

## 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, 2025**.

DISCIPLINE IMPROVEMENT PLAN		
Name of School District/Charter School: Sandridge Elementary School	School Year: 2024-2025	Board Approval Date(s): 2/15/2024
Link to district website where plan is posted: <a href="#">Home - Sandridge School District 172</a>		
School District/Charter School Address: 2950 Glenwood Dyer Road Lynwood, IL 60411		
Superintendent/Administrator Name: Dr. Kim Nalls/Ms. Kalea Polk		
<b>Discipline Improvement Plan Team</b>		
Districts are encouraged to convene a Discipline Improvement Plan Team to address exclusionary discipline and/or racial disproportionality.		
<b>Team Leader:</b>  <u><a href="mailto:kpolk@sandridgesd172.net">Kalea Polk Principal kpolk@sandridgesd172.net</a></u>		
<b>Team Members:</b>  <u><a href="mailto:knalls@sandridgesd172.net">Dr. Kim Nalls Superintendent knalls@sandridgesd172.net</a></u>  <u><a href="mailto:jkosina@sandridgesd172.net">Joe Kosina Director of Curriculum and Instruction jkosina@sandridgesd172.net</a></u>  <u><a href="mailto:ahester@sandridgesd172.net">Dr. Abeni Hester Assistant Principal ahester@sandridgesd172.net</a></u>  <u><a href="mailto:jszorc@sandridgesd172.net">Jordan Szorc Social Worker jszorc@sandridgesd172.net</a></u>  <u><a href="mailto:gwinston@sandridgesd172.net">Gertrude Winston Main Office Secretary and Parent gwinston@sandridgesd172.net</a></u>		

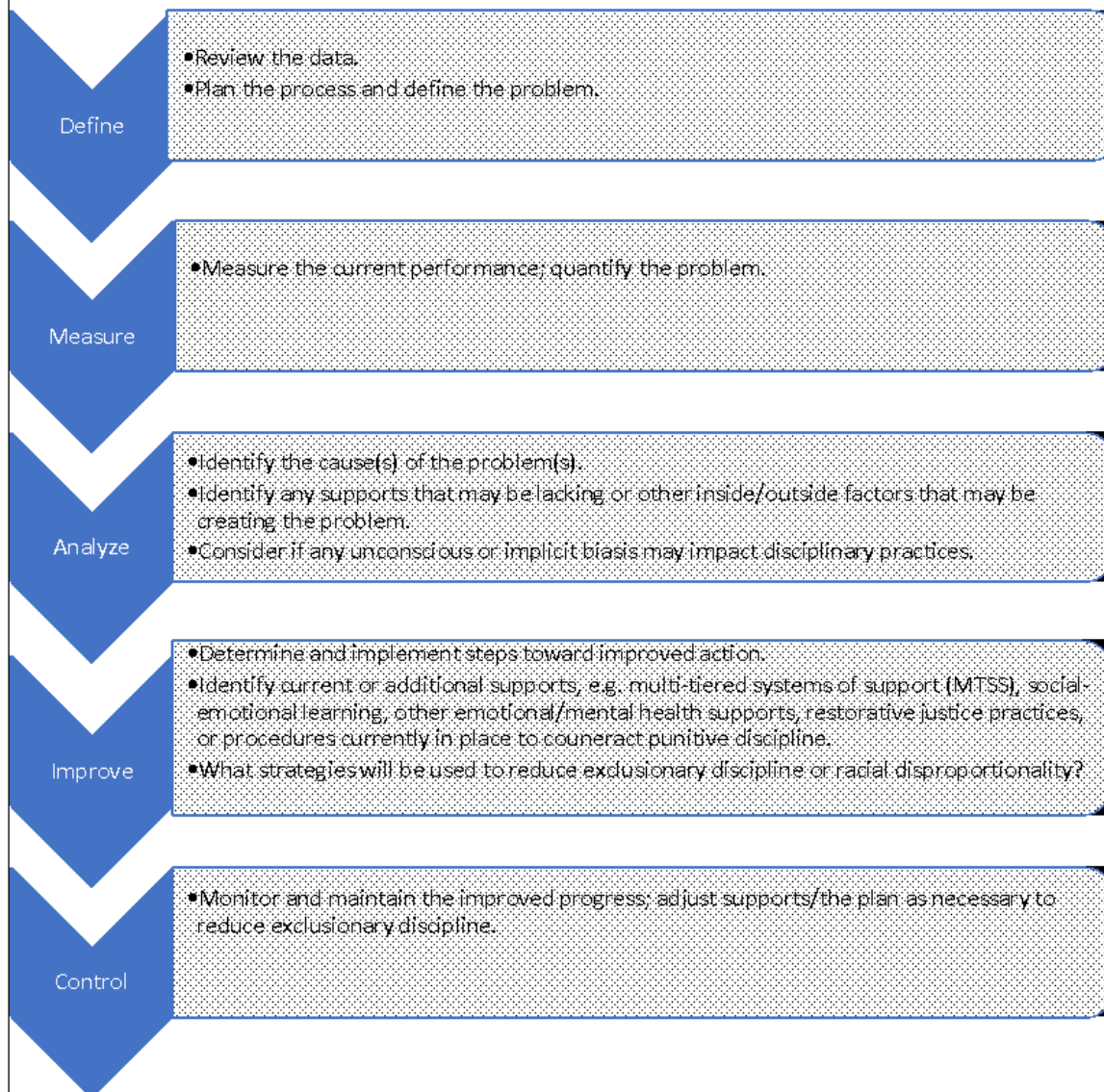
**Recommended Steps to Consider when Creating the Discipline Improvement Plan**

