

OPERATION: SIMPLY WORLD CLASS

The Quincy Public Schools 2021-22 District Improvement Plan

QPS is coming off a year of pandemic, heroics, great challenges, and accomplishments. Our staff and leadership were there for the children of Quincy when they were most needed. We built brand new systems and procedures to educate children. We need to assess what went right, what needs to be maintained, and what from the past was or was not needed. We also need a strong assessment of our children. Most had a normal 2020-21 School Year. Some excelled in alternative settings. Some may have been challenged by obstacles academically and or emotionally. We need to assess where children are, and then build a plan to meet their needs.

- TEACHERS TEACH CHILDREN. CHILDREN LEARN
- TAKE CONTROL OF YOUR CLASSROOM AND BUILDING
- CONTINUOUS IMPROVEMENT AND INNOVATION IN THE SCHOOLS AND CLASSROOMS
- HAVE FUN!!!
 - Empowerment
 - Resources to do the job
 - Support
 - Leadership

The Central Office will have a strong curriculum and then resource and facilitate and mentor schools. The Principal will have more autonomy and control of their schools. Teachers will be free to innovate and decide “how” something should be taught.

Have confidence, few have the years of experience or expertise you have. Nobody knows your students more.

GUIDANCE 2020-21 / DI PLAN (Operation Simply World Class)

References: Board Policy Manual; 2017-21 Collective Bargaining Agreement, Evaluation Manual; Administrative Handbooks and Guidance, Board Guidance

1. SITUATION. On 16 August 2021 we will have 490 certified staff and 610 support staff begin the 2021-22 School Year. On 18 August 2021 we will have about 6700 students of different abilities ranging in age from 3 to 21 attend our schools dispersed in grades PreK through 12th. The district had completed a transition plan which created some turmoil from 2013 until 2020. Then our staff faced the biggest challenge of our education life, a worldwide pandemic. Staff is stable, but tired after years of transition and challenges. Student achievement scores are good but can improve.

a. Students: We have a diverse population of students. We had about 80% of our children in-person for most of 20-21. Some of our students excel in our schools, but some do not. We have significant achievement gaps for reading, language arts, math, and science. Despite programs and systems initiated the last five years, our achievement trendlines have shown mixed and inconsistent results. Since March of 2020, assessment has been difficult. We need to take time to assess where individual students are academically and how we are doing as a district. MAP scores tend to show we are doing well regarding growth and in comparison, to other districts nationally.

b. Guidance- Board of Education

1. Board of Education

(1) Mission: It is the mission of the Quincy Public Schools #172 to Educate students and teachers to achieve personal excellence.

(2) Board of Education's Goals:

Increase Student Achievement and student growth.

Improve staff/ School morale and staff retention rate

Promote Fiscal Responsibility.

Begin planning to implement community partnership and student career tech curriculum, instruction, and placement.

Plan and execute a leadership succession plan for senior leadership of QPS. Prepare the next QPS Superintendent.

(3) Board of Education Guidance: It is the intent of the board to build a world class school district. They strongly feel, if given the resources, our educational team can allow students to reach their academic potential. To do this, we must use best educational practices and have an instructional classroom environment that is optimized for learning.

2. MISSION. Mission: It is the mission of the Quincy Public Schools #172 to Educate students and teachers to achieve personal excellence.

3. EXECUTION.

a. Superintendent's Intent.

- Purpose: Together we will make Quincy Public Schools a world class school, with world class instruction, world class educators, world class facilities, and led by world class leaders to allow our students the best advantage possible in a global economy.
- Method: We want a school system dedicated to best practices where teachers are free and resourced to be innovative and where children enjoy coming and learning and where parents are involved and concerned. The district will be safe, high achieving, and dedicated to the students of the community. To facilitate this method, we must continue to simplify our approach and our culture. We have been bogged down with multiple systems, programs, reports, and requirements. We must eliminate where we can legally and where teachers and building administrators support. If staff are completing a report for an organization, survey, vendor, you can stop. If you have three calendars, only continue if it makes sense for you. If your teachers have requirements you can eliminate, do it. We do not have to purchase a system or program to solve our deficiency. Be innovative and solve your issues. Build a program best for you and your students.

