

DISCIPLINE IMPROVEMENT PLAN TEMPLATE

(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 1, 2025**.

DISCIPLINE IMPROVEMENT PLAN		
Name of School District/Charter School: East Aurora District 131	School Year: 2024-2025	Board Approval Date(s): 2/4/2025
Link to district website where plan is posted: https://www.d131.org/student-services/		
School District/Charter School Address: 310 Seminary Ave. Aurora, Illinois 60505		
Superintendent/Administrator Name: Dr. Robert Halverson, Superintendent of Schools		
<p align="center">Discipline Improvement Plan Team</p> <p>Districts are encouraged to convene a Discipline Improvement Plan Team to address exclusionary discipline and/or racial disproportionality.</p>		
<p>Team Leader:</p> <p align="center">Francisco De Los Santos, Associate Principal, fdelossantos@d131.org</p>		
<p>Team Members:</p> <p align="center"> Dr. David Ballard, Associate Superintendent of Staff and Student Services, dballard@d131.org Jalitza Martinez, Associate Superintendent of School Leadership, jmartinez03@d131.org Megan McEwen-Terry, Executive Director of Student Services, mmcewenterry@d131.org Robyn Dixon, Assistant Director of Student Services, rdixon@d131.org Rosary Horne, Director of Early Childhood, rhorne@d131.org Molly Rosenfeld, Social Worker, mrosenfeld@d131.org Mary Taylor, Pupil Personnel Assistant, mtaylor@d131.org Trevor Schrage, Teacher, tschrage@d131.org </p>		

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.

Define

- Review the data.
- Plan the process and define the problem.

Measure

- Measure the current performance; quantify the problem.

Analyze

- Identify the cause(s) of the problem(s).
- Identify any supports that may be lacking or other inside/outside factors that may be creating the problem.
- Consider if any unconscious or implicit bias may impact disciplinary practices.

Improve

- Determine and implement steps toward improved action.
- Identify current or additional supports, e.g. multi-tiered systems of support (MTSS), social-emotional learning, other emotional/mental health supports, restorative justice practices, or procedures currently in place to counteract punitive discipline.
- What strategies will be used to reduce exclusionary discipline or racial disproportionality?

Control

- Monitor and maintain the improved progress; adjust supports/the plan as necessary to reduce exclusionary discipline.

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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)?

All staff undergo training for Diversity, Equity, and Inclusion each year through our Global Compliance Network (GCN) for each year. Training for all staff was completed by October 4, 2024. Overall, these trainings were effective and provided important and timely information for all staff members.

While we have consistently undergone equity training, the rubric on the ISBE website is used a guideline but not as a specific tool for vetting programs, providers, or initiatives. For the past seven years, we have implemented and engaged in deep work around our district's Strategic Plan. The first goal of our Strategic Plan is focused on Equity. All school improvement plans have specific goals related to Equity and are aligned to our Strategic Plan; ensuring that our decision-making is done through an equity lens to meet the academic, behavioral, and social/emotional needs of our students.

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)

By June of 2025, District 131 will reduce Out of School Suspensions by 5% from the previous school year.

The Discipline Committee will meet regularly to disaggregate discipline data to make decisions for improvement.

The Discipline Committee, District Leadership Team and School Leadership Teams meet regularly to analyze disciplinary trend data at the district and building level, as appropriate. In addition, these teams also review and identify alternatives to suspension, necessary interventions and social/emotional supports that benefit students and lead to pro-social behaviors, increased attendance, and achievement.

The Student Services Department will meet collaboratively with central office and building level administrations to review, identify, and monitor data from our new SEL screener (Satchel Pulse) and assist with disaggregation of data and ensuring that students are provided with appropriate social/emotional and behavioral interventions.

The district authorized new positions for data analysts at each school to assist school leaders. Each building will utilize their data analyst to help disaggregate data that helps identify various data trends and helps supports our students' academic, attendance, social emotional and behavioral needs.