ILLINOIS STATE BOARD OF EDUCATION

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 3, 2026**.

Discipline Improvement Plan

NAME OF SCHOOL DISTRICT/CHARTER SCHOOL	SCHOOL YEAR	BOARD APPROVAL DATE(S)
Zion Elementary School District 6	2025-2026	February 23, 2026

LINK TO DISTRICT WEBSITE WHERE PLAN IS POSTED	SCHOOL DISTRICT/CHARTER SCHOOL ADDRESS
https://www.zion6.org	2800 29th Street Zion, IL 60099
SUPERINTENDENT/ADMINISTRATOR NAME	
Dr. Julious Lawson	

Discipline Improvement Plan Team

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

TEAM LEADER	POSITION/TITLE	EMAIL
Kimberly Monk	Director of Student Services	kmonk@zion6.org

TEAM MEMBER	POSITION/TITLE	EMAIL
Dr. Erik Youngman	Director of Teaching and Learning	eyoungman@zion6.org
Ryan Hawkins	Director of Special Education	rhawkins@zion6.org
Keayon Senter	Principal	ksenter@zion6.org
Samantha Snyder	CSBO	ssnyder@zion6.org
Zack Kraemer	Principal	zkraemer@zion6.org
Christine Worth	Dean	cworth@zion6.org

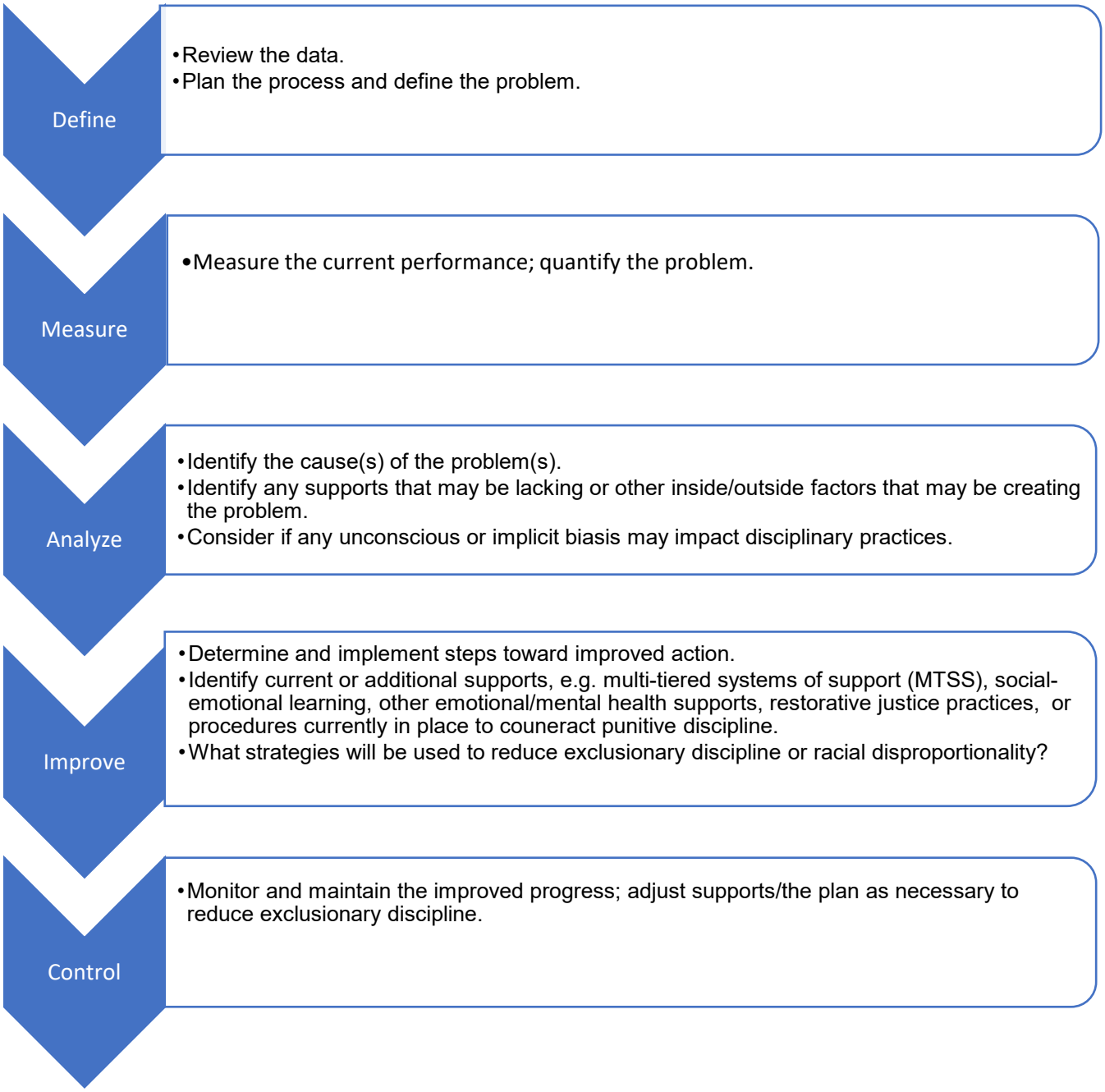
Recommended Steps to Consider when Creating the Discipline Improvement Plan

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)?

