



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 3, 2026**.

Discipline Improvement Plan

| | | |
|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|------------------------------------------|
| NAME OF SCHOOL DISTRICT/CHARTER SCHOOL Danville School District No. 118 | SCHOOL YEAR 2025-2026 | BOARD APPROVAL DATE(S) <i>1-21-26</i> |
| LINK TO DISTRICT WEBSITE WHERE PLAN IS POSTED https://www.danville118.org/ | SCHOOL DISTRICT/CHARTER SCHOOL ADDRESS 110 E. Williams Street Danville, Illinois 61832 | |
| SUPERINTENDENT/ADMINISTRATOR NAME John Hart | | |

Discipline Improvement Plan Team

Districts are encouraged to convene a Discipline Improvement Plan Team to address exclusionary discipline and/or racial disproportionality.

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|--------------------------------|--------------------------------------------|-----------------------------------|
| TEAM LEADER Markesha Parker | POSITION/TITLE Associate Superintendent | EMAIL parkerm2@danville118.org |
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|---------------------------------|----------------------------------------------------------|-----------------------------------|
| TEAM MEMBER Molly Bailey | POSITION/TITLE Director, Special Education | EMAIL baileym@danville118.org |
| TEAM MEMBER Jacob Bretz | POSITION/TITLE Principal, Danville High School | EMAIL bretzj@danville118.org |
| TEAM MEMBER Robin Fluno | POSITION/TITLE Principal, South View Upper Elementary | EMAIL flunor@danville118.org |
| TEAM MEMBER Lindsey Nixon | POSITION/TITLE Asst. Director, Special Education | EMAIL nixonl@danville118.org |
| TEAM MEMBER Christopher Rice | POSITION/TITLE Director, Early Learning | EMAIL ricec@danville118.org |
| TEAM MEMBER Stacie Sollars | POSITION/TITLE Principal, Mark Denman Elementary | EMAIL sollarss@danville118.org |

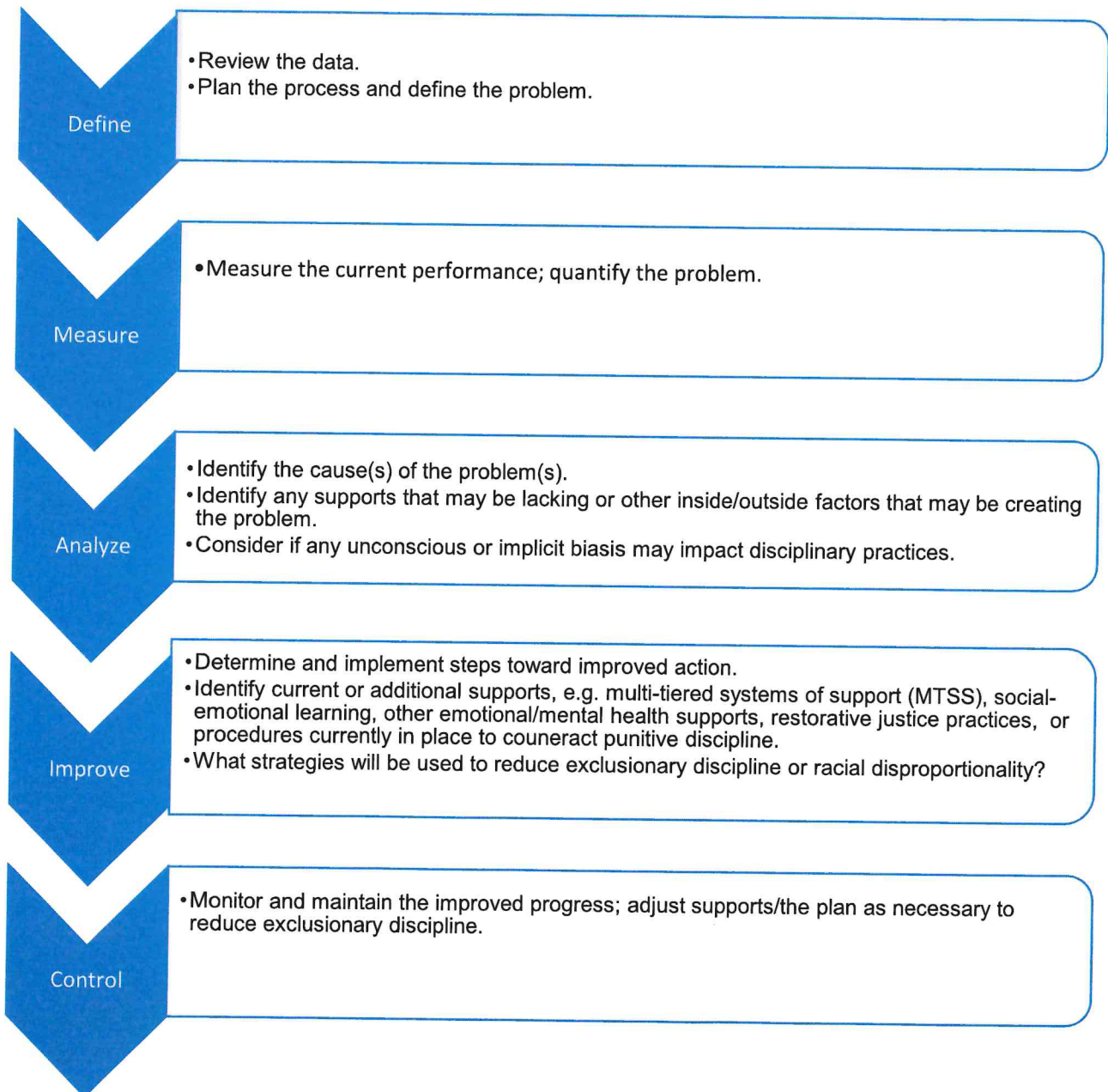
Recommended Steps to Consider when Creating the Discipline Improvement Plan

