

DISTRICT IMPROVEMENT TEAM

JUNE 12, 2025



School Improvement Planning Process

- Aligned to District Improvement Plan. (*on-going*)
- Continuous and collaborative process.
- Reviewed annually, monitored throughout the year- *QPS uses three check-in cycles- Fall, Winter, Spring.*
- Plan identifies strengths and weaknesses in school level systems. Staff uses the information to making deliberate, positive, cohesive, and observable changes.
- Unique to each schools needs while staying in line with District Commitment Goals/Improvement Plan.





District Improvement Goals

Focus for Excellence

Q Commitment 1 *Student Success*

Priority 1: Guaranteed and Viable Curriculum

Priority 2: Multi-Tiered System of Support-A Framework

Priority 3: Multiple Pathways to Graduation

Priority 4: Professional Development

Q Commitment 2 *Supportive Environment*

Priority 1: Safety and Security

Priority 2: Multi-Tiered System of Support-B Framework

Priority 3: Staff Recruitment & Retention

Q Commitment 3 *Engaging & Collaborative Partnerships*

Priority 1: Consistent Student Attendance

Priority 2: Effective District/School/Home Communication

Priority 3: Building Community Partnerships

Priority 4: Honoring Diverse Perspectives

QPS Mission: Educate Students and Teachers to Achieve Personal Excellence.

Q Commitment Goal 1

STUDENT SUCCESS

Priority 1: Guaranteed and viable curriculum

Clear expectations in all content areas so all students have an equal opportunity to learn essential content and skills identified for each grade level and course.

Priority 2: Multi-tiered System of Support Framework

Responsive to student learning needs through intervention, strategies, and supports.

Priority 3: Multiple Pathways to Graduation

Reflecting opportunities for success in college and/or the workforce upon graduation.

Priority 4: Professional Development

Targeted professional learning for staff aligned to best practice to ensure equitable access to high quality instruction for students.

Q Commitment Goal 1: Guiding Question(s) for SIP

Who is demonstrating success in our school? Who is not?


What does the data tell us about our progress toward student success and areas of concern?

What does the data tell us about our progress toward Q Goal 1 success?

What are staff needs of staff and what supports are needed for Q Goal 1 success?

EARLY CHILDHOOD AND FAMILY CENTER (ECFC) – SCHOOL IMPROVEMENT PLAN 2025-2026

Q COMMITMENT GOAL 1: STUDENT SUCCESS

LITERACY	By May 31, 2026, 80% of <i>student will meet or exceed letter identification as measured by Early Learning Scale standards.</i>	
MATH	By May 31, 2026, 75% of ECFC student will meet or exceed letter numerical identification as measured by Early Learning Scale standards.	

MEASURES OF SUCCESS (*Data/Progress Monitoring*)


LETTER IDENTIFICATION ASSESSMENT Baseline/September Fall/November Winter Data/February Spring Data/May	NUMBER IDENTIFICATION ASSESSMENT Baseline/September Fall/November Winter Data/February Spring Data/May	Early Learning Scale Observation Notes Early Learning Scale Data Report ECFC Foundational Screener
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SCHOOL LEVEL STRATEGIES (Actions/Tasks)

INSTRUCTIONAL PLANNING	Teachers will participate in weekly Professional Learning Community (PLC) meetings focused on enhancing instruction in literacy and math, as well as reviewing student learning goals and analyzing assessment data to inform instructional decisions.
PROFESSIONAL DEVELOPMENT	To support effective implementation of the Frog Street curriculum, a Frog Street consultant will deliver monthly professional development during PLC meetings. Additionally, nine staff members will participate in July professional development focused on Frog Street implementation and evidence-based instructional practices.
PROFESSIONAL DEVELOPMENT	Monthly professional development sessions on the Early Learning Scale will be integrated into PLC meetings to support effective data collection and accurate reporting of student development and growth.

ELEMENTARY K-5 – SCHOOL IMPROVEMENT PLAN 2025-2026

Q COMMITMENT GOAL 1: STUDENT SUCCESS

ELA/LITERACY	By May 31, 2026, K-5 elementary students will increase achievement and/or growth in Reading as measured by NWEA MAP assessment comparisons.	
MATH	By May 31, 2026, QPS K-5 elementary students will increase achievement and/or growth in Math as measures by the NWEA MAP assessment comparisons.	

