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	SCHOOL YEAR	LINK TO PROGRESS REPORT ON THE DISTRICT'S WEBSITE
Moline-Coal Valley School District 40	2022-2023	https://www.molineschools.org/apps/pages/index.jsp?uREC_ID=383659&
SCHOOL DISTRICT/CHARTER SCHOOL ADDRESS 1619 11th Avenue Moline, IL 61265		
SUPERINTENDENT/ADMINISTRATOR NAME Dr. Rachel Savage		

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 Kristin Sanders	POSITION/TITLE Assistant Supervision	EMAIL ADDRESS ksanders@molineschools.org
TEAM MEMBER #1 NAME Tom Ferguson	POSITION/TITLE Principal	EMAIL ADDRESS tferguso@molineschools.org
TEAM MEMBER #2 NAME Nick Youngblood	POSITION/TITLE Dean	EMAIL ADDRESS nyoungbl@molineschools.org
TEAM MEMBER #3 NAME Sharon Lantzky	POSITION/TITLE Dean	EMAIL ADDRESS slantzky@molineschools.org
TEAM MEMBER #4 NAME Doug Bodeen	POSITION/TITLE Assistant Principal	EMAIL ADDRESS dbodeen@molineschools.org
TEAM MEMBER #5 NAME Rebecca Wilson	POSITION/TITLE Teacher	EMAIL ADDRESS rsunken@molineschools.org
TEAM MEMBER #6 NAME Lindsey Roberts	POSITION/TITLE Teacher	EMAIL ADDRESS lroberts@molineschools.org

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?**

2017 State rank: 120 Top 20%? No
2018 State rank: 103 Top 20%? Yes
2019 State rank: 96 Top 20%? Yes
2020 State rank: 92 Top 20%? Yes
2021 State rank: 162 Top 20%? No
A review of data from 2017 shows an improvement during the 2020- 2021 school year. Contributing to this trend last year was an increased focus on the root of our behavior data, and attempts to offer alternatives to suspension. The impact of Covid-19 and the number of students receiving remote instruction may have also impacted the 2020-2021 data. The 2021-2022 school year data does not appear to be available on the ISBE Discipline webpage to date. While the district does not show significant racial disparity with respect to discipline data, it is aware of the possibly of bias playing a part into discipline decisions. It utilizes a rubric to assist in processing discipline events, so that schools are consistent. Additionally, mitigating factors are included in the rubric to account for cultural differences in external behavior, family background, and cultural differences.

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

As part of the Discipline Improvement Plan submitted in the spring of 2022, the district intended to:

● Implement a universal Tier 1 SEL Benchmarking in all schools, K-12. This will result in early identification of students struggling in identified areas of grit, emotional regulation, and acceptance and belonging, and self-management. By identifying these students early, teachers and school counselors can identify areas for Tier 1 and Tier 2 SEL support and begin providing whole class and small group interventions. A variety of SEL curriculums will be used for Tier 1 and 2 lessons. This was accomplished
● Develop an Alternatives to Suspension Program embedded within the Districts Alternative High School Program. By offering an in-school educational instructional option for major discipline events, the district can continue to educate students requiring a brief removal from their classroom peers. This was accomplished
● Have elementary schools develop a Student Ambassador program to better integrate new students into the routines and expectations when moving into the District. Improving relationships and connecting new students with good role models is shown to reduce problematic behavior in young students. This is being accomplished-in progress

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?

The district has added additional measures and resources which are more positive in nature and included in our plan. These measures include:

Restorative Justice
Peer mediation
Structured days
Class behavior lessons
Counselor Mental Health training for all buildings
Updated behavior rubrics for offenses, with expanded options of restorative practices
Initiation of Alternative to Suspension class in lieu of suspension
Additional Dean at the Middle School level- one for each building to offer more in-school support
Revision of Threat Assessment referral and guidance/planning document.
Increased site-based counseling through the local mental health center, and begun telepsychiatry services
Initiated a therapy dog program in 3 schools
Provided all-staff training in De-escalation
Provided all-staff training through Brian Mendler on improving relationships and classroom management strategies.
Initiated a Handle with Care program in cooperation with the local police department.

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

Yes, the District has included additional restorative measures as part of it's improvement plan, as well as additional SEL opportunities for kids. Restorative practices include questions and counseling as part of the discipline process which lay the foundation for and act as the building blocks for all forms of restorative processes that seek to discover the root cause/s of challenging behavior, determine impact, repair harm, and ultimately restore damaged relationships. Conflict is natural and likely to occur when people with diverse opinions and experiences unite. Restorative practices views conflict as an opportunity to foster meaningful learning experiences and strengthen relationships.
These measures include:
Tier 1 K-12 Behavior lessons tied to SEL benchmark data
Small group social skills counseling
PBIS & Safe and Civil Schools
Individual behavior plans
Multiple Community Mental Health Services/Partnerships
RYC School Based Therapy Services: last year added 3rd counselor
Restorative conversations
Peer justice and mediation
Alternative to Suspension program- which offers students the ability to stay at school vs. exclusion. This includes reflection sheets, a re-entry process a morning Group Restorative activity. Through conversation and observation, explore the previous day's occurrences and the current mood and attitudes of each student.

