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
Lyons Township High School District 204	2026	
SCHOOL DISTRICT/CHARTER SCHOOL ADDRESS 100 S Brainard Ave LaGrange, IL 60525		
SUPERINTENDENT/ADMINISTRATOR NAME Dr. Brian Waterman		

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 Jennifer Tyrrell	POSITION/TITLE Principal	EMAIL ADDRESS jtyrrell@d204.lths.net
TEAM MEMBER #1 NAME Leslie Owens	POSITION/TITLE Director of Student Services	EMAIL ADDRESS lowens@d204.lths.net
TEAM MEMBER #2 NAME Jennifer Rowe	POSITION/TITLE Director of Equity and Belonging	EMAIL ADDRESS jrowe@d204.lths.net
TEAM MEMBER #3 NAME Sarah Smith	POSITION/TITLE Associate Principal	EMAIL ADDRESS ssmith@d204.lths.net
TEAM MEMBER #4 NAME Greg Gardner	POSITION/TITLE Associate Principal	EMAIL ADDRESS ggardner@d204.lths.net
TEAM MEMBER #5 NAME Adam Davis	POSITION/TITLE Assistant Principal	EMAIL ADDRESS adavis@d204.lths.net
TEAM MEMBER #6 NAME Monique Godziszewski	POSITION/TITLE Assistant Principal	EMAIL ADDRESS mgodziszewski@d204.lths.net

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?**

As demonstrated in our district data, there has been a significant decline in the use of exclusionary discipline from the year ending in 2024 to the year ending in 2025. In 2023/2024, there were 79 out of school suspensions (OSS) and in 2024/2025, there were 9. This decline can be attributed to our multi layered approach that includes focused and intentional professional learning across the district on topics of restorative practices and community building/belonging, implicit bias, building cultural competency, social/emotional learning, threat assessment, and trauma informed practices as well as the implementation of a formal Restorative Intervention Room at each campus staffed with a Restorative Intervention Specialist and Paraeducator. As guided by best practice and the law (SB100), exclusionary discipline is only utilized for safety reasons rather than as a consequence. Accountability for misbehavior is facilitated through the Assistant Principals' offices and the RIR, which allows students to remain academically engaged while processing behavior, repairing harm, setting goals, and creating supportive connections.

The Racial Disproportionality metric was the single metric in which LTHS was included within the Top 20% of all IL school districts in 5 out of the last 7 years (2018 – 2024). The disparity between the rate of suspension for students of color with the rate of suspension for white students ranged from approximately 2 5 times greater. The Racial Disproportionality metric was not calculated given that the district was below the suspension and expulsion thresholds. However, in the OSS by Ethnicity/Race 2025 Table above, the instances of OSS by Ethnicity/Race are given along with enrollment numbers and an internally calculated OSS rate. These numbers are provided in transparency and they remain extremely important to review and consider, despite the broad success in reduction in the use of exclusionary discipline, in order for the district to best serve each student, continue to

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

What we intended to accomplish as a result of our Discipline Improvement Plan was to reduce the use of exclusionary discipline for all students and to be removed from the list of districts within the top 20% for Racial Disproportionality (and all categories). We have accomplished a significant reduction in the use of exclusionary discipline and we are on track to be removed from the top 20% list at the end of the 2026 27 school year.

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?

As stated above, our approach to counteracting punitive/exclusionary discipline has been a comprehensive, multifaceted approach to student behavior and engagement in school that spans curriculum and instruction, student services, atheltics/activities, and truly all aspects of students' experience as a student in District 204. Our ultimate goal is to create a restorative culture of belonging for all students and staff at LT and we have utiliized an 'all in' approach. Restorative Practices have been the important foundational skills that we have used to build other practices on top of; all staff have/will receive Level I Restorative Practices training through the 2026 27 school year. These practices are utilized in all spaces and for a variety of proactive purposes along with being used for conflict resolution. We also added a Restorative Intervention Room (RIR), facilitated by an Interventionist, at each campus which is a dedicated space for use with students who are processing conflict and other situations that would have typically resulted in traditional discipline. Through the RIR's, students are provided the guidance and the space to understand the consequences of their actions and decisions, to learn new skills that can help them avoid similar outcomes in the future, and allows them to repair harm caused so that they can be integrated back into the school community without shame or disengagement.

