



Illinois State Board of Education

100 North First Street
Springfield, Illinois 62777-0001

PROGRESS REPORT – DISCIPLINE IMPROVEMENT PLAN TEMPLATE

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 South Pekin Grade School District 137	SCHOOL YEAR 2022-2023	LINK TO PROGRESS REPORT ON THE DISTRICT'S WEBSITE https://www.spgs.net/vnews/display.v/SEC/District%20Information%7CDoci
SCHOOL DISTRICT/CHARTER SCHOOL ADDRESS 206 Main Street, South Pekin, IL 61564		
SUPERINTENDENT/ADMINISTRATOR NAME Seth Mingus		

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	POSITION/TITLE	EMAIL ADDRESS
Seth Mingus	Superintendent	smingus@spgs.net
TEAM MEMBER #1 NAME Mary Hudson	POSITION/TITLE Assistant Principal	EMAIL ADDRESS mhudson@spgs.net
TEAM MEMBER #2 NAME Tara Zaayenga	POSITION/TITLE Curriculum Director	EMAIL ADDRESS tzaayenga@spgs.net
TEAM MEMBER #3 NAME Rachel Bursott	POSITION/TITLE Special Education Teacher	EMAIL ADDRESS rbursott@spgs.net
TEAM MEMBER #4 NAME Matt Koster	POSITION/TITLE Junior High Teacher	EMAIL ADDRESS mkoster@spgs.net
TEAM MEMBER #5 NAME Dawn Morey	POSITION/TITLE Junior High Teacher	EMAIL ADDRESS dmorey@spgs.net
TEAM MEMBER #6 NAME Nikki Schaffrin	POSITION/TITLE Elementary Teacher	EMAIL ADDRESS nschaffrin@spgs.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?**

The first year of implementation for our plan is 2022-2023. With that being said, we have limited data available to analyze. While this is true, we have worked hard to limit the use of exclusionary consequences for our students. Aspects of our plan that have helped with this have been the addition of an assistant principal and changes in how discipline is issued and reissued.

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

At this point in our plan, we intended to hire an assistant principal, create new non-exclusionary discipline for major and minor infractions, and implement restorative practices in the school's discipline policies and procedures. An assistant principal has been hired and has been working with the school's staff on effective non-exclusionary discipline ideas. In addition, the district has ceased the practice of issuing discipline on Saturdays, and our assistant principal and social worker have started working with staff on restorative practices.

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 has been working with its social worker to implement restorative practices into our discipline procedures.

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

Yes. Our social worker now visits every classroom in the school at least once a week. The purpose of her visits is SEL.

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

The district uses MTSS to provide both academic and social emotional supports to its students. The district has a MTSS coordinator who works with the teachers and social worker to identify students who need extra support, and then ensure that the supports are provided.

6. What does your most recent/current-year data inform you about disciplinary or exclusionary discipline practices?

Our most recent data shows us that we are moving in the correct direction. Exclusionary discipline practices are only being used for major infractions where the student being disciplined is a major distraction to the learning environment, or is a danger to someone in the school.

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

At this point, I do not believe that we need to make any changes. We do, however, need to continue to research and implement restorative practices into our discipline procedures.

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)?

Yes. Our district uses Infintec to provide this training. The module was informative, and I believe that our staff benefited from it.

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?

I believe that our plan is working well. We are still struggling with implementing non-exclusionary discipline for students who are a major distraction for the students in their class. We plan to keep working on addressing the "why" of their behavior instead of addressing the behavior. We hope that doing this will help decrease the number of behaviors. At this point, we do not plan on changing our plan.