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

The District uses MTSS as part of the problem solving process to provide supports for students experiencing behavior and academic challenges.
The process includes identifying students below the 25%ile on the MAP Assessment, collecting a triangulation of data (F&P, Common Assessments, Formative Assessments for academics- SEL benchmarking and behavior data for SEL)
Can students be grouped by need based on data?
Can student needs be met through tier I instruction? What support is needed? What is the plan?

Tier 2 & 3
Assess all Tier 2 students on the full battery of Aimsweb (for extreme outliers, consult with principal & school psych to determine more appropriate approach to assessment)
Develop a formal student intervention Tier 2 or Tier 3 plan that matches the skill deficit and increases in time and intensity or intervention choice as students moved from Tier 2 to Tier 3
Document the plan in Educlimber (district data dashboard)
Define roles and responsibilities with the plan and data collection
Implement the intervention for a minimum of 4 or 8 data points in 8-10 (depending on if tier 2 or 3) weeks unless team determines a quicker revisit, progress monitoring weekly with Aimsweb / CICO, student behavior data, etc.
At the end of 8 weeks review progress monitoring data and determine success of intervention.

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

Our most recent data shows slightly lower out of school suspension rates compared to pre-Covid levels, and overall lower in school suspension.
District data shows more exclusionary discipline is given out at secondary schools compared to elementary schools.

A review of our 5-year discipline data shows the following trends:
- An increase in the number of students in mental health crises situations
- The impact of COVID-19 for students in terms of increased trauma, school avoidance, and decreased social interaction
- Improvement in racial disproportionately
- Years 2017-2020 show a gradual increase in the use of exclusionary discipline used by the district, though an improved rate/decreased use of exclusionary discipline compared to the rest of the state in 2021
- Increase in the number of schools becoming PBIS schools.
- Increased use of restorative measures being used in lieu of suspension

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

As a result of the District's Discipline Improvement Plan, the district developed the following additional plans:

Expansion of Site based counseling with local mental health agency
Completion of Capturing Kids hearts at the middle school
Possible expansion of PBIS/Safe and Civil Schools program
Possible expansion of District ATS program to middle schools, once we are able to analyze data from the 22-23 school year data
Analysis of preschool programming to determine if expansion is possible in order to reach more students and begin intervention and instruction earlier intervention

Continued School-wide teaching of behavior in common areas and monthly review of school-wide Referrals identifying location, time, behavior
Consistent Classroom tools being used: Class Dojo, teacher behavior data
Elementary School counselors push into K-5 classrooms to teach additional timely topics in collaboration with teacher and building principal, using SEL benchmark data as guide
Secondary Schools provide bi-monthly SEL lessons on collaboration with teaching staff, using SEL Benchmark data as guide

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)?

The District has included equity/bias training as part of all District professional development. Additional professional development has been provided through various book studies with teachers and administrators. Recent training with Carlos Johnson included exploring how the District can support better and equitable discipline practices through improving culture and climate, and sharing in a collaborative approach to supporting discipline practices. Carlos worked with the District to become more aware of our data, practices, and the lives of our students. This training has helped, but needs to continue with all district staff. Areas addressed include:

Revision of District Codes of conduct, including providing bullying, harassment, and other anti-discriminatory policies to all students, educators, staff, and community stakeholders

Training for staff in recognizing trauma and mental health crises in students

Training counselors to be Youth Mental Health First Aide trainers.

Increasing avenues for parents and students to report incidents of bullying, discrimination and harassment, including an online portal, anonymous reporting via P3 campus, and a formal district complaint form.

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?

Thus far, the District's Alternative to Suspension program has decreased the number of students being excluded during discipline events. As we just started this program in August, 2022, we do not have a full years worth of data to analyze. We do anticipate making adjustments to the program in terms of student eligibility for the program. Early indicators show success in keeping students at school, and expanding the program to include middle school students would be ideal.

We have had success in the implementation of universal Tier 1 SEL Benchmarking in all schools, K-12. This has resulted in early identification of students struggling in identified areas of grit, emotional regulation, and acceptance and belonging, and self-management. By identifying these students early, teachers and school counselors identify areas for Tier 1 and Tier 2 SEL support and we have been providing biweekly whole class interventions 6-12. Elementary classes receive weekly lessons. The District does need to continue to improve this process and develop effective methods of monitoring student progress for those students receiving Tier 2 small group support, as CICO does not always provide the necessary information in terms of data analysis.