ILLINOIS STATE BOARD OF EDUCATION

100 North First Street
Springfield, Illinois 62777-0001

DISCIPLINE IMPROVEMENT PLAN TEMPLATE

WELLNESS AND STUDENT CARE DEPARTMENT

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	SCHOOL YEAR	BOARD APPROVAL DATE(S)
Moline-Coal Valley District #40	2024-2025	1/27/2025

LINK TO DISTRICT WEBSITE WHERE PLAN IS POSTED	SCHOOL DISTRICT/CHARTER SCHOOL ADDRESS
https://www.molineschools.org/our-district/board-of-education/legal	Moline-Coal Valley District #40 Education Center 1900 52nd Ave 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	POSITION/TITLE	EMAIL
Erin Terstriep	Asst. Superintendent Student Services	eterstri@molineschools.org

TEAM MEMBER	POSITION/TITLE	EMAIL
Trista Sanders	Coordinator for Student Services	tsanders@molineschools.org
Leia Peterson	Coordinator for Special Education	lpeterso@molineschools.org
Steven Etheridge	Director Elementary Education	setherid@molineschools.org
Leslie Perkins	Coordinator Multi-Lingual Learners	eperkins@molineschools.org
Chris Moore	High School Principal	cmoore@molineschools.org
Dusti Markham	Middle School Principal	dmarkham@molineschools.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 biasis 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 couneract 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)?

The district has developed a comprehensive approach to promoting equity and inclusion, integrating various ongoing efforts and initiatives designed to foster a more inclusive environment. The following actions have been implemented to support this goal:

Annual Training through Public School Works (PSW): To ensure all employees are trained annually, the district utilizes Public School Works (PSW) for professional development. All district employees are required to complete the relevant modules as part of the broader commitment to equity. This training reinforces the district's ongoing efforts in professional development and policy changes, ensuring that every employee is equipped with the knowledge and tools to support an inclusive educational environment.

Implicit Bias Training and Professional Development: The district has conducted multiple cycles of Implicit Bias training for all staff, supplemented by extensive book studies and staff-wide professional development sessions. These initiatives help employees recognize and address biases, fostering an inclusive school culture.

Formation of the CLEAR Council (Equity Committee): The district has established an Equity Committee, known as the CLEAR Council, which plays a pivotal role in guiding and overseeing equity initiatives. This group has historically met to ensure that policies and practices align with the district's goals for equity and inclusion.

Development of an Equity and Inclusion Plan: The district has created a robust Equity and Inclusion Plan that is aligned with the District’s Improvement Plan (SIP). This plan outlines specific actions and strategies to address equity gaps and promote inclusivity across all aspects of the district’s operations.

Revised Discipline Tools, Offense Codes, and Policies: As a direct outcome of the professional development efforts, the district has made significant revisions to its discipline tools, offense codes, and policies regarding student conduct and dress codes. These revisions are intended to ensure fair and equitable treatment for all students.

Integration into District Improvement Plan: The Equity and Inclusion Plan has been fully integrated into the District's Improvement Plan (SIP), ensuring that equity and inclusion are central to the district's long-term goals and progress.

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)

Goal: By June, 2025, the District will continue to reduce the use of out of school suspension by 3%
Strategy/Action:

1. The District expanded the use of its Alternative to Suspension Program with middle school and high school students, by offering more in-school educational instructional options for major discipline events. Timeline: by June 2025 Responsible Individuals: District Discipline Committee/MS/HS Administrators. Success Criteria: Lower OSS data from Skyward. Method of Evaluation: Quarterly Skyward data review by Discipline Committee Solutions Team

2. Increase the use of Tier 1 PBIS strategies at Moline High School SOAR (school avoidance) program. Timeline: by June, 2025 Responsible Individuals: District Discipline Committee & MHS admin.. Success Criteria: Lower OSS data from Skyward. Method of Evaluation: Quarterly Skyward data review by MHS administration and Discipline Committee Solutions Team.

3. Provide additional Professional Development and high school student training in the area of Teen Mental Health first aid to increase high school awareness and support of SEL needs. Timeline: by June 2025. Responsible Individuals: District Counselors, District Problem Solving Behavior Team, District administrators. Success Criteria: Lower OSS data from Skyward. Method of Evaluation: Quarterly Skyward data review by Discipline Committee

4. Provide district-wide staff professional development in "Teach, Train, Thrive" to increase staff understanding of the functions of student behavior and positive interventions to address those behaviors. Responsible Individuals: District Discipline Committee & Building Student Solutions Teams. Success Criteria: Lower OSS data from Skyward. Method of Evaluation: Quarterly Skyward data review by MHS administration and Discipline Committee Solutions Team.

The District Discipline Solutions Team committee will continue to review offense codes and OSS from SIS on a quarterly basis to provide feedback to building leadership teams regarding current data trends. In addition, the District will provide building specific data to each school, in order to provide professional development to teachers.