



100 North First Street  
Springfield, Illinois 62777-0001

## DISCIPLINE IMPROVEMENT PLAN TEMPLATE

### WELLNESS AND STUDENT CARE DEPARTMENT

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 Calumet City School District 155	SCHOOL YEAR 2024-2025	BOARD APPROVAL DATE(S) 01/09/2025
LINK TO DISTRICT WEBSITE WHERE PLAN IS POSTED www.calumetcity155.org	SCHOOL DISTRICT/CHARTER SCHOOL ADDRESS 540 Superior Ave. Calumet City, IL 60409	
SUPERINTENDENT/ADMINISTRATOR NAME Dr. Joseph H. Zotto		

#### Discipline Improvement Plan Team

Districts are encouraged to convene a Discipline Improvement Plan Team to address exclusionary discipline and/or racial disproportionality.

TEAM LEADER Tara Lawrence	POSITION/TITLE Assistaing Superintendent	EMAIL tlawrence@calumetcity155.org
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TEAM MEMBER Dr. Joe Zotto	POSITION/TITLE Superintendent	EMAIL jzotto@calumetcity155.org
TEAM MEMBER Andrew Morgan	POSITION/TITLE Principal - Wentworth Jr. High	EMAIL amorgan@calumetcity155.org
TEAM MEMBER Jenny Lowe	POSITION/TITLE Principal - Wentworth Intermediate	EMAIL jseddon@calumetcity155.org
TEAM MEMBER Greg Mason	POSITION/TITLE Principal - Woodrow Wilson Elementary	EMAIL gmason@calumetcity155.org
TEAM MEMBER	POSITION/TITLE	EMAIL
TEAM MEMBER	POSITION/TITLE	EMAIL

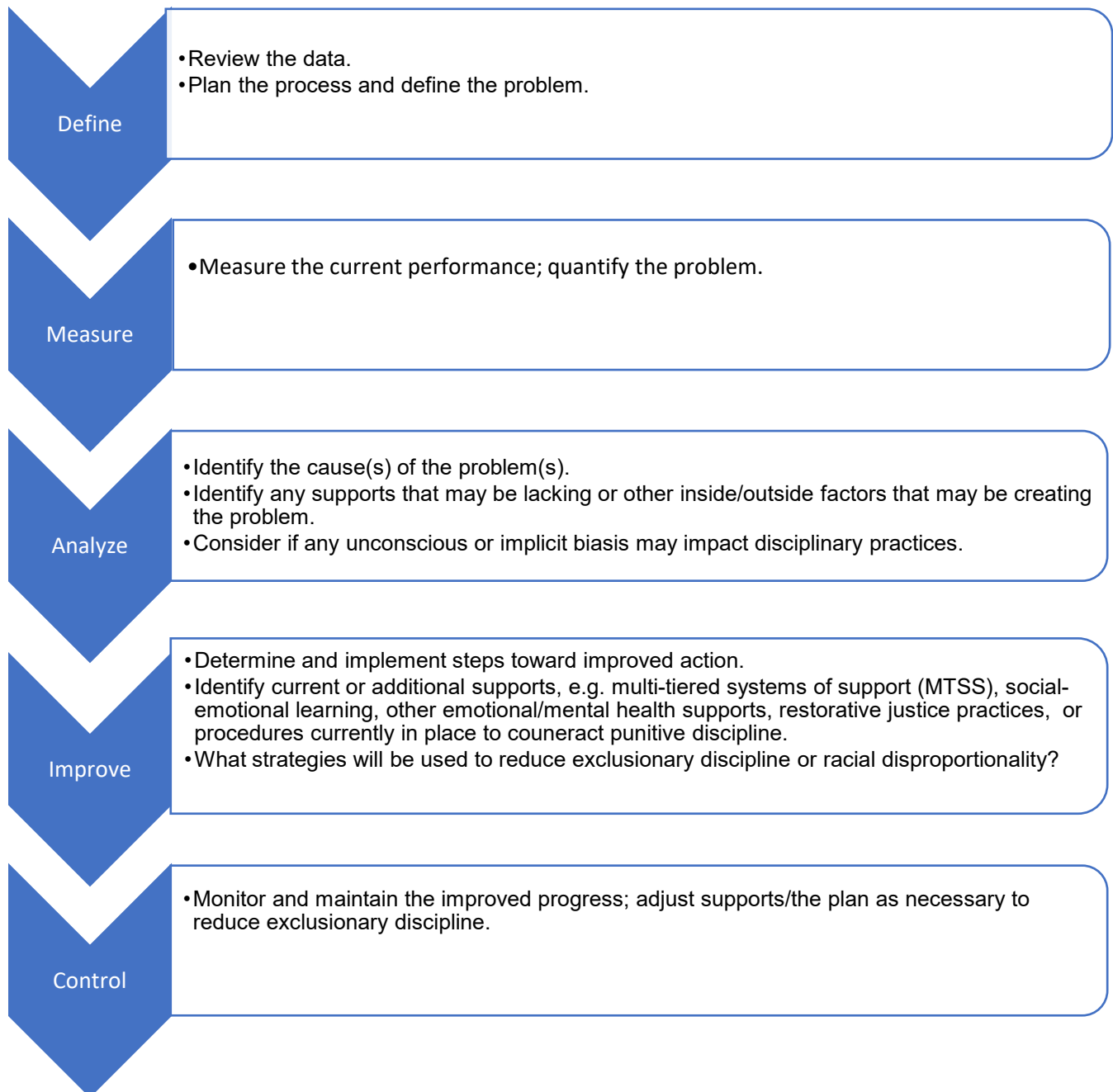
## Recommended Steps to Consider when Creating the Discipline Improvement Plan