MEASURES OF SUCCESS (*Data/Progress Monitoring*)

NWEA MAP- ELA/Math <i>Grade Report- Fall, Winter, Spring</i> <i>Hi Avg and Hi>60th percentile</i> <i>MAP School Profile Report- Spring to Spring, Fall to Spring</i>	IAR- ILLINOIS ASSESSMENT OF READINESS <i>2024 to 2025 to 2026 Math and ELA</i> <i>Cohort 3rd to 4th and 4th to 5th</i> <i>Below, Approaching, Meets, Exceeds</i>	CLASSROOM ASSESSMENTS- ELA/MATH Weekly, Monthly, By Trimester	SCHOOL WIDE PD FEEDBACK Track quality of provided PD CLASSROOM IMPLEMENTATION Walkthrough observation data/checklist
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SCHOOL LEVEL STRATEGIES (Actions/Tasks)

PROFESSIONAL DEVELOPMENT	Classroom teachers will engage in professional learning to improve evidence-based and high-leverage literacy practices aligned to standards through implementation of Benchmark Workshop. (Student Engagement, Whole Group Instruction, Differentiation (small groups), and Assessment).
PROFESSIONAL DEVELOPMENT	Classroom teachers will engage in professional learning to improve evidence-based and high-leverage mathematical practices aligned to standards through implementation of Reveal Math. Checklist walkthroughs and peer observations. (Student Engagement, Whole Group Instruction, Differentiation (small groups), and Assessment)
INSTRUCTIONAL PRACTICE	Grade level teacher teams will collaborate during PLC and/or GLC time to focus on: <ul style="list-style-type: none"> • Grade level specific instructional focus areas and School-specific challenges • Increase in instructional tasks that promote problem solving, activity-based explorations, inquiry, eSpark and ALEKS Assignments, Instructional Coaching Cycles

QUINCY JUNIOR HIGH SCHOOL -- SCHOOL IMPROVEMENT PLAN- 2025-2026

Q COMMITMENT GOAL 1: STUDENT SUCCESS

LITERACY	By May 31, 2026, students will increase academic growth and/or achievement on NWEA Growth Assessment (Reading).
MATHEMATICS	By May 31, 2026, students will increase academic growth and/or achievement on NWEA Growth Assessment (Math).



MEASURES OF SUCCESS (*Data/Progress Monitoring*)

NWEA MAP- ELA/MATH Grade Report- Fall, Winter, Spring •Hi Avg and Hi >60 th percentile MAP School Profile Report- Fall, Winter, Spring PANORAMA DATA Academic-weekly by Administrative Team	Skyward Gradebook Curriculum Alignment & GVC	PLC & RTI TEAM MEETING NOTES & REFLECTIONS Strengthen Tier I Supports	LEARNING WALKS Increase teacher confidence and craft Consistent use of high-impact practices school-wide Opportunities for on-going, job-embedded PD 5ESSENTIALS Data
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SCHOOL LEVEL STRATEGIES (Actions/Tasks)

INSTRUCTIONAL PRACTICE	Use PLCs to collaboratively plan instruction, analyze student work, and respond to learning needs
MTSS	School staff members will implement our schoolwide MTSS framework integrating academic supports utilizing data teams & training to identify students, implement plans and monitor progress towards goals. Provide high-quality core instruction that is differentiated, standards-aligned and culturally responsive.
PROFESSIONAL DEVELOPMENT	Classroom teachers will engage in targeted, ongoing, and equity-focused professional development within PLC/departments through a tiered plan based on staff need. <ul style="list-style-type: none"> • Focus areas: Guaranteed viable curriculum, & assessment, culturally responsive teaching, differentiated instruction, high-level instructional practices, and student engagement. • Build staff capacity to deliver effective Tier 1 and 2 supports (differentiation, scaffolding, data analysis for progress monitoring). • Learning walks with new teachers, teacher residents, ACLs

QUINCY SENIOR HIGH SCHOOL – SCHOOL IMPROVEMENT PLAN 2025-2026

Q COMMITMENT GOAL 1: STUDENT SUCCESS

ON TRACK ACADEMICS

By May 31, 2026, the YTD number of students “on track” or better in academics will increase to:

- Freshmen: 280
- School-wide: 1000

**Students who are “On track” in Academics have a letter grade of C or higher in all classes.*

2024-2025 Data:

- Freshmen: 195
- School-wide: 813



MEASURES OF SUCCESS (Data/Progress Monitoring)

PANORAMA- ACADEMICS
Twice a month

AVERAGE ATTENDANCE
Monthly

SKYWARD- GRADEBOOK
Missing assignments, gradebook updates
Twice per month

CHECK IN CHECK OUT PROGRESS
Twice a month

ADMINISTRATION SCORECARDS
Twice a month

of HELPs MEETINGS
Monthly

ACL SCORECARDS
Twice a month

SCHOOL LEVEL STRATEGIES (Actions/Tasks)

INSTRUCTIONAL PRACTICE

Twice monthly, ACLs will report on their activities with a scorecard. This will include walkthrough information, instructional strategy improvement efforts and other data. This will change over the course of the year based on data and building priorities. A major focus will be Visible Learning Signature Instructional Practices.

