ILLINOIS STATE BOARD OF EDUCATION

100 North First Street
Springfield, Illinois 62777-0001

PROGRESS REPORT – DISCIPLINE IMPROVEMENT PLAN TEMPLATE

WELLNESS AND 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
Danville School District No. 118	2026 27 SY	
SCHOOL DISTRICT/CHARTER SCHOOL ADDRESS 110 E. Williams Street, Danville, Illinois 61832		
SUPERINTENDENT/ADMINISTRATOR NAME Mr. John Hart		

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 Markesha Parker	POSITION/TITLE Associate Superintendent	EMAIL ADDRESS parkerm2@danvillle118.org
TEAM MEMBER #1 NAME Molly Barton	POSITION/TITLE Director of Special Education	EMAIL ADDRESS bartonm@danville118.org
TEAM MEMBER #2 NAME Lindsey Nixon	POSITION/TITLE Assistant Director of Special Ed.	EMAIL ADDRESS nixonl@danville118.org
TEAM MEMBER #3 NAME Christopher Rice	POSITION/TITLE Director of Early Learning	EMAIL ADDRESS ricec@danville118.org
TEAM MEMBER #4 NAME Jacob Bretz	POSITION/TITLE Prinicpal	EMAIL ADDRESS bretzj@danville118.org
TEAM MEMBER #5 NAME Robin Fluno	POSITION/TITLE Principal	EMAIL ADDRESS flunor@danville118.org
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?**

Although district suspension rates have decreased since 2018, the district continues to be identified as a high-suspending district statewide. Although racial disproportionality rates have declined, current suspension rates indicate a continued reliance on exclusionary discipline practices. These findings highlight the importance of continuing PBIS, SEL, restorative practices, and equity-focused leadership initiatives aimed at reducing exclusionary discipline while maintaining safe and supportive learning environments.

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

As a district, professional development efforts were focused on the implementation of Positive Behavioral Interventions and Supports (PBIS), Behavioral Intervention Support Team (BIST) strategies, strengthening district and school culture, and enhancing behavior intervention practices. To evaluate the effectiveness of these initiatives, data was reviewed and analyzed to determine the impact of social emotional learning (SEL) programs and professional development on student behavior, school climate, and overall organizational culture.

During the 2026 27 school year, the district will implement 7 Mindsets SEL curriculum as part of its ongoing commitment to fostering positive school culture and supporting the whole child. Comprehensive districtwide training will be provided to ensure staff members have the knowledge and skills necessary to implement the curriculum with fidelity. District and building level PBIS teams will attend the PBIS Summer Institute to evaluate current practices, refine intervention frameworks, and strengthen systems of support. These professional learning opportunities will support the district's continuous improvement efforts by enhancing the effectiveness of SEL and PBIS initiatives and promoting positive outcomes for students and staff.

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 utilizes a variety of resources and supports to reduce reliance on punitive disciplinary practices and promote positive student outcomes. These supports include the implementation of Positive Behavioral Interventions and Supports (PBIS), the adoption of the 7 Mindsets social emotional learning curriculum, and the use of Behavior Interventionists who provide targeted support to students through regular check ins, mediation services, and conflict resolution strategies. Together, these proactive and restorative approaches are designed to address student needs, strengthen relationships, build social emotional competencies, and foster a positive school climate while minimizing exclusionary disciplinary practices.

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

Although the district did not expand its use of restorative practices during this progress report period, it maintained the restorative supports currently in place. These supports include PBIS, behavior intervention services, student check-ins, mediation, and conflict resolution processes designed to foster positive relationships and proactively address behavior concerns.

By sustaining these practices, the district continues its commitment to creating supportive learning environments that emphasize relationship building, accountability, and student growth rather than relying solely on punitive disciplinary measures.

Looking ahead, the Special Education Department is partnering with the Regional Office of Education to provide formal restorative practices training for building-level staff, with the goal of strengthening and expanding implementation across the district.