**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.

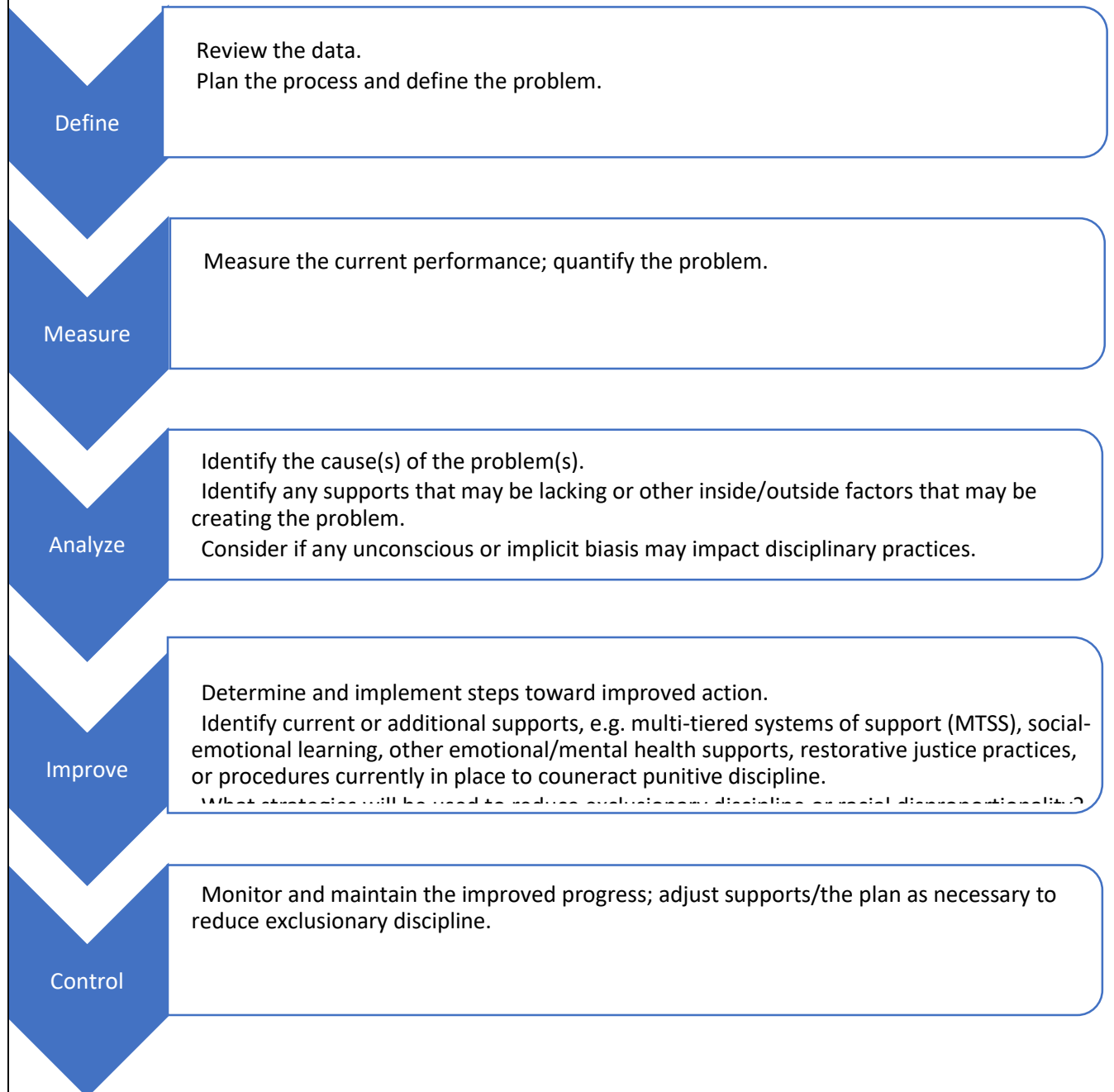
**2-Next steps:**

The below process may be helpful in the creation of the disciplinary improvement plan.



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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)?**

Bias/Microagresions and Understanding SB100/Student Discipline are currently offered as annual required staff professional development for the 2023–2024 school year. The District also provided training on Trauma Informed practices at our January 8th Institute Day and our January 31st Early Release professional development day. We will continue to develop a professional development plan that includes training on cultural competency and training on building culturally responsive teaching practices throughout our school community. The current implicit bias training is effective, but we believe that it must be reviewed and used throughout the school year with intention.

#### **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)

Goal/Objective: To reduce the number of suspensions issued to students at Sandridge Elementary School.

Strategy/Action:

1. Create and publish a list of restorative interventions
2. Create and provide monthly school wide PBIS celebrations for students
3. Increase in school interventions to help form connections between students, staff, and home.
4. Develop weekly notifications to parents
5. Schedule a student handbook review and update session with stakeholders
6. Provide on-going training sessions for staff on de-escalation with students.

Timeframe:

1. Discipline data will be monitored each month and compared to form baseline data and projections
2. Restorative interventions will be used in all matters pertaining to discipline
3. Restorative Intervention Opportunities will be provided after school and on Saturdays

Responsible Individuals:

1. Principal
2. Assistant Principal
3. Director of Curriculum and Instruction
4. Social Worker
5. Interventionist/MTSS Coordinator
6. Teachers
7. Parents

Success Criteria:

1. Increase in student achievement
2. Increase in student attendance
3. Reductions in physical aggression and altercations
4. Reduction in the number of suspensions
5. Increase in total number of restorative interventions



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

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Method of Evaluation: Formative assessments will count the number of suspensions, this will occur at least monthly. The summative assessment will occur at the end of the year when a reduction in the final number of suspensions is calculated.