yes	28.882	Yes	No	0.000	No	Yes	1.207	No
East St Louis SD 189	500821890 220000	Yes	2019	Yes	30.513	Yes	No	0.000	No	No	0.000	No
East St Louis SD 189	500821890 220000	Yes	2020	Yes	23.050	Yes	No	0.000	No	Yes	3.133	Yes
East St Louis SD 189	500821890 220000	No	2021	Yes	0.393	No	No	0.000	No	No	0.000	No

Exclusion-Racial-Disproportionality Data

School District	RCDS	School Year	Racial Disproportionality Rate Eligibility	Total White Students	Total Students of Color	Total Expulsions and Suspensions White Students	Total Expulsions and Suspensions Students of Color	Racial Disproportionality Rate	Top 20% in Racial Disproportionality Rate	Racial Disproportionality Rate Rank
East St Louis SD 189	5008218902 20000	2018	Yes	50	5649	12	1636	1.2067	No	280
East St Louis SD 189	5008218902 20000	2020	Yes	54	5343	<10	1240	3.1331	Yes	62

Exclusion Suspension Data

School District	RCDTS	School Year	Suspension Rate Eligibility	Total Enrollment	Total Suspensions	Suspension Rate	Top 20% in Suspension Rate	Suspension Rate Rank
East St Louis SD 189	500821890220000	2016	Yes	6067	2364	38.9649	Yes	13
East St Louis SD 189	500821890220000	2018	Yes	5699	1646	28.8823	Yes	15
East St Louis SD 189	500821890220000	2019	Yes	5460	1666	30.5128	Yes	10
East St Louis SD 189	500821890220000	2020	Yes	5397	1244	23.0498	Yes	9
East St Louis SD 189	500821890220000	2021	Yes	4841	19	0.3925	No	171

Exclusion Expulsion Data

N/A

2-Data Analysis and Identified Trends:

- For the past 5 school years, we have been in the Top 20% in Suspension Rate with the exception of 1 year, 2021 due to being on Remote Learning.
- There was a 15% drop in suspensions 2016 to 2020*. Students were not in person March 13, 2020 to March 2021.

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

Objective 1: Provide all students' access to a comprehensive Pre-K through 12 social and emotional learning curriculum and assessment tools.

Critical Initiative 1: Develop a written SEL curriculum for PreK-2 to vertically align Pre-K through primary SEL Learning that will be implemented by teachers daily.

Activity: SEL Team Curriculum Platform Search & Curriculum Writing for SEL grades PreK-2.	Key Measures/Targets: <ul style="list-style-type: none">• A complete, written, standards based SEL curriculum for PreK-2• PreK-2 Curriculum guides for SEL implementation (Tier I, II and III)• 5 year implementation schedule identifying curriculum platform, PD, formative, summative, etc.• Adopt and administer an SEL universal screener for use multiple times yearly
Responsible Personnel: Chief of Schools, Chief Academic Officer, Director of Parent and Student Services, SEL Specialists, Director of Curriculum, Instructional Coaches, Academic Interventionists, Social Workers, SEL Counselors	

Critical Initiative 2: Develop written SEL curriculum for students in grades 3-12 to include daily instruction by teachers, using the Ripple Effects Curriculum Platform.

Activity: Daily Implementation and SEL Curriculum Professional Development for Teachers and Staff of Grades 3-12.	Key Measures/Targets: <ul style="list-style-type: none">• Ongoing SEL Curriculum PD Schedule by September 2022.• Development of Best Practices by September 2022.• Teacher Survey of Implementation Confidence• Schedules/Daily Activities/Lesson Plans from teachers and SEL staff.• Observable Fidelity Checks using Climate Walkthroughs
Responsible Personnel: Chief of Schools, Chief Academic Officer, Director of Parent and Student Services, SEL Specialist, Director of Curriculum, Instructional Coaches, Academic Interventionists, Social Workers, SEL Counselors.	