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.



**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)?**

Currently, all staff are trained in implicit bias training via Ed Leaders Network (ELN) as part of yearly mandated training requirements. As a district, we will offer additional trainings on implicit bias during district wide professional development.

D118 has not incorporated the Diversity Equity and Inclusion Provider Evaluation Tool and will look to this resource as we begin to offer more implicit bias trainings outside of ELN.

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)

See the attached document for Danville District #118's current SEL goal for the 2025-2026 SY that includes adult practices, responsible individuals, timeframe, and evidence.

Danville District #118 experienced a significant increase in the total number of discipline incidents, rising from 1,574 incidents in 2024 to 2,817 incidents in 2025. This increase was observed across all student demographic groups; however, the district acknowledges that disciplinary practices can have disproportionate impacts on historically marginalized students. In response, the district will intentionally disaggregate and regularly share discipline data across grade levels to identify trends and disparities. Through strengthened implementation of Positive Behavioral Interventions and Supports (PBIS), the district will focus on proactive, instructional, and consistent approaches to behavior that address root causes, reduce exclusionary discipline, and ensure equitable behavioral supports that promote positive learning environments for all students. While the district currently implements PBIS, not all PBIS leaders have received formal training. As a result, we are prioritizing comprehensive training for all PBIS coaches to ensure implementation with fidelity.

In addition to our current goal, the district is focused on recruiting additional school social workers to better support students social-emotional learning (SEL) needs. Additionally, the district is exploring other SEL curricula to determine whether alternative or supplemental programs may be a better fit to meet the needs of our students. To further support students requiring more intensive interventions, the district has expanded its alternative school by adding fifth- and sixth-grade classrooms.

Baseline data:

SMART Goal #2: SEL

Danville District #118 will utilize the Multi-Tiered System of Supports to provide appropriate interventions to improve building culture and student interaction, as evidenced by a reduction in suspensions and expulsions by 15%.

**What evidence based practice will you implement?
Multi-tiered system of support**

| Adult Practices | Assigned staff? | How will you monitor? | Timeline | Evidence |
|------------------------------------------------------------------------------------|----------------------------------------------------------------------------|------------------------------------------------------------------------------|-------------------------|-------------------------------------------------------------------------------------------------|
| Professional development on PBIS, BIST, Culturize, and behavior interventions | Special Education Department, MTSS coaches, and school mental health staff | Survey Staff for feedback following PD | August 2025-August 2026 | Staff feedback, implementation in classrooms through walkthroughs |
| Analyze district suspension and expulsion data | Special Education Department | Skyward discipline data SWIS data | August 2025-May 2026 | Monthly discipline data |
| Monthly PBIS coaches meetings to create internal experts for modeling in buildings | Special Education Department, PBIS Coaches, SWIS data persons | Communication from coaches to building staff, PBIS monthly monitor checklist | August 2025-May 2026 | Implementation in buildings through district walkthroughs, monthly agendas, communication plans |

Note: For goal monitoring, attach/upload a link for Baseline Data for the measures indicated above.