

## 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: District 202-Evanston Township High School	School Year: 2024-25	Board Approval Date(s): April 7, 2025
Link to district website where plan is posted: <a href="https://www.eths.k12.il.us/domain/351">https://www.eths.k12.il.us/domain/351</a>		
School District/Charter School Address: 1600 Dodge Ave. Evanston, IL 60201		
Superintendent/Administrator Name: Dr. Marcus Campbell		
<b>Discipline Improvement Plan Team</b>		
Districts are encouraged to convene a Discipline Improvement Plan Team to address exclusionary discipline and/or racial disproportionality.		
<b>Team Leader:</b>  <div style="text-align: center;"> <p><b>Dr. Keith A Robinson</b>            Associate Principal for Educational Services  <a href="mailto:robinsonk@eths202.org">robinsonk@eths202.org</a></p> </div> <b>Team Members:</b>  <div style="text-align: center;"> <p><b>Nichole Boyd</b>, <a href="mailto:boydn@eths202.org">boydn@eths202.org</a>            Dean of Student Success, Safety &amp; Well Being</p> <p><b>Timel Moore</b>, <a href="mailto:mooret@eths202.org">mooret@eths202.org</a>            Dean of Student Success, Safety &amp; Well Being</p> <p><b>Letitia Hinkle</b>, <a href="mailto:hinklel@eths202.org">hinklel@eths202.org</a>            Dean of Student Success, Safety &amp; Well Being</p> <p><b>Pedro Soriano</b>, <a href="mailto:sorianop@eths202.org">sorianop@eths202.org</a>            Dean of Student Success, Safety &amp; Well Being</p> </div>		

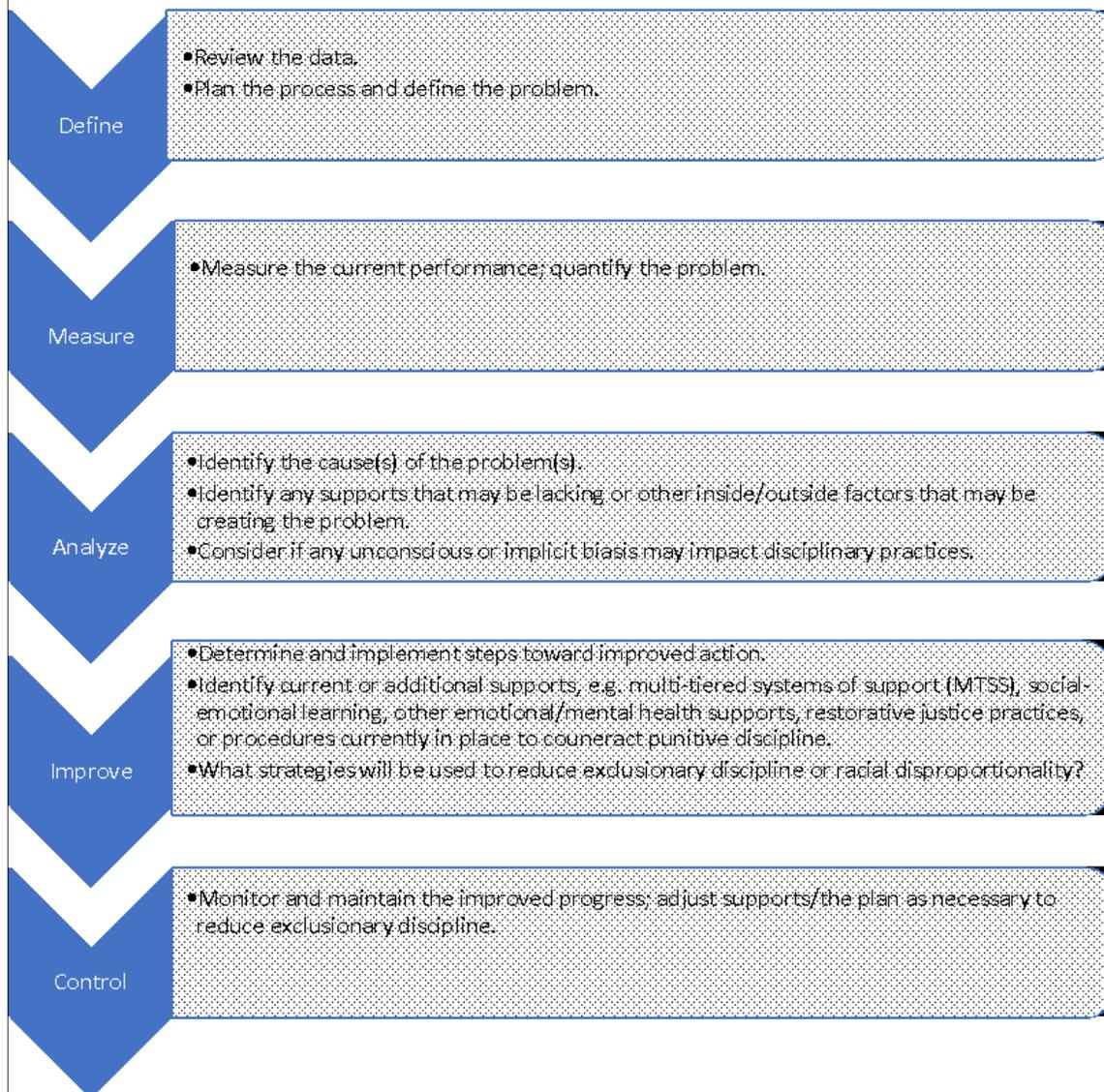
**Recommended Steps to Consider when Creating the Discipline Improvement Plan**

**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.



**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)?**

Equity Learning Teams (ELT) Season 1 is a seven-session professional learning journey designed to build foundational skills, tools, and mindsets for engaging in equity-focused dialogue within educational spaces. Grounded in the Courageous Conversation Compass, each session guides participants through reflective practices, interpersonal strategies, and systemic analysis to deepen their understanding and capacity to lead with equity.