<p>Activity: Comprehensive Annual Monitoring of SEL Implementation and Effect on Students Grades 3-12.</p>	<p>Key Measures/Targets:</p> <ul style="list-style-type: none"> • Program Evaluation Plan SEL program by January 2023 • Complete program annual evaluation of SEL program and related school data (.Climate Walkthroughs Data, Domo, School Report Card, SIS, etc. SEL, Teacher Data from Periodic Surveys, stakeholder interviews) by April 2023 • Usage and Growth data from Ripple Effects • 50% reduction in classroom referrals in grades 3-12 by SY 26 • 10% annual reduction in suspension rate for all schools and District.
<p>Responsible Personnel: Chief Academic Officer, Chief of Schools Director of Parent and Student Services, SEL Specialists, Director of Curriculum, School Turnaround Specialists, Principals, SEL Counselors, Social workers, Teachers, Data Specialist.</p>	

Objective 2: Establish fully implemented, trauma-informed, culturally competent-responsive schools and district departments/systems that use social-emotional standards as a basis for reviewing, revising, and implementing policies, procedures, and practices in our district while fully supporting students.

Critical Initiative 3: Develop protocols and measurements for physical, social, and emotional well-being of all students.

<p>Activity: Strengthen and Expand School Based Mental Health Services</p>	<p>Key Measures/Targets:</p> <ul style="list-style-type: none"> • Expanded Mental Health services to all schools • Periodic doctor/licensed practitioner mental health screening services at all schools • 10% annual reduction in classroom referrals, suspension rates, and expulsions
<p>Responsible Personnel: Chief of Schools, Director of Parent and Student Services, Director of Strategic Partnerships, Coordinated Family Services Specialists, Family Engagement Coordinator</p>	

<p>Activity: Strengthen and Expand School Based Service Clinic Services</p>	<p>Key Measures/Targets:</p> <ul style="list-style-type: none"> • Addition of more hours of service for the two school based clinics • Periodic doctor on-site wellness screenings on all other campuses • 15% reduction in chronic absenteeism rates annually
<p>Responsible Personnel: Director of Parent and Student Services, Director of Strategic Partnerships, Coordinated Family Services Specialists, Family Engagement Coordinator, Chief of Schools</p>	

Critical Initiative 4: Develop training systems and protocols for ensuring that all staff remain current on related restorative practices (RP) including but not limited to SB 100, PBIS, Crisis Prevention Intervention (CPI), trauma-informed, restorative justice (RP) and culturally responsive practices.

<p>Activity: Develop a training progression flow chart for all Restorative Practices (RP) trainings to include Level 1, Level 2, Level 3 and Trainer status for all staff (district, contracted, volunteer, permanent substitute, central office, administrative)</p>	<p>Key Measures/Targets:</p> <ul style="list-style-type: none"> • Progression Flow Chart of leveled training with renewals by August 2022 • Directory of district trainers for all RP programs by July 2022 • Annual Online registration uploads of all staff on ELN to access free mandated and SEL training certifications • Annual Calendars of SEL trainings • 189 Staff Gantt Chart to maintain documentation of training attainment
<p>Responsible Personnel: Director of Parent and Student Services, School Turnaround Specialists, Supervisor of Safety and Security, Special Education Director, All Principals, Chief of Schools, Chief Academic Officer, Chief Human Resource Office, Chief School Business Official.</p>	
<p>Activity: Assess and maintain the districts' par needs for the number of in-house trainers for each RP program, as well as determine the number of annual training offerings for Level 1 (required), Level 2, and 3 trainings.</p>	<p>Key Measures/Targets:</p> <ul style="list-style-type: none"> • Directory of district trainers for all RP programs by July 2022 • Annual Calendar of Trainings and available slots • 189 Staff Training Gantt Chart
<p>Responsible Personnel: Chief of Schools, Chief Academic Officer, Chief Human Resource Office, Chief School Business Official, Director of Parent and Student Services, SEL Specialists, School Turnaround Specialists, Supervisor of Safety and Security, Special Education Director, All Principals,</p>	
<p>Activity: On a quarterly basis (Climate Walkthroughs) and annual basis, evaluate the effectiveness of RP practices and training on staff, school and student performance.</p>	<p>Key Measures/Targets:</p> <ul style="list-style-type: none"> • Complete a program evaluation of RP Trainings and related data (Climate Walkthroughs) Data, Domo, School Report Card, AEI, Staff Evaluation Performance SIS, etc. SEL, 5 essential Survey Data, classroom, grade and school discipline data, stakeholder Interviews • Indicators of improved student, staff and teacher relationship including trends in reductions of classroom referrals and suspensions by 2023 in all schools
<p>Responsible Personnel: Chief of Schools, Chief Academic Officer, Chief Human Resource Office, Chief School Business Official, Director of Parent and Student Services, SEL Specialists, School Turnaround Specialists, Supervisor of Safety and Security, Special Education Director, All Principals Data Specialists.</p>	