INSTRUCTIONAL PRACTICE


Twice monthly, QHS Admin will report on their activities with a scorecard. This will include walkthrough information, compliance information, and other data. This will change over the course of the year based on data and building priorities. A major focus will be Visible Learning Signature Instructional Practices.

PROFESSIONAL DEVELOPMENT

Twice monthly, SIP targets will be sent to staff in the weekly email. Building planning and activities will follow.

THE ACADEMY – SCHOOL IMPROVEMENT PLAN 2025-2026

Q COMMITMENT GOAL 1: STUDENT SUCCESS

ACADEMICS	<p>By May 31, 2026, The Academy students will meet or exceed in their Alternate Education Plan (AEP) in academics (Goal 1) by overall class completion of 70%.</p>	
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MEASURES OF SUCCESS (*Data/Progress Monitoring*)

STUDENT PROGRESS MONITORING SCORECARD <i>Teacher/student- bi-weekly</i> COURSE COUNSELING <i>Admin/student- bi-weekly</i>	COURSE COMPLETION <i>SSFL/student- Quarterly</i> SKYWARD/EDGENUITY GRADEBOOKS <i>SCT- Monthly</i>	AVERAGE STUDENT ATTENDANCE <i>MTSS Team- Monthly</i> AVERAGE STAFF ATTENDANCE <i>SIP Team- Monthly</i>	AEP CONFERENCES <i>SSFL/Student-Parent- Quarterly & SCT- Annually</i>
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Q GOAL 1 SCHOOL LEVEL STRATEGIES (Actions/Tasks)

INSTRUCTIONAL PRACTICE <i>Student Champion Teams (SCT)</i>	<p>Daily Neuroscience curriculum and instruction implementation provided by the SCT homeroom teacher. Daily implementation of universal school-wide expectations Monthly review of MTSS Team data Annual review and development of student AEPs</p>
MTSS <i>Leadership Teams- Admin or MTSS Team</i>	<p>Monthly fidelity checks of Neuroscience curriculum and instruction implementation Bi-weekly course counseling conferences with student caseloads Monthly collection and review of all student intervention and discipline data to share with SCTs.</p>
INSTRUCTIONAL PRACTICE <i>School Improvement Team (SIP)</i>	<p>Monthly implementation fidelity checks of universal school-wide expectations.</p>

Q Commitment Goal 2

SUPPORTIVE ENVIRONMENT

Priority 1: Safety & Security

Clear expectations for school behavior and a systematic approach to student discipline so that all have an equal opportunity to learn, belong, and succeed.

Priority 2: Multi-tiered System of Support

Responsive to student social and emotional needs through intervention, strategies and supports.

Priority 3: Staff Recruitment & Retention

A systematic approach that encourages staff support and professional growth while focusing on recruitment and retention of a highly qualified and diverse staff.

Q Commitment Goal 2: Guiding Question(s) for SIP

Who is thriving in our school? Who is not?

What does the data tell us about our progress toward supportive environment and areas of concern?

What does the data tell us about our progress toward Q Goal 2 success?

What are staff needs of staff and what supports are needed for Q Goal 2 success?

EARLY CHILDHOOD AND FAMILY CENTER (ECFC) --- SCHOOL IMPROVEMENT PLAN 2025-2026

Q COMMITMENT GOAL 2: SUPPORTIVE ENVIRONMENT

STUDENT DISCIPLINE

By May 31, 2026, 85% of ECFC Explorers will be on track in school behavior with 100% of staff documenting referrals and offenses.

**On Track = behavior incidents on 2% or less of school days attended.*



MEASURES OF SUCCESS (Data/Progress Monitoring)

SKYWARD/PANORAMA BEHAVIOR DATA

Review SEL data monthly at Tier I meeting
Referral data by behavior
Offense data by behavior

SEL INTERVENTION DATA

Review Tier 2/3 data monthly to determine # and % responding to intervention

WALKTHROUGH DATA

Monthly Second Step Implementation/Fidelity
Check Walkthrough data

WALKTHROUGH DATA

Weekly Tier 2/3 Implementation/Fidelity Check
Walkthrough data

SCHOOL LEVEL STRATEGIES (Actions/Tasks)

PROFESSIONAL DEVELOPMENT

ECFC staff will engage in professional development sessions led by Conscious Discipline Master Trainer Kim Hughes in June and October to deepen understanding and enhance implementation of Conscious Discipline practices.

