



Illinois State Board of Education

Dr. Tony Sanders, State Superintendent of Education
Dr. Steven Isoye, Chair of the Board

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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: Danville Community Consolidated School District No. 118	School Year: 2023-2024	Board Approval Date(s): February 21, 2024
Link to district website where plan is posted: https://www.danville118.org		
School District/Charter School Address: 110 East Williams Street, Danville, IL 61832		
Superintendent/Administrator Name: Dr. Alicia Geddis, Superintendent		
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 John P. Hart	Position/Title Assistant Superintendent	Email Address hartj@danville118.org
Team Members:		
Name Molly Bailey	Position/Title Director, Special Education	Email Address baileym@danville118.org
Chris Rice	Director, Early Learning	ricec@danville118.org
Kelly Truex	Director, Educational Support Programs	truexk@danville118.org
Jacob Bretz	Principal of Danville High School	bretzj@danville118.org
Michael Gourley	Principal of North Ridge Middle School	gourleym@danville118.org
Robin Fluno	Principal of South View Upper Elementary School	flunor@danville118.org
Stacie Sollars	Principal of Mark Denman Elementary School	sollarss@danville118.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)?

All staff are trained in bias training through Educational Leaders Network (ELN) as part of their yearly mandated trainings. The district will be trained again in April on Equity and Diversity during their Institute Day for the 2023-2024 school year. Equity training occurs during AVID Path training during the summer.

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)

Suspensions are still a concern with an increase in the total number of suspensions from 2022 at 1506 total suspensions or 31.6% suspension rate to 2023 with 1777 total suspensions or a 37.6% suspension rate. This led to a district wide goal and plan attached:

Also, please see the attached letter from the Superintendent of Schools regarding our need for additional support from the State Board of Education as we work to face the challenges of gross insubordination, violence, threats, disruptive behavior, gross disobedience and misconduct and how it affects student outcomes and their ability to be successful in school.

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

SOCIAL EMOTIONAL SUPPORT:

In 2022-2023 District 118 provided students with Social Emotional Support Programs based on the needs of each specific building. In 2022-23, there were 2062 suspensions in grades K-12.

Goal #4: Student Social Emotional Support

Danville District #118 will provide students with social emotional programs with clear and specific expectations to reduce suspensions/expulsions by 15%.

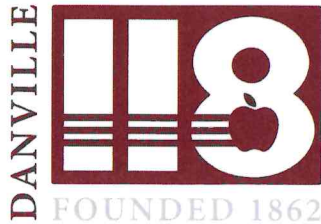
What actions will you and your team need to take to reach this goal?

Action Needed	By whom	By when
Implement district Second Step social emotional learning curriculum resources with fidelity K-8. District Leadership team will review implementation.	District team, Administration, teachers, and support staff	August 2023- May 2024
Create systems to monitor mental health community agencies and provide services equitably among buildings.	District Administration, Dr. Tan's team	August 2023-May 2024
Reallocation of support staff and community partners district wide to meet student needs.	District Administration, Special Education Director	August 2023-May 2024
Expansion of alternative education program.	District Administration	August 2023-May 2024
After school programs	Administration, teachers, support staff, community agencies	August 2023-May 2024

Professional Development Plan for SEL included in district PD plan.	Special Education Director, Curriculum Director	
What resources do you already have to support executing these actions?		
PBIS, Core and Supplemental Curricular resources, Community Agencies, District and Building Support Teams, SEL Calendar		
What support and/or information do you need to implement this strategy?		
Staff, administration, and outside agencies working together to meet this goal. Financial resources. Recreate the 24-25 calendar to intentionally support SEL building data.		
What are 1-2 measures (qualitative or quantitative) you can use to monitor implementation of your action plan?		
Skyward data		
SWIS data		

District and ESSER funds were used to support mental health and social emotional learning in the following ways:

- Partnering with community agencies to provide support to Tier I, II and III of the social emotional curriculum.
 - It's In Your Head Self Regulating Methods
 - Gateway Counseling Services
 - DEF20 - Wellness lifestyle counseling
 - It Takes a Village Mentoring Program
 - Crosspoint Counseling Services Available to Students in Schools
 - Dr. Mahome, Child Psychiatrist
 - Survivor Resource Center
 - University of Illinois Dr. Tan School of Social Work
- Stipends for Positive Behavior Intervention and Support coaches
- Extended year services
- Intentional Professional Development
 - Teach, Train, Thrive Training
 - Rising Tide Conference
 - Conscious Classroom Discipline
 - STARR Trauma Informed Practices (scheduled for Feb. 28)
 - Collaborative Problem Solving
 - Zones of Regulation



Dr. Alicia Geddis
Superintendent

Mr. John P. Hart, Ed.S.
Assistant Superintendent

Dear Illinois State Board of Education

I am writing to bring to your attention the urgent need for additional resources to address the issue of student suspensions within our school district. As the Superintendent of Danville District 118, I am deeply concerned about the impact of gross insubordination, violence, threats to students and staff, along with disruptive behaviors are having on the educational outcomes and well-being of our students and staff.

Over the past 9 years, we have worked to address our expulsion data. It can be noted that we no longer have the worst expulsion record in the State of Illinois. We are still plagued with a concerning trend of increasing suspension rates, particularly among students from marginalized communities. Despite our best efforts to implement preventative measures and provide support services, we continue to face challenges in effectively addressing the underlying issues contributing to these suspensions. On October 24, 2023 I initiated a call to the State Board of Education to discuss my concerns and spoke with the Student Care Division. During these conversations I provided detailed information on the interventions we have instituted. Our staff has been continually asked to mediate violent situations, often placing themselves in harms way. This practice cannot continue.

It is evident that the current resources allocated for addressing student behavior and discipline are insufficient to meet the diverse needs of our student population. We are in need of additional support to implement evidence-based strategies, such as restorative justice practices, counseling services, social-emotional learning programs, and professional development for staff.

Providing these resources is not only essential for fostering a positive school climate and promoting student success but also for advancing equity and ensuring that all students have access to a safe and supportive learning environment.

Furthermore, I believe that collaboration between our district and the State Board of Education is crucial in addressing this pressing issue. By working together, we can develop comprehensive solutions that prioritize the needs of our students and empower educators to create inclusive and nurturing learning environments.

I urge the State Board of Education to allocate additional resources and support to our district to address the root causes of student suspensions effectively. Together, we can make a meaningful difference in the lives of our students and build a more equitable and thriving educational system for all.

Thank you for your attention to this matter. I am available to provide further information or discuss potential strategies for collaboration.

Sincerely,

Dr. Alicia M. Geddis
Superintendent

Danville Community Consolidated School District No. 118