



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, 2023**.

DISCIPLINE IMPROVEMENT PLAN		
Name of School District/Charter School: High School District 214	School Year: 2023-3024	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 South Goebbert Rd., Arlington Heights, IL 60005		
Superintendent/Administrator Name: Dr. Lazaro Lopez, Interim 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: <p style="text-align: center;">Dr. Lazaro Lopez, Interim Superintendent, Lazaro.lopez@d214.org</p>		
Team Members: <p style="text-align: center;"> Dr. Jessica Herrmann, Director for Student Services, Jessica.herrmann@d214.org Dan Bachar, Assistant Director for Research & Evaluation, Daniel.bachar@d214.org Tony Bradburn, Director for Diversity, Equity, Inclusion, Anthony.bradburn@d214.org Meghan Muldoon Brown, Director of Special Education, meghan.muldoonbrown@d214.org Steve Kolodziej, Associate Principal for Student Services, Stephen.kolodziej@d214.org Dr. Brad Hubbard, Principal, bradford.hubbard@d214.org Jim Arey, Association President, jim.arey@d214.org Alvin Lewis, Division Head for Student Success, Safety, & Wellness, alvin.lewis@d214.org Shirley Flicklinger, School Counselor, Shirley.flicklinger@d214.org Jennifer Zacharski, School Psychologist, Jennifer.zacharski@d214.org Mike Cleary, Teacher, michael.cleary@d214.org Suzie Valdez, Attendance Assistant, Susana.valdez@d214.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.

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 the Courageous Conversations Experience, and participating in (Seeking Educational Equity and Diversity) training. We have also provided more targeted training opportunities to smaller groups of staff; for instance, this fall our building security team participated in anti-bias training that explored microaggressions, restorative practices, and de-escalation strategies. 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 2023-2024 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.