



Illinois State Board of Education

100 North First Street
Springfield, Illinois 62777-0001

PROGRESS REPORT – DISCIPLINE IMPROVEMENT PLAN TEMPLATE

STUDENT CARE DEPARTMENT

Per [105 ILCS 5/2-3.162](#) and [Public Act 098-1102](#), districts are required to submit a Progress Report in addition to their previously submitted Discipline Improvement Plan. Within one year after being identified, the school district shall submit this Progress Report to the Illinois State Board of Education and post it on the district's website. The Progress Report describes the implementation of the Discipline Improvement Plan and the results achieved.

PROGRESS REPORT

NAME OF SCHOOL DISTRICT/CHARTER SCHOOL Danville District #118	SCHOOL YEAR 2022-2023	LINK TO PROGRESS REPORT ON THE DISTRICT'S WEBSITE https://www.danville118.org/OIE
SCHOOL DISTRICT/CHARTER SCHOOL ADDRESS 101 E. Williams St. Danville, IL 61832		
SUPERINTENDENT/ADMINISTRATOR NAME Dr. Alicia Geddis		

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	POSITION/TITLE	EMAIL ADDRESS
Molly Bailey	Director of Special Education	baileym@danville118.org
TEAM MEMBER #1 NAME John Hart	POSITION/TITLE Assistant Superintendent	EMAIL ADDRESS hartj@danville118.org
TEAM MEMBER #2 NAME Dr. Beth Yacobi	POSITION/TITLE Assistant Superintendent	EMAIL ADDRESS yacobie@danville118.org
TEAM MEMBER #3 NAME MaryEllen Bunton	POSITION/TITLE Assistant Superintendent	EMAIL ADDRESS buntonm@danville118.org
TEAM MEMBER #4 NAME Principals, Deans, Teachers	POSITION/TITLE	EMAIL ADDRESS
TEAM MEMBER #5 NAME	POSITION/TITLE	EMAIL ADDRESS
TEAM MEMBER #6 NAME	POSITION/TITLE	EMAIL ADDRESS

RECOMMENDED STEPS TO CONSIDER WHEN REFLECTING ON THE PROGRESS REPORT

1. Review of discipline data:

Please go to the ISBE [School Discipline](#) webpage to find district data. Districts/charter schools may also consider any other local data utilized in creation of their plan. **What improvements were evidenced in your recent data as a result of your action plan to reduce the use of exclusionary and/or racial disproportionality? What do you think is contributing to these trends? To what extent has bias played a part in your data?**

District 118 examined our suspension data specifically. School personnel found trends in the data that note the top discipline infraction leading to suspension is violence without physical injury. Students have limited self-regulation due to cultural norms and pandemic after effects. While the suspension data is better than the 2021-2022 school year (suspension are down 5% district wide), a more specific detailed plan needs to be developed specifically to target physical fighting behaviors. Specifically, educate our adults on how to regulate their behaviors and utilize peer mediation on a more consistent basis. Bias did not play a role in the data.

2. Please provide a summary of what you intended to complete or accomplish as a result of your Discipline Improvement Plan.

The Discipline Committee met on Tuesday, October 25, 2022 and reviewed the plan that was submitted in June of 2022. Current suspension data was examined by the Superintendent, Assistant Superintendents, Director of Special Education, Director of Curriculum, Principals, Assistant Principals, Deans, and teachers who attended the meeting. The group came to the conclusion that the plan was too long to accomplish in a year and while the district will keep all of the strategies listed, the ones to focus in on are the following:

- Self Regulation training for staff (February 1/2 day)
- Meeting next month to determine specific steps to address the violence behaviors
- Development of alternatives to suspension (i.e. therapeutic classroom instead of suspension, community service, Saturday school) Staffing and space are a challenge.
- Continue to utilize current community behavioral support (i.e. It takes a Village, CrossPoint Counseling, Survivor Resource Center, Gateway Counseling, and Dr. Mahome, MD, Psychiatrist)
- It is our goal to lower our number of suspension days by 10-15%.

3. What specific resources have you been using to counteract punitive discipline (e.g., restorative justice; peace circles; an alternative recourse, such as a mediator)? Did you incorporate any of these strategies/practices into your plan?

- Refocus and Recovery Rooms have been established in Grades 5-12. Staffing has been a challenge as some staff who were originally slated to coordinate the rooms have quit. More individuals with a counseling background or a therapeutic background need to be hired in order for this strategy to be effective. The District will continue to post and recruit for these individuals.
- Utilization of many community behavioral support groups that push into the schools - there is a waiting list for many of them.
- Utilization of Home Interventionists as a mediator with parents and students.
- Re-Entry meetings with parents and students prior to returning to school (especially after 4+ days of suspension).

4. Did you increase the use of restorative practices? Please describe any increase in social-emotional learning opportunities for students.

All schools have Second Step (K-8) and have refined their PBIS plans to include restorative practices. More work is to be done at the middle and high school levels. Mark Denman Elementary recently acquired the services of Gateway Counseling, as well as more college students to increase the number of positive role models in the school for students.

5. Describe how you utilized a multi-tiered system of support (MTSS).

All buildings have an MTSS Team and problem solving meetings take place when necessary. Strategies and interventions are identified and progress monitoring takes place on a 9-10 week basis. Behavioral coaches and interventionists are utilized to provide feedback and additional supports when necessary.

Data tracking of the most frequent behavior challenges was identified last spring. The district has invested in SWIS data tool for all district schools. This tool allows schools to monitor behaviors, times, and locations so that problem-solving can be more prescriptive and effective. The district is reviewing behavior infractions on a more global perspective and aligning them to the SWIS behavior incidents for consistency among buildings.

6. What does your most recent/current-year data inform you about disciplinary or exclusionary discipline practices?

Our current data indicates that while we are significantly down in expulsions, our suspension data is still high at 308 incidents resulted in suspension district-wide. These incidents involved 234 students, and 162 incidents were for violence without injury. The team determined that we would meet again next month to specific plan for how to decrease fights (educate parents who have cultural norm) and expand support for deescalation for students and staff.

7. What changes are you going to implement moving forward?

- Focus on specific strategies as discussed in #2.
- Meet monthly to focus on specific behavior challenges, interventions, and monitoring.
- Clarify support at each tiered level that are building specific - add support where necessary.

8. Have you completed implicit bias training? 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. AVID Equity Training is being reviewed currently, utilizing the DEI Provider Evaluation Tool. We are an AVID District ,and will add the Equity training from AVID as part of our district kick-off for the 2023-2024 school year.

9. Reflect on what did and did not work from your Discipline Improvement Plan. Do you anticipate making any changes to this plan? Why or why not?

Our list of strategies is long and all are good, but a more specific focus per behaviors presented must be developed. Some schools deal with more attendance and absenteeism problems than behavior. The larger schools will need to be more purposeful with focus and find ways to address the staffing shortages in therapeutic support. The District sees this plan as evolving as we address the needs of our schools, students and families. As additional supports and needs are identified, the hope is to transition to a more proactive approach to emotional regulation.