PROFESSIONAL DEVELOPMENT

ECFC staff will participate in professional development focused on Social-Emotional Learning (SEL) systems and data collection to enhance program implementation and student outcomes.

INSTRUCTIONAL PRACTICE


Classroom teams will receive on-site Conscious Discipline coaching from Master Trainer Kim Hughes in September, January, and March. In addition, virtual check-ins will be conducted in October, November, February, and April to provide ongoing support and monitor implementation progress.

INSTRUCTIONAL PRACTICE

ECFC leadership will conduct monthly walkthroughs to monitor the fidelity of Second Step curriculum implementation and the consistent use of Conscious Discipline structures and strategies

Q GOAL #2- ELEMENTARY K-5 SCHOOL IMPROVEMENT PLAN 2025-2026

Q COMMITMENT GOAL 2: SUPPORTIVE ENVIRONMENT

STUDENT DISCIPLINE	<p>DISTRICT GOAL: By May 31, 2026, 85% of QPS students will be on track in school behavior</p> <p>SCHOOL GOAL: <i>Baldwin (85%); Denman (87%); Iles (85%); Lincoln-Douglas (88%); Rooney (82%)</i></p> <p><i>*On Track = behavior incidents on 2% or less of school days attended.</i></p>	
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MEASURES OF SUCCESS (Data/Progress Monitoring)


SKYWARD DISCIPLINE DATA <i>Referrals by incident</i> <i>Total number ODRs</i> <i>OSS/ISS Days</i>	SEL INTERVENTION DATA <i>Monthly, Quarterly, Trimester- Responding</i>	PANORAMA BEHAVIOR DATA <i>Critical and At-Risk Behavior- Monthly</i> <i>Intervention Data</i>	STAFF – STUDENT DISCIPLINE SURVEY <i>Fall- Spring</i> 5ESSENTIALS SURVEY DATA <i>Spring</i>
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SCHOOL LEVEL STRATEGIES (Actions/Tasks)

INSTRUCTIONAL PRACTICE	PBIS SYSTEMS: <i>Continued integration of PBIS and RCA House Systems (e.g., TSB Essential 16, Tuskegee Airmen Guiding Principles)- positive acknowledgement across the building, booster lessons, SEB groups, tiers of support, R&R.</i>
PROFESSIONAL DEVELOPMENT	Professional development to continue building capacity to address school specific challenges: <i>Restorative practices, de-escalation techniques, trauma informed practices, connections to classroom management strategies.</i>

QUINCY JUNIOR HIGH SCHOOL -- SCHOOL IMPROVEMENT PLAN 2024-2025

Q COMMITMENT GOAL 2: SUPPORTIVE ENVIRONMENT

STUDENT DISCIPLINE	<p>DISTRICT GOAL: By May 31, 2026, 85% of QPS students will be on track in school discipline</p> <p>SCHOOL GOAL: 75%</p> <p><i>*on track = behavior incidents on 2% or less of school days attended</i></p>	
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MEASURES OF SUCCESS (Data/Progress Monitoring)


SKYWARD DISCIPLINE DATA <i>Referrals by incident</i> <i>Total number ODRs</i> <i>OSS/ISS Days</i>	PANORAMA BEHAVIOR DATA <i>Critical and At-Risk Behavior Data- Monthly</i> <i>Intervention Data</i>	SEL INTERVENTION DATA <i>Monthly, Quarterly</i>	STAFF DISCIPLINE SURVEY 5ESSENTIALS DATA
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SCHOOL LEVEL STRATEGIES (Actions/Tasks)

MTSS	<p>Continue with PBIS including staff and student celebrations.</p> <p>Create and follow with fidelity the systems for Tier II and Tier III.</p>
INSTRUCTIONAL PRACTICE	<p>Develop opportunities for student belonging through Comet Hour & Comet Connections (extended day & summer learning). Establish Student Focus groups to promote inclusive decision making.</p>
PROFESSIONAL DEVELOPMENT	<p>-Classroom teachers, support staff and paraeducators will put into practice the learned restorative pieces from the previous school year.</p> <p>-Improve teacher retention by fostering a culture of care and well-being through a dedicated Wellness Team. (Comet Companions, staff shoutouts, morale boosters)</p> <p>-School staff will continue building capacity around trauma informed practices in the classroom, specifically connected to classroom management strategies and engage in SEL cycles by the Instructional SEL coach as needed</p>
PROFESSIONAL DEVELOPMENT	<p>Staff will be trained when and how to write referrals, how to use support staff, and how to manage classroom behaviors.</p>