### 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)?**

The Calumet City School District is currently in the process of implementing a multi-year plan to address student performance. A part of the District and School Improvement Plans focus on implicit/explicit bias training, equity-focused professional development, changes to systems, and multi-tiered systems of support. Starting with mandatory implicit/explicit bias training for all faculty and staff, the district worked with outside consultants to provide research-based strategies for recognizing and mitigating unconscious bias. Alongside the training, the district reviewed and customized the Diversity, Equity, and Inclusion (DEI) Evaluation Tool to assess areas such as curriculum inclusivity and is reworking its Multi-System of Support to reduce exclusionary discipline measures across the district. The evaluation findings helped prioritize action areas, enabling leadership to make data-informed decisions. This structured approach ensured that equity considerations were integrated into daily operations, creating a more supportive environment for all students.

Following the implementation of these measures, ongoing professional development has been provided to all staff. Workshops, reflective practice groups, and ongoing professional development are continuously provided to staff. Current analysis shows that the training has been effective, evidenced by improved student outcomes, and growth across many areas of the district and school report cards. We have also seen a decrease in out-of-school suspension of 33.3% from the school year 2022-2023 to 2023-2024. Calumet City School District 155's success demonstrates the commitment to equity and inclusion, setting a benchmark for fostering supportive, bias-free educational environments.

**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)

By the end of the 2024-2025 school year, the District will reduce its overall exclusionary discipline by 5%.

Strategy 1: The district will implement ongoing bias training.

Timeframe: Annually the district will provide mandated implicit bias training.

Responsible Individuals: All employees and District Administrators

Success Criteria and Evaluation: District administrators will assign training and monitor training completion annually.

Strategy 2: The district will continue to implement Second Step social emotional curriculum.

Timeframe: Second Step social emotional curriculum began its implementation in the 2023-2024 school year and will continue to be implemented in alignment with each school's School Improvement Plan.

Responsible Individuals: School Principals are primarily responsible for the implementation of the District's approved curriculum. Teachers will support the implementation through instructional activities with their students.

Success Criteria and Evaluation: Building walk thoughts, lesson plan, attendance and discipline data will help evaluate and determine the success of the action item.

Strategy 3: The district will evaluate and make adjustments to its Multi Tiered System of Support to help identify and address behaviors reducing the need for out-of-school suspension.

Timeframe: The continuous evaluation period of the District/School Multi Tiered System of Support will align with each School Improvement Plan.

Responsible Individuals: Student Services Department and Building Administration.

Success Criteria and Evaluation: Discipline data, attendance data, placement data, will all be used to evaluate the success of the changes and structures to the Multi Tiered system of support.