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

If a student's behavior becomes increasingly challenging for the classroom teacher to manage, or if it is determined that additional interventions are needed to address behavioral concerns, the student may be referred to the Multi Tiered System of Supports (MTSS) team. The MTSS team collaborates to identify and recommend appropriate interventions and supports available within the school, including behavioral contracts, Check In/Check Out (CICO), social emotional learning (SEL) groups, individual counseling, and creative scheduling options.

When warranted, the MTSS team may seek parent/guardian consent to conduct a Functional Behavior Assessment (FBA) to better understand the function of the student's behavior and develop a Behavior Intervention Plan (BIP). The team regularly monitors student progress and evaluates the effectiveness of implemented interventions. If data indicate that additional support is needed, the student may ultimately be referred for a comprehensive special education evaluation to determine eligibility for specialized services.

6. Describe any change seen in your district's discipline data when comparing this year's data to last year's. Can any of these changes be attributed to ammendments to the district's discipline policies and/or procedures?

The most significant finding in the 2024 25 discipline data is the decrease in the district's racial disproportionality rate from 1.99 to 1.61, representing a 19.4% reduction. While students of color continue to receive exclusionary disciplinary consequences at higher rates than their White peers, the disparity between the two groups narrowed during the 2024 25 school year. In addition, the district's statewide ranking improved by 58 positions, moving from 165th to 223rd, indicating progress toward more equitable disciplinary outcomes relative to other Illinois school districts.

These findings suggest positive movement in reducing disciplinary disparities and advancing equity within the district's discipline practices. Continued efforts are necessary to sustain and build upon this progress. As a district, we will remain focused on strengthening supports for students through the implementation of restorative practices, Positive Behavioral Interventions and Supports (PBIS), social emotional learning (SEL), and culturally responsive approaches to student behavior and support. By continuing to implement and invest in these proactive and preventative strategies, the district aims to further reduce exclusionary disciplinary actions while fostering safe, supportive, and equitable learning environments for all students.

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

The district will continue to implement current practices with a continued emphasis on ensuring implementation fidelity across all initiatives. The 7 Mindsets curriculum, a K 12 social emotional learning (SEL) program, will serve as a foundational framework for supporting student growth and well being. Moving forward, the district looks forward to establishing greater consistency in SEL instruction across all schools and strengthening alignment districtwide. We also look forward to fostering opportunities to engage families and the broader community in supporting our SEL work.

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)?

Currently, all staff complete implicit bias training through the Ed Leaders Network (ELN) as part of the district's mandated professional development requirements. The training is delivered as a computer based module, and there is no structured follow up process or formal progress monitoring to assess application of learning in practice. As a result, it is difficult to determine the effectiveness of the training in influencing staff beliefs or practices. However, based on available district data, there are limited indicators of measurable impact, suggesting that the current model may not be sufficiently effective in driving sustained changes in practice.

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?

Overall, as a district, there are strengths and areas of refinement on in our Discipline Improvement Plan. PBIS, continued restorative supports, and targeted behavior interventions were consistently implemented to support student behavior and positive school climates. In addition, ongoing professional development and the use of SEL focused initiatives helped reinforced a shared understanding of expected practices across buildings.

However, the district's Discipline Improvement Plan reveals limitations in impact and consistency. For instance, while implicit bias training is required for all staff, the lack of follow up, coaching, or progress monitoring has made it difficult to determine its influence on practice. Also, variations in implementation fidelity across buildings suggests that further support is needed to ensure consistent application of districtwide expectations.

Moving forward, adjustments to the plan are anticipated. The district has to be more intentional and place a stronger emphasis on implementation fidelity, progress monitoring, and ongoing support and coaching for staff. The introduction of 7 Mindsets SEL curriculum also presents the district with an opportunity to strengthen alignment and consistency across schools. This new SEL curriculum and other adjustments are intended to address gaps identified in current data and enhance the overall effectiveness of the district's approach to student behavior and school climate.

Print Reset Form