



URBANA SD 116 DISCIPLINE IMPROVEMENT PLAN

(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, 2024**.

DISCIPLINE IMPROVEMENT PLAN		
Name of School District/Charter School: Urbana School District 116	School Year: 2023-2024	Board Approval Date(s): 01/23/2024
Link to district website where plan is posted: https://usd116.org/improvement-plans/		
School District/Charter School Address: 1101 E. University Suite B, Urbana, Illinois 61802		
Superintendent/Administrator Name: Dr. Jennifer Ivory-Tatum		
Discipline Improvement Plan Team		
Districts are encouraged to convene a Discipline Improvement Plan Team to address exclusionary discipline and/or racial disproportionality.		
<p>Team Leader: Dr. Kim Norton, Assistant Superintendent of Student Learning, knorton@usd116.org</p> <p>Team Members:</p> <p style="padding-left: 40px;">Dr. Brandon L. Caffey, Director of Diversity, Equity, and Inclusion, Bcaffey@usd116.org</p> <p style="padding-left: 80px;">Beth Ladd, Executive Director of Student Services, Bladd@usd116.org</p> <p style="padding-left: 40px;">Yavonnda Smith, Director of Professional Development, Ysmith@usd116.org</p> <p style="padding-left: 40px;">Joe Wiemelt, Executive Director of Secondary Multilingual and Alternative Programs, jwiemelt@usd116.org</p> <p style="padding-left: 40px;">Shawna Scherer, Director of Adult Education, Sscherer@usd116.org</p> <p style="text-align: center;"><u>Click or tap here to enter text.</u></p> <p style="text-align: center;"><u>Click or tap here to enter text.</u></p> <p style="text-align: center;"><u>Click or tap here to enter text.</u></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:

Data Analysis and Identified Trends:

Illinois law requires that the Illinois State Board of Education (ISBE) identify school districts or state authorized charter schools that utilize exclusionary disciplinary measures more often than other districts. Specifically, Section 2-3.162 of the School Code requires ISBE to determine the top 20 percent of school districts in the following metrics:

1. Total number of out-of-school suspensions divided by the total district enrollment by the last school day in September for the year in which the data was collected., multiplied by 100.
2. Total number of out-of-school expulsions divided by the total district enrollment by the last school day in September for the year in which the data was collected, multiplied by 100.
3. Racial disproportionality, defined as the overrepresentation of students of color or white students on October 1st of the school year in which data are collected, with respect to the use of out-of-school suspensions and expulsions, which must be calculated using the same method as the U.S. Department of Education's Office for Civil Rights

School districts and state authorized charter schools that are identified in the top 20 percent of any of the metrics described above for three consecutive years are required to submit a plan identifying the strategies the school district will implement to reduce the use of exclusionary disciplinary practices or racial disproportionality or both, if applicable.

Urbana School District 116: Out of School Suspension Data:

School Year	Suspension Rate Eligibility	Total Enrollment	Total Suspensions	Suspension Rate	Top 20% in Suspension rate	Suspension Rank Rate
2017	Yes	4470	336	7.5168	Yes	94
2018	Yes	4344	398	9.1621	Yes	90
2019	Yes	4349	667	15.3369	Yes	35
2020	Yes	4255	431	10.1293	Yes	45
2021	Yes	4002	10	0.2499	No	183
2022	Yes	4208	904	21.4829	Yes	18
2023	Yes	4365	1317	30.1718	Yes	8

Urbana School District 116 was identified in the top 20% of school districts for the number of issued out-of-school suspensions consistently for the past 7 years except for the Covid-19 impacted academic school year of 2020-2021. For the 2021-2022 academic school year, the district experienced a significant increase of exclusionary practices, specifically out-of-school suspensions. The 904 out-of-school suspensions experienced in 2022 was a 22% increase in suspensions over our previous high in 2016 (736) and 35% increase compared to 2019 (667).