End State: We will have a school system that is competitive with any in the world.

We will develop warm and nurturing environments that meet the needs of all students. Relationships are built with all students and all staff members. Differentiation of instruction is the norm. The classroom environment is

maintained so all children can learn. Assessments and data points are used to determine student and curriculum and school success.

- A school must be dedicated to the students. What is best for them is what is best for the district
- Students must expect to graduate and continue their education
- Integrity, ethics, and honesty are non-negotiable
- Teachers are the most important resource for our children's education (Most important job in the district)
- Support Staff play a critical role on our team
- Principals are the instructional leaders and the center of gravity of the school
- Loyalty to staff, school, and district is a key to success
- We will set objectives together, assign responsibility, and hold people accountable
- Data is critical for identifying, reinforcing, and celebrating success and allocating resources and building action plans to correct shortfalls
- Student assessment is important, but should be efficient and must impact instruction
- Our staff should lead by example (Do the right thing)
- Technology is a valuable tool to education
- Everyone in the district; staff, parents, students, and administrators should take responsibility for their actions. I will take responsibility for the district, principals for their buildings, teachers for their classrooms, parents for their children, and students for themselves
- Teachers must plan lessons carefully. They should look to all the student's needs and learning styles. They should be innovative and never be afraid to try new methods or practices. Instruction should be aligned to the Illinois Learning Standards
- Students must be able to think, problem-solve, and analyze
- Students with special needs, need special accommodations
- The community needs to be involved at every level
- What we do, we will do right. We will not try to do too much
- We will not just talk, we will execute

- We will always try to improve
- We will know and use best educational practices
- Relationships count!
- We will love what we do

b. Concept of Education.

1. Phase 1- Preparation and Professional Development
2. Phase 2 - Instruction
3. Phase 3 – Assessment
4. Phase 4 – Evaluation and Change

c. Scheme of Education.

1. Phase 1- Preparation and Professional Development. It is the responsibility of each leader and staff member to come each day prepared and ready to perform the duties assigned to them. They should be to school in time to prepare to accomplish all duties in a thorough and productive manner. They are responsible to be licensed and highly qualified and maintain a level of understanding in best practices so that they can perform their duties in an effective and efficient manner. They need to understand the curriculum and how to deliver that curriculum. They need to maintain an educational environment in their area of responsibility. Critical to that environment is that they care for children and build positive relationships with them. Professional development is the responsibility of the direct supervisor. Principals are responsible for all professional development in their buildings. Professional development should be timely, effective, and tied to board goals, district goals, school improvement plans, individual improvement plans, and staff evaluations. Principals should develop their plan. Professional development includes teacher institute days, Wednesday professional learning community time, before and after school training, professional leave days, and personal development. Reading a book and going to a conference and discussions on an online forum are just a few examples of professional development. Educators should be reflective, understand their strengths and weaknesses and develop their own professional development plan. District leaders should understand their teams and guidance from higher and build the plan for their team. Professional learning communities, speakers, targeted and group development are examples. We should take time each year to assess our professional development and if it is meeting our needs.

- a. Priorities for Professional Development for Teachers/ Paraeducators
 1. Understand our students, their background and be able to relate to them and teach them. (Diversity, Disabilities, Poverty, Culture)
 2. Social Emotional Learning
 3. QPS Curriculum and instruction of that curriculum
 4. Classroom Management
 5. Entry level training needed to be resourced

- b. Priorities for Professional Development for Principals
 1. Instructional Coaching
 2. Assessment Literacy/ Data Integration and usage
 3. Diversity and Inclusion
 4. Social Emotional Learning

- c. Funding
 1. CIA and Buildings will be given a budgeted number of professional development days and dollars.
 2. Each Principal and Director will be allowed one Administrator Academy for each administrator in their building.
 3. Principals will be allowed to attend one conference in state. Any out of state conference will need approval.