Critical Initiative 5: Review District 189 policies, procedures and practices to ensure alignment to trauma-informed, culturally competent practices providing educational equity for students served

Activity: Form a Trauma-Informed/Cultural Responsiveness Advisory Team including students, parents, and staff to review district policies, procedures and practices and to advise the Superintendent and Board of Education.

Responsible Personnel Chief of Schools, Director of Parent and Student Services, SEL Specialists, Trauma Advisory Team (Staff and Student Representatives), Principals.

Key Measures/Targets:

- Trauma-Informed Advisory Review Team Directory to include students, teachers, SEL, and administrative representation
- Annual policy/procedures review meeting dates (Written Board Policy, Discipline procedures, student support access procedures (SEL, Academic))
- 2 Annual Meetings Fall and Spring

Activity: Annual review of district policies and procedures that ensure alignment to mandated trauma-informed and culturally competent practices. (student and staff).

Key Measures/Targets:

- Annual policy/procedures review meeting dates (Written Board Policy, Discipline procedures, student support access procedures, Review of Perception Data, District Climate Walkthrough Report)
- Trauma-Informed Advisory Review Team Directory to include students, teachers, SEL, and administrative representation.
- Annual recommendation report to Board completed by November
- Spring Annual review and revision of The Student Code of Conduct

Activity: Student Advocacy Groups- Support development of student advocacy groups to address student support concerns.

Responsible Personnel: Chief of Schools. Director of Parent and Student Services, Coordinated Family Services Specialist/Liaison, Social Workers,

Key Measures/Targets:

- Directory of Student Support Groups
- Peace Warriors Charter and Student Directory
- Teen Court Roster for District and St. Clair County
- Procedures for applying to become a student support group.

Objective 3: Apply the use of Multi-Tiered Systems of Support (MTSS) to guide social-emotional supports and interventions at all schools.

Critical Initiative 6: STRONG UNIVERSAL SYSTEMS-Reinforce and establish strong PBIS Team Systems and Team at all schools

<p>Activity: PBIS Team Support-Integrating and improving systems and data surrounding positive student discipline support.</p>	<p>Key Measures/Targets:</p> <ul style="list-style-type: none"> • PBIS Team Directories • PBIS Team Manuals • PBIS Team Meeting Schedules • PBIS Event Schedules • District PBIS Reports/New Initiatives letters • Reduction in classroom referrals • Reduction in suspensions on average of 10% per year
<p>Responsible Personnel: Director of Parent and Student Services, SEL Specialists, School Administration, Behavior Intervention Specialists, Social Workers, SEL Counselors, Teachers, School Turnaround Specialists Chief of Schools</p>	

Critical Initiative 7: STRONG INTERVENTION SYSTEMS-Streamline and improve student behavior intervention systems and processes to ensure timely and effective interventions

<p>Activity: MTSS/Child Study Team Support-ensure that those systems provide timely and effective interventions for students.</p>	<p>Key Measures/Targets:</p> <ul style="list-style-type: none"> • MTSS Revised Manual • Catalog of interventions included in the Branching Minds System • Completed Rubrics for MTSS/Child Student Fidelity Checks (SEL & Academic) • Improved Academic Indicator (30% IAR proficiency; 95% of students on track; 15% meeting SAT state benchmark) • Reduction in chronic absenteeism by 15% annually
<p>Responsible Personnel: Chief Academic Officer, Chief of Schools Director of Parent and Student Services, SEL Specialists, School Administration, Behavior Intervention Specialists, Social Workers, SEL Counselors, Teachers Data Specialists, ,School Turnaround Specialists, Director of Special Education,</p>	