Yes. District/school staff receive in-service training on implicit racial bias as per HB 3869. The required tutorial will define the terms and their meanings,how to better understand what implicit bias is and what our educators can do to minimize/eliminate implicit racial bias.

During our scheduled meeting, the DIP team will discuss and implement the Diversity Equity and Inclusion Provider Evaluation Tool.

Our current implicit bias training has not proven to be effective and the DIP will discuss ways to engage the entire district team more deeply in training to combat racial inequities related to discipline.

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)

This plan is designed for Zion Elementary School District 6 (ZED 6) to address its identification in the top 20% of Illinois school districts for utilizing racially disproportionate exclusionary disciplinary measures for three consecutive years (based on available data suggesting ZED 6 has been flagged for this metric.

ZED 6 Context (Based on Data):

Student Population: Highly diverse; roughly 90% of the student population identifies as Hispanic or Black (approx. 62.8% Hispanic, 27.2% Black).

Exclusionary Discipline Trend: Suspension rates are returning to an increased rate from a high of 14% in 2023 to 7.5% in 2024, to 12% in 2025, moving the district back to the top 20% in the state for overall suspension rates.

Racial Disproportionality: The district was ranked in the top 20% for racial disproportionality of suspensions/expulsions in 2023 (14%) and 2025 (12%), indicating a persistent issue.

Phase 1: Data Analysis and Policy Review

Granular Data Disaggregation:

District/School Teams will examine discipline data by school, race/ethnicity, gender, grade level, type of infraction (e.g., "defiance" vs. "physical aggression"), referring staff members, and location (e.g., classroom, hallway, lunchroom) for the last three years.

Concrete Metric: Identify the top 3 referring staff members, the top 3 subjectively defined infraction categories (e.g., disrespect, defiance), and the top two racial groups with the highest discipline risk ratios compared to their peers.

Staff Implicit Bias Training:

Monitor mandatory, sustained professional development for all staff (teachers, administrators, support staff) focused on implicit bias in disciplinary decision-making and culturally responsive practices. Training should use the disaggregated ZED 6 data to ground discussions.

Concrete Metric: 100% of staff complete training modules and regular follow-up sessions.

Phase 2: Implementation of Alternatives and Support

Full Implementation of Restorative Practices (RP):

School teams will expand the use of Restorative Practices (RP) beyond simple de-escalation to include proactive Restorative Circles in all classrooms to build community and repair harm after conflict, especially in the grades/schools where disproportionality is highest. This serves as an alternative to suspension.

Concrete Metric: Reduce out-of-school suspensions (OSS) for targeted groups (Black and Hispanic students, based on data) by 50% from the previous year's rate, replacing them with restorative interventions.
Strengthen PBIS with a Culturally Responsive Lens:

Integrate Culturally Responsive Teaching (CRT) principles into the existing Positive Behavioral Interventions and Supports (PBIS) framework to ensure the expectations and rewards are meaningful and relevant to the diverse student body (approx. 88% Black/Hispanic).
Concrete Metric: Use student/family feedback to review and revise 100% of school-wide behavioral expectations and recognition systems to ensure cultural relevance.

Establish Restorative Intervention Spaces:
Dedicate and staff an In-School Restorative/Intervention Room (RIS) in each school as a mandatory alternative to out-of-school suspension for all but the most severe infractions. This room should focus on skill-building, social-emotional learning, and resolution, not simply isolated compliance.
Concrete Metric: Document that 90% of all potential out-of-school suspension incidents were successfully handled through the RIR or other non-exclusionary measures.

Phase 3: Monitoring, Sustainability, and Partnership
Quarterly Equity Data Review Teams:

District and schools will establish equity Data Teams (comprised of administrators, teachers, and support staff) to meet quarterly. Their purpose will be to review the disaggregated discipline data in real-time to identify any emerging disparities or staff/grade levels that require immediate targeted support or coaching.

Concrete Metric: Equity Teams meet quarterly, review data, and implement an on-the-spot corrective action plan (e.g., targeted coaching) within two weeks of identifying a new disproportionality trend.

Increase Family and Student Voice:
Conduct annual surveys and focus groups specifically with Black and Hispanic students and their families to gain direct input on their experiences with school discipline and suggested improvements to policies and practices.

Concrete Metric: Achieve a 25% increase in participation in discipline-focused family/student engagement events compared to baseline, and incorporate at least three student/family suggestions into the code of conduct revision.

By focusing on these concrete, data-driven, and culturally responsive strategies, Zion Elementary School District 6 can work toward reducing the reliance on exclusionary discipline for all students and effectively mitigate the racial disproportionality in discipline outcomes.

Print Reset Form