- d. Roles and responsibilities
 1. Teacher- Individual Plan
 2. Principal- Responsible for setting professional development priorities for their building, professional development for their staff, execution of Wednesday PLC and institute days.
 3. Supervisors- Responsible for the development of their subordinates.
 4. CIA Director- Responsible for facilitating and approving all professional development. Responsible to assist principals with their plans and execution of their plans. Responsible to develop five-year strategic plan and forecast upcoming needs for our staff. Responsible for supporting Quincy Conference and making sure it is appropriate for QPS.

2. Phase 2 – Instruction. Teachers are responsible for the instruction within their class. **It is our plan that all students PreK-8th Grade will be in-person for instruction during the 2021-22 school year except for a few individual situations. High school will return to five days a week in-person instruction, except in a few individual situations. We will continue to follow IDPH and CDC guidelines. Our assumption, they will be changing throughout the summer, so clear guidance on protocols and procedures will be communicated in the summer. ISBE requires in-person option for health concern currently. We will monitor that requirement and adjust if needed.** Teachers should follow the directed curriculum which is board approved and follows the Illinois Learning Standards, Next Generation Science Standards,

the QPS Curriculum. The district promotes innovation and teacher autonomy in their classroom. We offer what to teach but allow the teacher to decide how it should be taught. Curriculum can be found on the District Webpage. Principals are responsible for the direct oversight of all classroom instruction. The CIA Director will ensure a curriculum map is available and meets all the state and federal requirements and is articulated both horizontally and vertically. Instruction is evaluated using the Evaluation Tool approved by the school board and the Joint Committee. Teachers may refer to the District Evaluation Tool, published and reviewed annually.

3. Phase 3- Assessment.

- a. Teachers- Will assess student growth. They should assess a benchmark score, record the score, and assign a student learning objective. They should track progress and score results for the mid-year and end of year.
- b. Principals- Will track teacher assessment and school success in meeting student learning objectives. They will document scores as part of both teacher evaluation and principal evaluation.
- c. The district will use Illinois Assessment of Readiness to measure how well our students are prepared for college and careers.
- d. The district will require additional assessments only if they meet a state or Federal guideline. Examples are KIDS assessment, MTSS, MAP, and testing for special education qualification/ identification. The school or teacher may use additional assessments to meet their needs to evaluate curriculum or student success, but that is their decision.

4. Phase 4 – Evaluation and Change. All teachers will be evaluated. Tenure teachers are evaluated every other year, non-tenured each year. Administrators are evaluated each year. Support staff are evaluated year. Evaluation procedure and forms are approved by the Joint Evaluation Committee. Programs and procedures should also be evaluated using data and performance as measures. If a program, strategy, intervention, instruction is not gaining in effectiveness, change or elimination should be considered.

a. Coordinating Instructions (Each School)

1. Develop and Review School Improvement plans. Plan is due prior to leaving for summer break and will be briefed to the Board at the June District Improvement Meeting.
2. School Improvement Team will report during the District Improvement Team meeting. DIT will meet quarterly. This will also act as the Board Curriculum Committee Meetings and Discipline Committee Meetings. It will be an open meeting.