Our full list of resources is quite long, but it demonstrates the comprehensive nature of our plan:

Data Review and Analysis:
On a quarterly basis, the Building Leadership Team along with the Director of Student Services and Director of Equity and Belonging convene to review data and action plan for improvement.
LTHS will utilize local, disaggregated data to fully understand who is being suspended, the reasons for suspensions, and the disparities in suspension across demographic groups. This information will be essential in understanding how to specifically address concerns and to reduce the Racial Disproportionality Rate.
LTHS will utilize data to set goals for the measured metrics, with accompanying action steps, to remain out of the top 20% of the ISBE Exclusionary Discipline list.

Increasing District Capacity:

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

Yes, see above for full description.

With regard to social emotional learning opportunties for students, we have integrated IL State SEL Standards into our Physical Welfare Programming and students receive specific lessons within those courses. We have maintained a partnerhsip with Yale Univerity and their RULER approach to SEL programming and we utilize lessons and resources from them.

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

Our MTSS framework is the foundation for how we make decisions about when and how to support students. The prevailing goal of our MTSS system is to provide the right amount of support to ensure that students are all benefiting from a strong Tier 1 curriculum and behavior expectations and that supports are layered on in an intentional way.

Our Student Support Teams (one team at each grade level) are the multidisciplinary team responsible for reviewing data at regular interval in order to find students who may need support well before students are experiencing signifcant concerns or disruptions to their learning. SST is also responsible for determining the interventions and monitoring the sucess of those interventions. This process is applied to academic concerns, as well as SEL and behavior concerns.

In true MTSS fashion, we focus the majority of our efforts at Tier 1 and within prevention so as not to over identify students for intensive supports, and also to ensure that we have adequate resources to meet with more intensive needs within Tiers 2 and 3.

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?

See the answer to Question 1 for the changes seen within the district's discipline data. Many of the changes can be attributed to the changes in our procedures that are aligned to our Board Policies, our District Strategic Plan goals, and our goal of creating a restorative culture of belonging for students and staff.

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

See the answer to Question 3 for the full Discipline Improvement Plan and associated action items. As our comprehensive efforts to reduce exclusionary discipline have been successful thus far, our plan moving forward is continue working on our action items and progress monitoring improvements.

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)?

Implicit Bias training has been provided to all district and building administrators, as well as to all newly hired staff, and all those who participate on an interview committee. This training promotes acknowledgment and understanding of the role of bias in decision making and allows individuals and teams to determine how they will work to reduce bias in their work. We believe that bias training is an effective part of a comprehensive plan to reduce racial disproportionality within discipline practices, as well as all other instructional/educational practices. For the 2025 26 School Year and beyond, the district's professional learning plan includes expansion of Implicit Bias Training for all employees to be delivered in small groups (approximately 40 staff members/group) over the course of Institute Days as well as PLC time.

We have not incorporated the Diversity Equity and Inclusion Provider Evaluation Tool when evaluating providers of professional development/learning. As a district we utilize our Equity Lens framework for assessing our professional learning and problem solving processes. Our professional learning and providers are selected with this protocol in mind and to address learning needs as related to student equity as led by our Director of Equity and Belonging.

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?

See the answer to Question 3 for the full Discipline Improvement Plan and associated action items. As our comprehensive efforts to reduce exclusionary discipline have been successful thus far, our plan moving forward is continue working on our action items and progress monitoring improvements.

We do not aniticipate making any sigificant changes to the plan as posted, however, we will continue to look at our data and analyze the disaggregated data to fully examine all student populations to determine if any additional or different supports, services, or approaches are needed to better meet student needs.