



Illinois State Board of Education

Dr. Tony Sanders, State Superintendent of Education
 Dr. Steven Isoye, Chair of the Board

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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: 2025-2026	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		
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> Kara Kendrick	<i>Position/Title</i> Associate Superintendent for Student Services	<i>Email Address</i> kara.kendrick@d214.org
Team Members:		
<i>Name</i> Please see attached.	<i>Position/Title</i>	<i>Email Address</i>

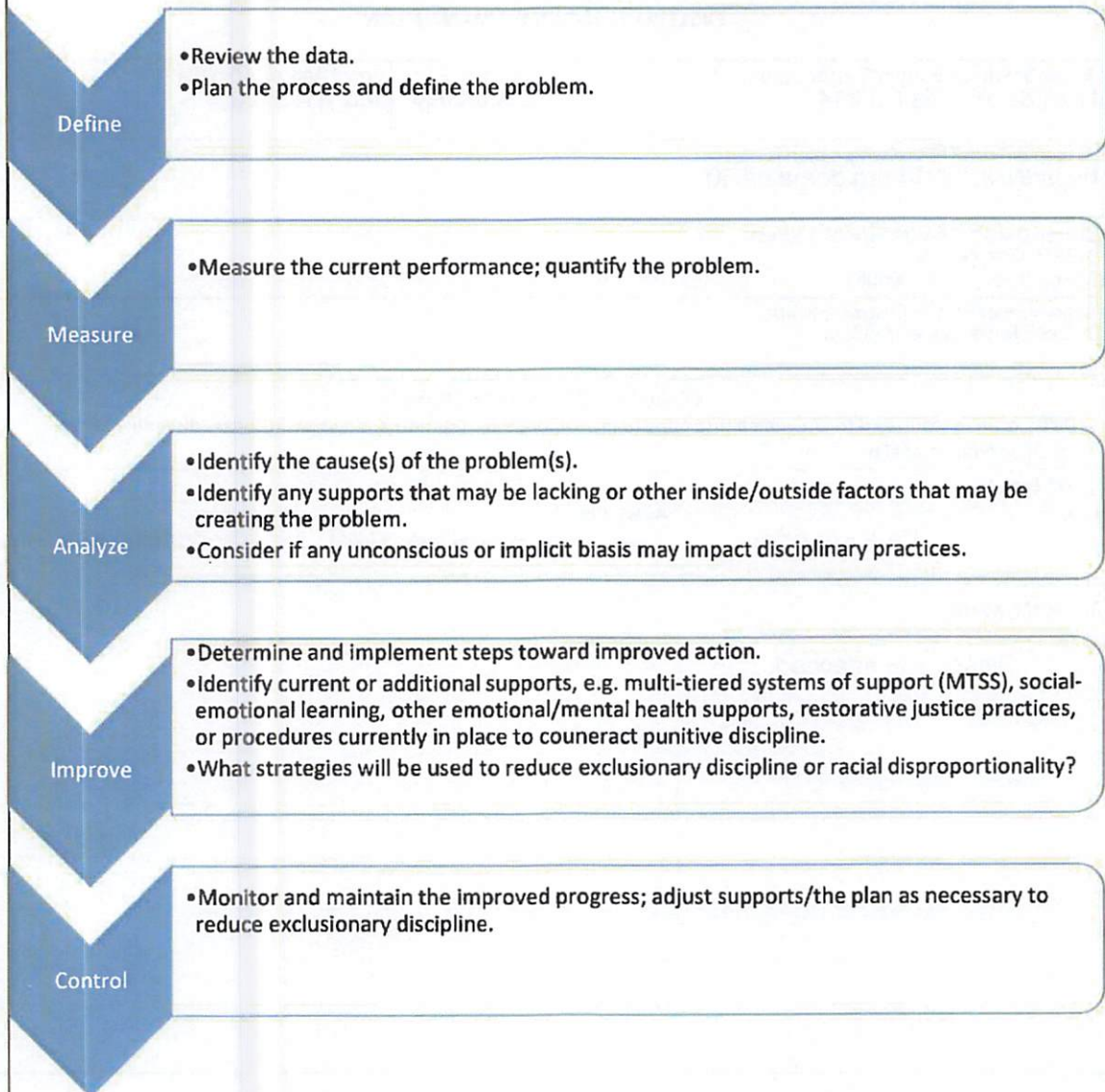
Recommended Steps to Consider when Creating the Discipline Improvement Plan

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 incorporated an Equity leader in each district department: Director of Human Resources, Director for Student Services, Director of Business, Director of Curriculum and Equitable Practices and these administrators meet monthly.

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 2025-2026 school year:

1. 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 analyze data and help develop action plans specifically related to disproportionality.
2. The Associate Superintendent for Student Services will meet weekly with the Dean District Leadership team (19 deans district wide) and the Associate Principals for Student Services District Leadership Team to ensure that students are disciplined without discrimination on the basis of race, color, national origin, gender, disability, or other protected status. The team will include a review of all discipline-related district policies and procedures specifically related to disproportionality. Additionally, the deans will participate in restorative practices professional development and assist in developing positive behavior intervention systems in each building (gang interventions, mentors, trusted adult survey, increased counseling groups, academic interventions, and family outreach).
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. Programming for general education students will be created at the district level to provide another opportunity for students to engage in their learning without the distractions of a large comprehensive high school.
6. D214 Specialized Schools programming will continue to be evaluated and adapted to meet the current needs of our students in all comprehensive high schools.
7. Adoption of 3rd Millennium, an evidence based online prevention and intervention curriculum.

Discipline Improvement Plan Team

Team Members:

<i>Name</i>	<i>Position/Title</i>	<i>Email Address</i>
Nichole Anderson	EA President	nichole.anderson@d214.org
Dan Bachar	Assistant Director for Research and Evaluation	daniel.bachar@d214.org
Rebecca Schilz	Division Head for Student Success, Safety, and Wellness	rebecca.schilz@d214.org
Mickia Davis	Division Head for Student Success, Safety, and Wellness	mickia.davis@d214.org
Jeff Wardle	Principal	jeff.wardle@d214.org
Dr. Bradford Hubbard	Principal	bradford.hubbard@d214.org
Megan Kelly	Principal	megan.kelly@d214.org
Dr. Paul Kelly	Principal	paul.kelly@d214.org
Jennifer Korakakis	Division Head for Student Success, Safety, and Wellness	jennifer.korakakis@d214.org
Dr. Lazaro Lopez	Associate Superintendent for Teaching and Learning	lazaro.lopez@d214.org
Dr. Heath McFaul	Principal	heath.mcfaul@d214.org
Jackie Meo	Division Head for Student Success, Safety, and Wellness	jackie.meo@d214.org
Greg Minter	Principal	greg.minter@d214.org
Meghan Muldoon Brown	Director for Special Education	meghan.muldoonbrown@d214.org
Matt Norris	Division Head for Student Success, Safety, and Wellness	matt.norris@d214.org
Valerie Norris	Principal	valerie.norris@d214.org
César Rosales	Division Head for Student Success, Safety, and Wellness	cesar.rosales@d214.org
Jenna Samp	Division Head for Student Success, Safety, and Wellness	jenna.samp@d214.org