a. June Meeting

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- i. Brief 21022 School Improvement plan
 1. Strengths
 2. Areas to Improve
 3. Goals for 21-22
 4. Hot Rocks
 - ii. Brief 20-21 Student Growth Results
 1. Total Students Measured/ Achieved Goals
 2. Total Teachers Measured/ Achieved Goal
 - b. September Meeting
 - i. Summer School Report/ Results
 - ii. Teacher/ Staff Morale
 1. Retention Rate
 2. 5Essentials
 - a. Collaborative Teachers
 - b. Effective Leaders
 - c. Involved Families
 - c. November Meeting
 - i. Brief Student Achievement Results
 1. Illinois Assessment of Readiness by school
 2. Illinois Assessment of Readiness by Grade
 3. SAT/PSAT
 4. 21-22 School Report Card Review
 - d. February Meeting
 - i. Brief on Student Growth
 - ii. Brief on Discipline metrics
 - iii. Brief on Student Attendance metrics
 - iv. Consider Curriculum Changes
 - e. April Meeting-
 - i. District Briefs District Improvement Plan
 - ii. Consider any new courses or textbooks for the 2020-21 School Year
3. Develop and Execute Professional Development plan. Plan is due prior to leaving for summer break.
4. Prepare and Report on Board Metrics (September, February, April, and June). Metric.
5. Review and adhere to Superintendent Critical Information Requirements, attached as Annex B.
6. Read, understand, and follow Collective Bargaining Agreement.
7. Evaluations completed in a timely manner
 - a. Administrators by 1 March 2022
 - b. Certified staff by 15 February 2022

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- c. Support staff by 1 April 2022
- 8. Conduct safety and building walk-throughs monthly looking for maintenance and safety concerns.
- 9. Execute the Following Drills
 - a. Fire (3)
 - b. Tornado (1)
 - c. Active Shooter (1)
 - d. Bus Evacuation (1)
- b. School and Department Tasks
- 1. Quincy Senior High School (9-12)
 - A. Improve graduation rate
 - B. Improve reading, math, and science achievement scores
 - C. Continue progression and development of competency-based education initiative.
 - D. Improve and close achievement and discipline for sub-groups identified as a concern
 - E. Improve staff/ School morale and staff retention rate
- 2. QAVTC
 - A. Improve graduation rate
 - B. Begin planning to implement community responsive and student responsive career curriculum and placement. Can we graduate students directly to an open job?
 - C. Improve reading, math, and science achievement scores
 - D. Continue progression and development of competency-based education initiative.
 - E. Improve and close achievement and discipline for sub-groups identified as a concern
 - F. Improve staff/ School morale and staff retention rate
- 3. ABC/ ACRSS
 - A. Improve district graduation rate
 - B. Improve reading, math, and science achievement scores
 - C. Improve staff/ School morale and staff retention rate
- 4. Quincy Junior High School (6-8)
 - A. Improve reading, math, and science achievement scores
 - B. Improve and close achievement and discipline for sub-groups identified as a concern
 - C. Improve staff/ School morale and staff retention rate
- 5. Baldwin Elementary School (K-5)
 - A. Improve reading, math, and science achievement scores
 - B. Improve staff/ School morale and staff retention rate
- 6. Denman Elementary School (K-5)
 - A. Improve reading, math, and science achievement scores
 - B. Improve staff/ School morale and staff retention rate
- 7. Iles Elementary School (K-5)

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- A. Improve reading, math, and science achievement scores
- B. Improve staff/ School morale and staff retention rate
- 8. Lincoln-Douglas Elementary School (K-5)
 - A. Improve reading, math, and science achievement scores
 - B. Improve staff/ School morale and staff retention rate
- 9. Rooney Elementary School (K-5)
 - A. Improve reading, math, and science achievement scores
 - B. Improve staff/ School morale and staff retention rate
- 10. Early Childhood Family Center
 - A. Improve reading and math preparedness
 - B. Improve staff/ school morale and retention rates
 - C. Sustain PreK for All and Head Start Grants
- 11. Curriculum, Instruction, and Assessment
 - A. Maintain curriculum mapping of all academic areas
 - B. Assist in improving math, reading, and science
 - C. Develop a simple district assessment strategy
 - D. Develop 5-Year professional development strategy
 - E. Oversight of Title Grants
 - F. Communicate Vision for District Curriculum Office
- 12. Personnel
 - A. Hire all open positions for the 21-22 School Year with quality candidates.
 - B. Improve staff attendance by 3%.
 - C. Work with Business Office on system to track 6% cap.
 - D. All administrators and non-union will have a contract (pay form) prior to May 1 of 2021. This may be delayed, due to QF Contract negotiations.
 - E. Take lead in Joint/ Evaluation committee to maintain a simple evaluation tool.
- 13. Special Education
 - A. Track success of IEP goals
 - B. Track and comply with special education compliance with state and federal guidelines
 - C. Track and oversee Paraprofessional distribution and use
 - D. Improve Para-educator preparation/ Training
 - E. Develop and Communicate Special Education Vision
- 14. Athletic Office
 - A. Oversight of 9-12 athletics
 - B. Execute all 9-12 sporting events
- 15. Maintenance/ Custodians
 - A. Synchronize maintenance and custodial positions.
 - B. Maintain Buildings, Keeping them clean, safe, and orderly
 - C. Look for building efficiencies that can save the district money.
- 16. Transportation
 - A. Maintain a safe and efficient transportation service
 - B. Improve driver/union morale
 - C. Build a succession plan for the next Director of Transportation.