<p>Activity: Synchronize Social Emotional and Behavioral Supports-Align the scope of work of all Behavior Intervention and SEL Staff to ensure positive support for behavioral change.</p>	<p>Key Measures/Targets: Ongoing Professional Development Series for all SEL and behavioral support, non-certified and certified staff</p> <ul style="list-style-type: none"> • Flowchart for role clarity and parallel discipline support • Training Manual to include a common language, forms, processes, etc. • Staff Gantt Chart to ensure all mandated and RP trainings are complete annually • Reduction in classroom referrals. • Reduction of suspension rates
<p>Responsible Personnel: Director of Parent and Student Services, SEL Specialists, School Administration, Behavior Intervention Specialists, Social Workers, SEL Counselors, Teachers Data Specialists, School Turnaround Specialists, Director of Special Education, Chief Academic Officer, Chief of Schools</p>	

Activity: Support Attendance Teams	Key Measures/Targets: <ul style="list-style-type: none"> • District Task Force Directory • School Attendance Team Directory/Schedules • School Attendance Action Plans • Reduce Chronic Absenteeism by 15% annually • 88% or above student attendance rates for each school
Responsible Personnel: Director of Parent and Student Services, SEL Specialists, School Administration, Behavior Intervention Specialists, Social Workers, SEL Counselors, Teachers Data Specialists, School Turnaround Specialists, Director of Special Education, Chief Academic Officer, Chief of Schools	

Objective 4: Invite bi-directional communication and interactions with families and the broader community to promote transparency, accountability and listening opportunities.

Critical Initiative 8: Provide two-way communication opportunities for stakeholders

Activity: Host quarterly District Task Force meetings as an open platform for staff, students, and parents to engage in dialogue with the Superintendent's Cabinet.	Key Measures/Targets: <ul style="list-style-type: none"> • Hold minimum of 4 annual meetings • Minimum of 25 community participants per meeting • Agendas & flyers • Sign-in sheets • Parent feedback from meetings • Student feedback from meetings • Staff feedback from meetings
Responsible Personnel: Chief of Schools, Director of Strategic Partnership, Director of Pupil Services, School Turnaround Specialist, Administrators, Staff, Students, and Parents	

Critical Initiative 9: Provide students with leadership opportunities to provide feedback about their schools to building and district administration

Activity: Engage student leaders through Superintendent's Student Advisory Council (grades 5-12)	Key Measures/Targets: <ul style="list-style-type: none"> • Minimum of 3 meetings held annually per school • All secondary schools with active SSAC • Agendas, minutes • Student feedback provided to administration • Increased leadership skills (youth survey) • Annual participation on ISBE Student Advisory Council
Responsible Personnel: Chief of Schools; Director of Strategic Partnerships; Superintendent; secondary principals	

Objective 5: Ensure all schools promote a safe, clean, healthy, and positive/supportive lifestyle, culture, and climate for all children.

Critical Initiative: Provide SEL staff, protocols and measurements for supporting positive school climate and culture.

<p>Activity: Review School Climate Data (5 Essential Data, School Report Card, AEI (Academic Excellence Indicator) by the start of the school year.</p>	<p>Key Measures/Targets:</p> <ul style="list-style-type: none"> • Set school and district SEL targets based on 5 Essentials Survey data • Annually meet 5 Essentials climate goals. By 2025 all areas indicated as “More” or “Most” implementation status • Adequate annual reductions (10 to 50% or more) in suspension rates. • Adequate annual reductions (15% or more) in chronic absenteeism and improvement in overall attendance rates to above 88% by SY26 • Teacher Attendance Rate above 75% at all schools by SY26 • Teacher Retention at 80% all schools annually • Written and articulated AEI/School Report Card Goal for all schools
<p>Responsible Personnel: Chief of Schools, Chief Academic Officer, School Turnaround Specialists, Director of Parent and Student Services, Data Specialists, All Principals and Assistant Principals.</p>	
<p>Activity: Complete School Environmental Checklist at least 2 times yearly</p>	<p>Key Measures/Targets:</p> <ul style="list-style-type: none"> • Completed Environment Checklist Scores • All campuses achieving scores of 95% or above • School staff list detailing SEL staff
<p>Responsible Personnel: Chief of Schools, Chief Academic Officer, School Turnaround Specialists, Supervisor of Safety and Security, Director of Buildings and Grounds, Director of Risk Management, Data Specialist</p>	