



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, 2024**.

DISCIPLINE IMPROVEMENT PLAN		
Name of School District/Charter School: High School District 214	School Year: 2024-2025	Board Approval Date(s): July 31, 2022
Link to district website where plan is posted: https://www.d214.org/domain/950		
School District/Charter School Address: 2121 S. Goebbert Rd. Arlington Heights, IL. 60005		
Superintendent/Administrator Name: Dr. Scott Rowe, Superintendent Dr. Jessica Herrmann, Director for Student Services		
Discipline Improvement Plan Team		
Districts are encouraged to convene a Discipline Improvement Plan Team to address exclusionary discipline and/or racial disproportionality.		
Team Leader:		
<i>Name</i> TBD	<i>Position/Title</i> Associate Superintendent for Student Services	<i>Email Address</i> TBD
Team Members:		
<i>Name</i> Please see attached.	<i>Position/Title</i>	<i>Email Address</i>

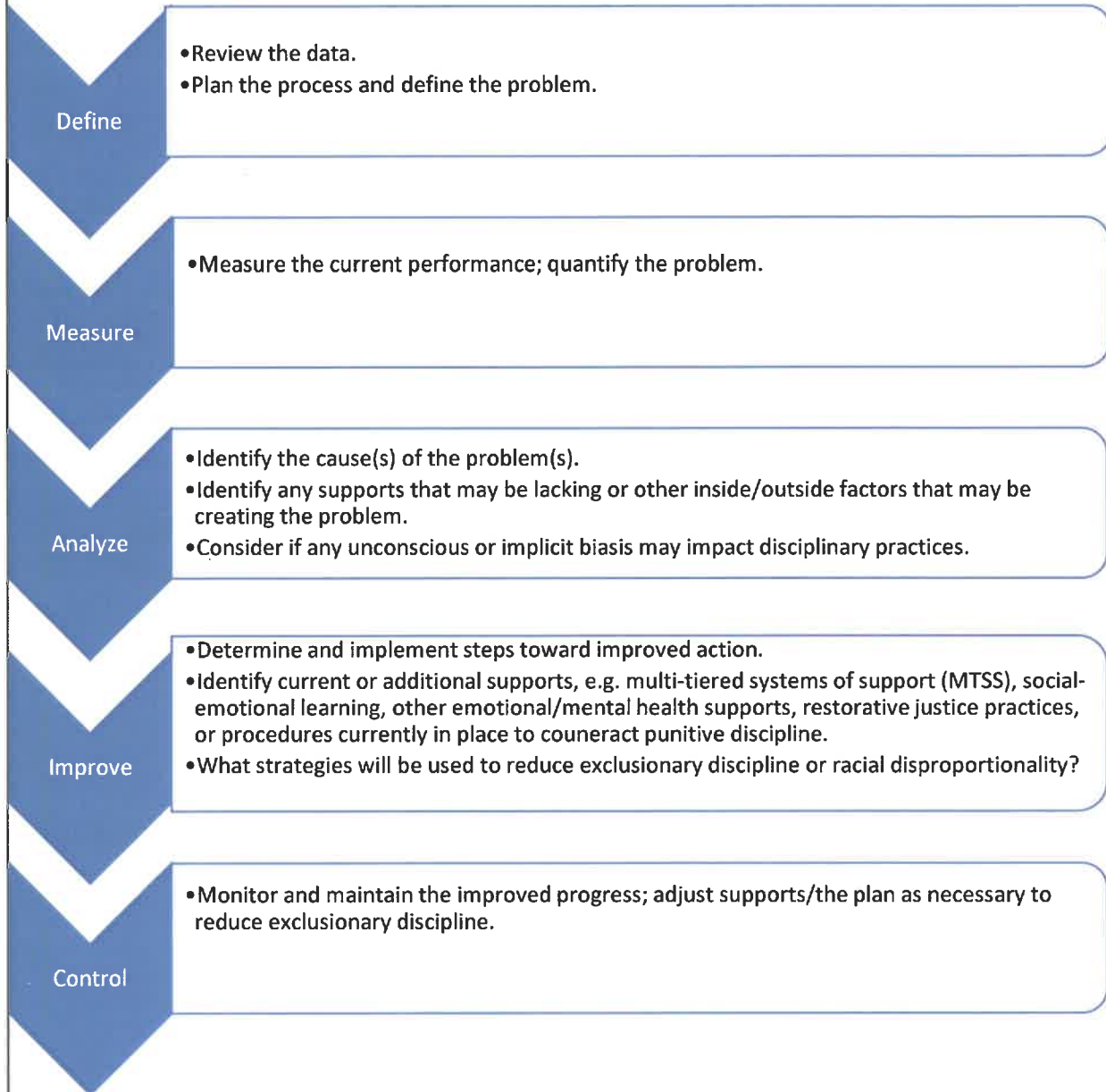
Recommended Steps to Consider when Creating the Discipline Improvement Plan

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.



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 district employees participate in professional development around equity, including cultural competency and racial bias training. In addition, the majority of our numerous professional development opportunities address the topic of implicit bias; to name a few, staff are participating in book studies about culturally responsive teaching and equity in grading, engaging in Beyond Diversity workshops, and participating in SEED (Seeking Educational Equity and Diversity) training. We have also provided more targeted training opportunities to smaller groups of staff. We have not yet incorporated the Diversity Equity and Inclusion Provider Evaluation Tool, but we will be exploring its potential use within our 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)

The following action plan will be implemented for the 2024-2025 school year:

1. A district-level and building-specific discipline teams will be convened and include, at minimum, the following stakeholders: students, teachers, counselors, administrators, and parents/guardians. The teams will meet quarterly to analyze data and develop action plans specifically related to disproportionality.
2. The district discipline team will meet at the end of each semester to ensure that students are disciplined without discrimination on the basis of race, color, national origin, gender, disability, or other protected status. The meeting will also include a review of all discipline-related district policies and procedures specifically related to disproportionality.
3. Staff will continue to participate in professional development around trauma-informed care, restorative practices, and race equity.
4. District and building administration will compile resources to create a district shared folder regarding discipline and restorative practices. The resource folder will include information on restorative practices, classroom interventions, and other pertinent information.
5. Teams will regularly review data to review progress and make adjustments to the plans, as needed.

Discipline Improvement Plan Team

Team Members:

<i>Name</i>	<i>Position/Title</i>	<i>Email Address</i>
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