Throughout the season, educators will revisit real concerns from the 2022 Equity Survey, build connections through shared stories and lived experiences, and align their learning with the district's Equity Excellence Framework and Four Priorities. Each session includes practical tools and protocols that support both personal reflection and collective action.

ELT Season 2 builds on the foundational tools and shared language from Season 1, guiding participants into deeper reflection and application of equity-centered practices. Grounded in community and lived experience, this season emphasizes real-time application of tools like Courageous Conversations about Race (CCAR), Nonviolent Communication (NVC), and the White Supremacy Culture Characteristics (WSCC) protocol, while introducing new frameworks around mindset, motivation, and student-centered engagement.

Participants will revisit core concepts while deepening their practice through scenario analysis, storytelling, and cultural affirmation. Sessions encourage meaningful engagement with peers, student narratives, and personal growth—building toward both individual transformation and collective action.

**Integrating implicit bias training and Diversity, Equity, and Inclusion (DEI) principles into Equity Learning Teams Seasons 1 and 2 enhances the program's effectiveness in fostering equitable and inclusive educational environments. Here's how the core components of these Equity learning team seasons align with and support implicit bias awareness and DEI objectives:**

Season 1: Building Foundational Awareness

1. Courageous Conversation Compass (CCC):

- Alignment with Implicit Bias Training: The CCC provides a structured framework for engaging in sensitive discussions about race and equity, encouraging participants to recognize and confront their own biases.
- Connection to DEI: By facilitating open dialogues, the CCC promotes an inclusive culture where diverse perspectives are acknowledged and valued.

2. Nonviolent Communication (NVC):

- Alignment with Implicit Bias Training: NVC emphasizes empathetic listening and expression, which are crucial for understanding and mitigating unconscious biases.
- Connection to DEI: This approach fosters respectful interactions, contributing to a workplace environment where equity and inclusion are practiced daily.

3. White Supremacy Culture Characteristics (WSCC):

- Alignment with Implicit Bias Training: Identifying and addressing traits outlined in WSCC helps individuals recognize systemic biases that perpetuate inequity.
- Connection to DEI: Understanding these characteristics enables organizations to dismantle oppressive structures and build more equitable systems.

Dates: 10/9/23, 11/13/23, 12/18/23, 1/22/24, 2/5/24, 4/1/24, 5/6/24

Season 2: Deepening Understanding and Application

1. Mindset & Motivation (Yeager):

- Alignment with Implicit Bias Training: Exploring growth mindsets encourages individuals to challenge their own prejudices and remain open to change.
- Connection to DEI: Cultivating a growth mindset supports the continuous learning necessary for effective DEI work.

2. In Lak'ech (Acosta):

- Alignment with Implicit Bias Training: This principle emphasizes interconnectedness and mutual respect, countering biases by highlighting shared humanity.

- Connection to DEI: Embracing In Lak'ech fosters a culture of belonging and respect for diverse identities.

### 3. Scenario Analysis Using WSCC, NVC, and CCAR:

- Alignment with Implicit Bias Training: The practical application of these tools in real-world scenarios helps participants identify and address implicit biases in action.
- Connection to DEI: This practice ensures that DEI principles are theoretically and actively integrated into daily interactions and decision-making.

Dates: 8/26/24, 9/30/24, 11/4/24, 12/9/24, 1/27/25, 3/3/25, 4/28/25

By embedding implicit bias training and DEI principles into the ELT framework, Seasons 1 and 2 lay a robust foundation for educators to recognize, understand, and address biases within themselves and their institutions. This integration is vital for creating educational spaces that are truly diverse, equitable, and inclusive.

#### **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)

The district has established a Discipline Committee composed of a diverse group of community stakeholders, including parents, faculty, staff, administrators, and members of the Board of Education. This committee is tasked with analyzing disciplinary data, identifying behavioral trends, and implementing targeted strategies to address and reduce concerning behaviors. The full committee convenes quarterly, supplemented by several action-oriented subcommittees focused on specific areas of need.

The district employs a multi-tiered system of support (MTSS), incorporating Tier 1, 2, and 3 interventions that are refined annually based on evolving student and school-wide needs. Restorative practices are integrated as a central approach to both repair and strengthen relationships, enabling staff to better understand and respond to student needs in a supportive and empathetic manner.

Efforts are ongoing to refine responses to the most severe behavioral incidents by isolating the underlying behaviors and applying appropriate tiered interventions to address them effectively.

Additionally, the Culture and Climate Committee remains dedicated to developing proactive initiatives that promote positive behavior, recognize achievements, and foster a strong sense of community among both students and staff.