



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.

2024-2025 - Staff continue to train on bias in their yearly mandated training. Equity training will be an offering during AVID Path trainings the summer of 2025.

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:

2024-2025 - Suspension data is still an issue, but shows decreases in rates from the previous year. The Suspension rate dropped 14.78 % from 2023. While missing our goal of a 15 percent decrease, we feel that the efforts put into place by the district will continue to decrease not only our over all suspension rate, but also our racial disproportionality rate which increased incrementally (.1015) from 2023-2024.

Discipline data for 2024-2025 shows a definite increase in Grades 5-8 in Insubordination, Loitering, Disruption, Fighting, and Physical Attack. Overall decreases in discipline incidents at DHS were encouraging, however, Insubordination is still an issue with an increases of 100 incidents from 2023-2024.

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 August 2024-May 2025
Create systems to monitor mental health community agencies and provide services equitably among buildings.	District Administration, Dr. Tan's team	August 2023-May 2024 August 2024-May 2025
Reallocation of support staff and community partners district wide to meet student needs.	District Administration, Special Education Director	August 2023-May 2024 August 2024 - May 2025
Expansion of alternative education program.	District Administration	August 2023-May 2024 August 2024-May 2025
After school programs	Administration, teachers, support staff, community agencies	August 2023-May 2024 August 2024-August 2025

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
 - 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
 - STARR Trauma Informed Practices
 - Collaborative Problem Solving
 - Zones of Regulation
 - Handle With Care Training
 - BIST Training
 - Administrative Training with J. Cossas & Associates on improving culture and climate