



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 Belleville Township High School District #201	SCHOOL YEAR 2026 2027	LINK TO PROGRESS REPORT ON THE DISTRICT'S WEBSITE https://bths201.org/home district 201/public compliance documents/
SCHOOL DISTRICT/CHARTER SCHOOL ADDRESS 920 North Illinois Street Belleville IL 62220		
SUPERINTENDENT/ADMINISTRATOR NAME Dr. Marshaun Warren		

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 Dr. Marshaun Warren	POSITION/TITLE Superintendent	EMAIL ADDRESS mwarren@bths201.org
TEAM MEMBER #1 NAME Dr. Dustin Bilbruck	POSITION/TITLE Assistant Superintendent	EMAIL ADDRESS dbilbruck@bths201.org
TEAM MEMBER #2 NAME Stacy Louderman	POSITION/TITLE Director of Special Education	EMAIL ADDRESS slouderman@bths201.org
TEAM MEMBER #3 NAME Gloria Perry	POSITION/TITLE Student Services Coordinator	EMAIL ADDRESS gperry@bths201.org
TEAM MEMBER #4 NAME Dr. Malcolm Hill	POSITION/TITLE Belleville West Principal	EMAIL ADDRESS mhill@bths201.org
TEAM MEMBER #5 NAME Joe Rujawitz	POSITION/TITLE Belleville East Principal	EMAIL ADDRESS jrujawitz@bths201.org
TEAM MEMBER #6 NAME Jake Strausbaugh	POSITION/TITLE Director of the CAVE	EMAIL ADDRESS jstrausbaugh@bths201.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?**

The data regarding the use of exclusionary and/or racial disproportionality showed a reduction from 2.8273 in 2024 to 2.4078 in 2025. This trend can be contributed to focused intervention/early support of students in need as well as continuing to engage in Cultural Proficiency Training. Building administrators also engaged in Restorative Justice and peer mediations to develop conflict resolution skills. Additionally, mental health support of students, SEL training, and MTSS also contributed to discipline data improvements.

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

We intended to continue with Cultural Proficiency Training to improve cross-cultural communications, provide supports to students in need prior to /and in consideration of their backgrounds/cultural identities. Also, the use of Restorative Justice, peer mediations, mental health supports (Chestnut Health, Cartwheel), SEL training for faculty members, and MTSS supports.

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?

Restorative Justice
Peer Mediation
Cultural Proficiency Training
Mental Health Supports for students
SEL training for faculty

All were incorporated into our plan.

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

We continued with Restorative Justice practices. Our certified staff also engaged in SEL training led/hosted by their union leadership.

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

Tier I - High Quality Instruction, extensive course offerings, AVID elective
Tier II - Tutoring services (during the day and after school)
Tier III - Intensive support through STAR team (teachers meet with individual or small groups of students to assist them with failing grades, assignments, organization)

**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 amendments to the district's discipline policies and/or procedures?**

A decrease was noted in the districts discipline data. I am unable to attribute this decrease to discipline policy changes.

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

The district has adopted a restrictive electronic device/cell phone policy to increase student engagement and rigor in academic environments.

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)?

The district utilizes the Cultural Proficiency Framework. Implicit Bias training was required training completed through GCN.

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?

Goal 1 did work well (peer mediation, access to Chestnut Health, Cartwheel) in regard to increasing mental health resources within the school setting.

Goal 2 worked. Behavioral contracts and parent meetings are proven supports for students. We did not increase incentives to the degree we had planned.

Goal 3 worked well as mentioned above.

Goal 4 has consistently worked.

We plan to investigate more incentive based supports this year.