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
Oak Park and River Forest High School D200	2025-26	bit.ly/OPRF25-26ProgressReport
SCHOOL DISTRICT/CHARTER SCHOOL ADDRESS 201 N Scoville Ave, Oak Park IL 60302		
SUPERINTENDENT/ADMINISTRATOR NAME Dr. Greg Johnson		

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 David Narain	POSITION/TITLE Assistant Principal of Operations	EMAIL ADDRESS dnarain@oprfhs.org
TEAM MEMBER #1 NAME Dr. Lee Williams	POSITION/TITLE Executive Director of Equity	EMAIL ADDRESS lwilliams@oprfhs.org
TEAM MEMBER #2 NAME Lynda Parker	POSITION/TITLE Principal/Assistant Superintendent	EMAIL ADDRESS ljparker@oprfhs.org
TEAM MEMBER #3 NAME Andrea Neuman	POSITION/TITLE Executive Director of Special Ed	EMAIL ADDRESS aneuman@oprfhs.org
TEAM MEMBER #4 NAME Benjamin Marcial	POSITION/TITLE Dean of Students	EMAIL ADDRESS bmarcial@oprfhs.org
TEAM MEMBER #5 NAME Marquita Thompson	POSITION/TITLE Dean of Students	EMAIL ADDRESS mthompson@oprfhs.org
TEAM MEMBER #6 NAME Dr. Kermit Blakley	POSITION/TITLE Dean of Students	EMAIL ADDRESS kblakley@oprfhs.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?**

Our use of exclusionary discipline has been very low for the last several years, with less than 1% of the population being suspended this year. In addition, we are pleased with the fact that the number of incidents involving physical violence reduced overall by 8.5%. Consistency in our practice has resulted in students building relationships with their Deans and Social Workers, leading to better decision making and us being able to defuse situations before they become incidents. In addition, with the filling of our Trauma Interventionist position (which was vacant in Semester 1), we were able to begin implementing a system of proactive supports to address students with minor classroom discipline and work with them before their behavior becomes more serious. These supports include weekly behavior, attendance and grade checks, as well as targeted relationship-building with a mentor.

Because we are consistent in the application of our Behavior Education Plan, bias does not play a role in the use of exclusionary discipline. All students who commit certain offenses are treated in the same manner, regardless of race. There are simply no instances of white students who commit these offenses who are not subject to exclusionary discipline.

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

Because our use of exclusionary discipline is so low (only 19 students suspended in 2024-25) it is virtually impossible to impact our disproportionality data unless we we eliminate the use of exclusionary discipline altogether. The types of incidents requiring exclusionary discipline, however, make this unrealistic. Instead, our goal was to reduce the number of incidents that lead to suspension. We had 51 incidents that led to suspension in 2022-23, and we used this as our baseline data. The goal was to reduce this by 10% in year 1 (2023-24), by an additional 7% in year 2 (2024-25), and an additional 5% in year 3 (2025-26), for an overall three-year reduction of 21.5%.

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?

We use the full range of restorative practices (peace circles, restorative conversations, etc.) and have a Trauma Interventionist position and 5 Deans who are trained in conflict resolution techniques. We also have a dedicated Peace Room that is utilized for these purposes. These strategies and interventions are all part of the plan.

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

We did not "increase" the use of restorative practices, but rather were more strategic about how we went about implementing them. Tracking was a large part of this strategy; by keeping a spreadsheet of all conflicts (one-on-one mutual fights, fights involving more than two students, one-sided violence toward individuals, etc.) and tracking whether a restorative practice was implemented, we held ourselves accountable to the implementation of these interventions. In addition, any student who is involved in any incident of violence is seen by a social worker and assessed using the BASC Behavioral and Emotional Screening System (BESS) screener. Based on the results of that screener, the student may be referred to a group intervention such as Think First.

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

Every week our PSS teams meet to review Early Warning System (EWS) data. The PSS team is made up of the Dean, counselor, social worker, and psychologist, in addition to the MTSS Coordinator. Based on the data, students are discussed and referred for an intervention based on their individual needs (Behavior, Attendance or Grades). Interventions are tiered based on the severity and persistence of the student concerns. Below is a very high level overview of the strengths of our MTSS program from a recent analysis:

- Every student is reviewed and an action step is required using consistent language (drop downs) which allow for cleaner collection & analysis of data
- There is a transparent & consistent process for reviewing and responding to EWS data
- Pre-screening, level of intensity, and “referrals submitted” communications enhance team awareness of what’s happening with their students
- There has been a notable increase in automation & accountability through the use of spreadsheets
- Capacity: we have a lot of focused staff and a strong foundation for the future of MTSS

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?

Because our use of exclusionary discipline is so low (only 19 students suspended in 2024-25) it is virtually impossible to impact our disproportionality data unless we we eliminate the use of exclusionary discipline altogether. The types of incidents requiring exclusionary discipline, however, make this unrealistic. Instead, our goal was to reduce the number of incidents that lead to suspension. From our baseline of 51 incidents in the 2022-23 school year, we managed to reduce this to 22 in 2023-24, a reduction of 56.9%. In 2024-25, the number remained relatively flat at 27, which was still a reduction of 47.06% from baseline. This year's data is still under review, but preliminary results show that number to be only 14 for 2025-26, a reduction of 72.5% from baseline, far exceeding our target of 21.5% over three years. These results can definitely be attributed to systematic, consistent implementation of our plan, including the amendments in the Discipline Improvement Plan that required us to create a more systematic method for all our support systems to work together and be more proactive.

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

Moving forward, we intend to continue building out our proactive supports so that students are being addressed before they get involved in serious discipline. This plan involves closely monitoring our classroom disciplinary referrals and working with students who are exhibiting persistent concerns. These students would be paired with a Check & Connect mentor who would touch base with them at least once a week, checking on their behavior, attendance and grades, and communicate with their parent. A weekly cycle of inquiry around these data points would allow us to determine if our strategy is working, rather than waiting to intervene after the students have committed a serious offense that gets them suspended.

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)?

Each school year every administrator (this also includes school disciplinarians/deans) in the District participates in implicit bias training provided by the district's Executive Director of Equity and Student Success. The goal is for all faculty and staff to participate in this training on a rolling basis. We have not used the above-mentioned tool before, but do provide staff with racial equity professional development as this is our number one district priority. Throughout the school year every staff member participates in racial equity professional development. Staff are given a school-generated feedback form regarding all professional development.

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?

What has worked was described in more details in questions 3, 4 and 5 of this document:

- the implementation of restorative justice practices
- an expansion of the opportunity for socio-emotional learning for students involved in incidents of violence
- the implementation of our MTSS system

In terms of what did not go completely according to plan, some sections of the plan as written were not able to be fully implemented, with consistency and fidelity, due to personnel changes. This means that some of the important leads and personnel were not in place for a portion of the of the school year. This delayed our ability to operate at maximum efficiency for a short time. However, those positions are currently filled and we look forward to seeing further success with us operating at 100%.

Overall, no major changes to the plan should be necessary.

Print Reset Form