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17. Finance Department
 - A. Develop a Balanced Budget for 21-22 and Track budget
 - B. Complete all financial matters
18. Technology Department
 - A. Maintain District Technology
 - B. Optimize department tech support communication and processes.
 - C. Maintain and upgrade district network systems with current and reliable technology.
 - D. Continue to look for efficiencies that can save the district money long and short term.
19. Public Affairs
 - A. Webpage (All schools and District)
 - B. Press Releases (All Schools and district)
 - C. Skylert (Limited- Permission)
 - D. Social Media (District)
20. Food Service
 - A. Serve meals in a safe and nutritious manner meeting all Federal and State Guidelines.
 - B. Maintain the financial stability and good service within her department.
 - C. Begin to implement and revise if needed, the five-year strategic plan/ vision for Quincy Public Schools about food service.
 - D. Improve and Increase staff training
 - E. Look for efficiencies that can save the district money long and short term.
21. Nursing
 - A. Continue to guide our pandemic response, risk mitigation, and safety measures.
 - B. Continue contract tracing as needed.
 - C. Continue coordination with community health professionals
 - D. Maintain all health records and health compliance
 - E. Sustain programs to promote staff and student health and fitness
 - F. Take lead with social workers in community-based healthcare committee
22. Security
 - A. Continue to explore efficiencies.
 - B. Continue to investigate safety issues and recommend changes to reduce accidents.
 - C. Maintain safe and secure installations

4. SUSTAINMENT.

- A. Logistics.

- i. Stay within budgeted amounts this year
- B. Personnel.
 - ii. Hiring will use hiring process
 - iii. Evaluations done correctly and in a timely manner
 - iv. Complaints handled at the lowest level possible
 - v. Celebrate success
- C. Health System Support.

5. COMMAND AND CONTROL.

- i. Command.
 - 1. Succession of Command. Superintendent, QJHS Principal, QSHS Principal, Director of Music.
 - 2. Battle Rhythm.
 - a. Weekly School Visit (Superintendent)
 - b. Bi-Weekly Central Office Meetings- First and third Wednesday of each month (Central Office)
 - c. Monthly Board Meeting (By Invitation)
 - d. Semester Classroom Walk-through (Superintendent)
 - e. Quarterly Counseling with each administrator
 - f. Quarterly District Improvement Meeting (September, February, April, June) (Principals, Directors, Superintendent, Board representatives, staff and Community Representatives)
 - g. District Leadership Team Meeting- February, April, June, August, October, December (Superintendent, Principals, Operational and Academic Directors)
 - h. As needed Academic Leadership Meeting (CIA, Principals)
 - i. Board HR Committee Meeting (quarterly)
 - j. Board Finance Committee Meeting (Monthly)
 - k. Board Building and Grounds Meeting (Quarterly)
 - l. Board Policy Meeting as needed
- ii. Control.
 - 1. Reports.