Urbana School District 116: Racial Disproportionality Rate [E: Expulsion S: Suspension]

School Year	RD Rate Eligibility	Total White Students	Total Students of Color	E/S White Students	E/S Students of Color	Racial Disproportionality Rate	Top 20% Rate	Disproportionality Rate Rank
2017	Yes	1537	2933	52	284	2.8639	Yes	70
2018	Yes	1455	2889	34	364	5.3846	Yes	23
2019	Yes	1378	2971	77	590	3.5539	Yes	41
2020	Yes	1300	2955	64	368	2.5296	No	92
2021	Yes	1183	2819	1	9	3.7769	Yes	11
2022	Yes	1176	3032	90	814	3.5080	Yes	46
2023	Yes	1182	3183	153	1191	2.8907	Yes	78

Urbana School District 116 was identified in the top 20% of school districts for racial disproportionality for the past 8 years excluding the 2019-2020 academic school year. While minoritized students comprise most students in our school district (70%), students of color are consistently suspended and expelled at a significantly higher rate than students who identify as White. In 2022, minority students accounted for 72% of the total student enrollment and 90% of the students subjected to exclusionary practices, specifically suspensions and expulsions. From 2016 through 2022, Urbana School District has averaged a disproportionality rate of 3.6668. Our lowest disproportionality rate of 2.5296 in 2020 was likely a result of the effects of Covid-19 pandemic.

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)?

Yes, our district has completed implicit bias training as required by PA 100-0014. Our district currently uses Vector Training (K-12) Edition to provide mandatory cultural competence and racial bias training. An aspect of the training module covers implicit bias. Additionally, USD116 has partnered with Systemic Equity, LLC to provide implicit bias training to our entire school district.

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)

- I. The following action plan will be utilized for the 2023-2024 academic school year to reduce the use of exclusionary discipline and/or racial disproportionality:
- II. Each school will collect and examine discipline data trends available through our MTSS/PBIS systems to:
 - Formulate clear and concise action steps to address and reduce trends.
 - Develop and implement culturally relevant strategies with systemic monitoring plans.
 - Identify strengths and opportunities for improvement.
- III. Define roles of Student Engagement Advocates, Student Interventionist, and Student Relations Supervisors concerning behavioral interventions | consequences
- IV. Each school and/or department will utilize our data information system (Skyward) in conjunction with the Panorama platform, to triangulate academic, attendance, social-emotional, and disciplinary data to identify root causes to determine appropriate interventions for students.
- V. The District Equity Leadership Team (DELT) will implement Year 2 of the Equity Action Plan and address the systemic recommendations from the findings of our comprehensive, district-wide equity audit which concluded in the Spring of 2023.
 - a. **Systems Strand Objective(s):** (1) Develop strategies to recruit and retain specialized staff and continue efforts to diversify staff. (2) Evaluate and update policies, data collection systems, communication, and instructional practices for barriers to access and full engagement for students.

- b. **Teaching and Learning Strand Objective(s):** (1) Provide opportunities for collaboration with monolingual, dual language, and special education programs. (2) Examine root causes of lower performance of African American students.
- c. **Student Voice, Culture and Climate Strand Objective (s):** (1) Establish a student equity advisory committee. (2) Develop positive connections targeted at Black/African American students and/or students who qualified for Free/Reduced lunch (economically disadvantaged).
- d. **Professional Development Strand Objective:** Provide (mandatory) professional learning opportunities for all staff.
- e. **Family and Community as Agency Strand Objective:** Establish an engaging community space.

- VI. The district will develop in collaboration with school buildings a course of action to address and reduce recidivism for students identified as Tier 2/Tier 3 repeat offenders of school rules/expectations which has led to the use of exclusionary practices. The course(s) of action can include but is not limited to:
 - Restorative Circles / Practices
 - Professional development
 - Explore and implement restorative alternatives to suspension.
 - Provide Senate Bill 100 training for all administrators and Student Interventionist
 - Develop and implement a behavior matrix aligned to SB100 guidelines.
 - Professional development on classroom management / discipline strategies
 - Provide professional development for staff/administration on Zones of Regulation incorporated into SEL time.
 - Universal PBIS training for building-based administrators and staff
- VII. Develop and implement culturally responsive teaching strategies/pedagogies among teaching staff and culturally responsive leadership practices for administrators.
- VIII. Recruit and retain BIPOC (Black, Indigenous People of Color) teachers and staff.
- IX. The district will investigate and implement alternatives to suspension and expulsion (e.g., community service learning, abeyance contracts, etc.)
- X. District leadership, including building level administrators & members of the District Equity Leadership Team, will meet annually to review discipline data to ensure that students are disciplined without discrimination or because of implicit/explicit bias based on race, color, national origin, gender, sexual orientation, ability status, or other protected group/status. The review will include a systematic review of all disciplinary policies and procedures.