- a. Metrics (September 2021, February 2022, June 2022)
 - b. Evaluations
 - c. School Improvement Plan- Due June 2021
2. Compliance
- a. Inspections
 - b. ROE Mini-Compliance
 - c. ROE HLS Walk-through
 - d. All reports and Expenditure reports turned in on time

iii. Strategic Communications.

1. Quarterly Newsletter (All Schools)
2. Webpage (All schools and District)
3. Press Releases (All Schools and district)
4. Skylert (Limited- Permission)
5. Weekly Message (district)
6. Social Media (School and District)

ACKNOWLEDGE:

Roy S. Webb
Quincy Public Schools #172
Superintendent

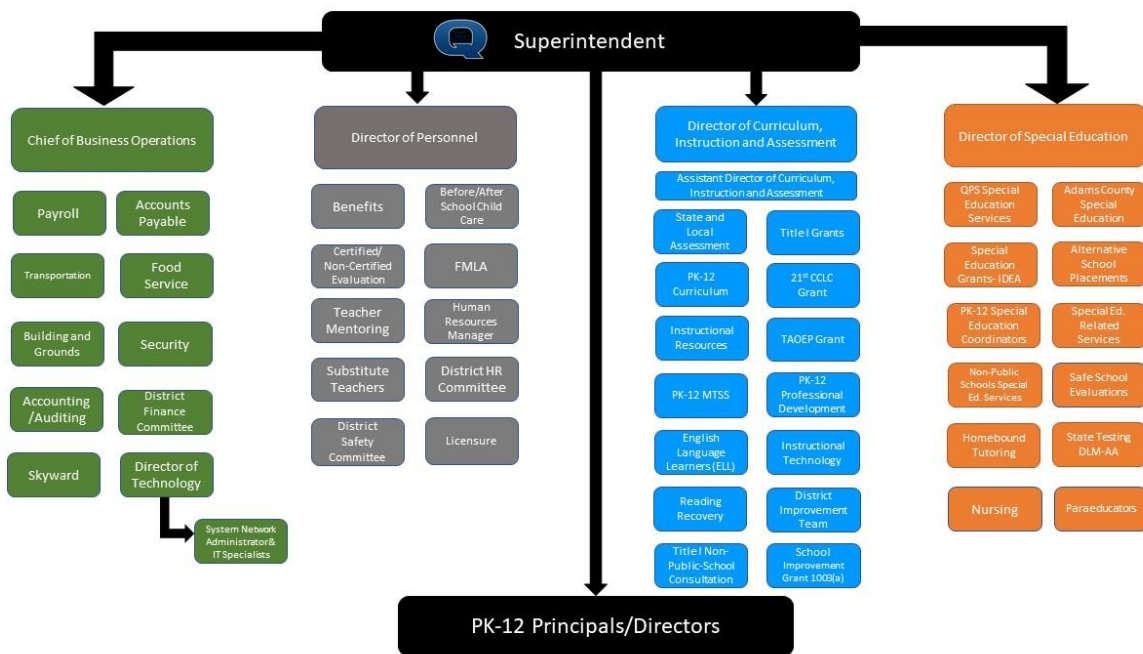
ANNEXES:

- A – Organization
- B – Critical Information Requirements

DISTRIBUTION:

Board of Education
Directors
Principals
District Leaders

ANNEX A



ANNEX B

SUPERINTENDENT CRITICAL INFORMATION REQUIREMENTS

- Immediate
 - Serious injury or death of a student or staff member
 - Bus accident
 - Items that get us on the front page

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- May impact on school closing
- Credible threat to students/ staff/ infrastructure
- Within 24 hours
 - Teacher/ Staff Disciplinary action
 - Grievance
 - Lawsuit
 - Possible expulsion
 - Academic award (local, state, or nation)
 - Budget line item exceeded
 - Death or birth in a family of staff member
 - Faculty member or family member facing serious illness or injury
 - Student request to drop out of school
- Next time you see me
 - Board inquiry
 - Maintenance issue
 - Visit by ROE/ ISBE/ Police/ Fire/ Media

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