QUINCY SENIOR HIGH SCHOOL -- SCHOOL IMPROVEMENT PLAN 2025-2026

Q COMMITMENT GOAL 2: SUPPORTIVE ENVIRONMENT

STUDENT DISCIPLINE	<p>By May 31, 2026, the YTD number of students “on track” or better in behavior will increase to:</p> <ul style="list-style-type: none">Freshmen: 400School-wide: 1500 <p><i>*On Track = behavior incidents on 2% or less of school days attended.</i></p>	
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MEASURE OF SUCCESS (*Data/Progress Monitoring*)


ADMINISTRATION SCORECARDS <i>Twice a month</i>	AVERAGE ATTENDANCE <i>Monthly</i>	STUDENT FOCUS GROUP DATA <i>Quarterly</i>	STAFF – STUDENT DISCIPLINE SURVEY <i>Fall- Spring</i>
PANORAMA (BEHAVIOR) <i>Twice a month</i>	CHECK IN CHECK OUT PROGRESS <i>Twice a month</i>	# OF HELPs MEETINGS <i>Monthly</i>	5ESSENTIALS SURVEY DATA <i>Spring</i>

SCHOOL LEVEL STRATEGIES (Actions/Tasks)

LEADER-STAFF COMMUNICATION	QHS Admin Team will report walkthrough information, compliance information, and other Commitment Goal #2 related data to staff.
PROFESSIONAL DEVELOPMENT	SIP targets will be identified and communicated to staff two times per month. Related professional development activities will be developed and implemented.
PROFESSIONAL DEVELOPMENT	The Culture/Climate team will analyze data monthly and plan/execute strategies that target and address areas impacted by Commitment Goal #2.

THE ACADEMY – SCHOOL IMPROVEMENT PLAN 2025-2026

Q GOAL 2: SUPPORTIVE ENVIRONMENT

STUDENT DISCIPLINE	By May 31, 2026, The Academy will decrease the percentage of office discipline referrals (ODR's) and out of school suspensions (OSS's) to meet or exceed their Alternate Education Plan (AEP) in the area of behavior (AEP Goal 3).	
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MEASURE OF SUCCESS *(Data/Progress Monitoring)*

BEHAVIOR/DISIPLINE DATA REVIEW SSFL- daily Dean- daily MTSS Team-Monthly Admin- bi-weekly	STUDENT PROGRESS MONITORING Teacher/Student weekly	AVERAGE STUDENT ATTENDANCE MTSS Team- Monthly; Dean- Daily AVERAGE STAFF ATTENDANCE SIP Team Monthly	INTERVENTION DATA PROGRESS CICO, SEB, RESTORE & RE-ENTRY- Leadership Teams- Bi-weekly	AEP CONFERENCES SSFL/Student- Parent- Quarterly and SCT- Annually
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SCHOOL LEVEL STRATEGIES (Actions/Tasks)

INSTRUCTIONAL PRACTICE Student Champion Teams (SCT)	Daily Neuroscience curriculum and instruction implementation provided by the SCT homeroom teacher. Daily implementation of universal school-wide expectations Monthly review of MTSS Team data Annual review and development of student AEPs
MTSS Leadership Teams- Admin or MTSS Team	Monthly fidelity checks of Neuroscience curriculum and instruction implementation Monthly collection and review of all student intervention and discipline data to share with SCTs.
INSTRUCTIONAL PRACTICE School Improvement Team (SIP)	Monthly implementation fidelity checks of universal school-wide expectations. Daily implementation of the Teacher /Classroom & SSFL/Dean Social Emotional Flow charts Daily implementation of Connect Circles at the beginning of each class period and Transition Circles at the end of each class period. Monthly implementation fidelity checks of Connect Circles and Transition Circles.

Q Commitment Goal 3

ENGAGING AND COLLABORATIVE PARTNERSHIPS

Priority 1: Consistent Student Attendance

Focus on the benefits of regular school attendance and links to student long term success.

Priority 2: Effective District/School/Home Communication

Ensure parents, students, and families have consistent communication regarding district and school information and clear points of contact when questions arise.

Priority 3: Building Community Partnerships

Collaborate with local community organizations to expand opportunities for all students.

Priority 4: Honoring Diverse Perspectives

Recognize the diversity within our schools and community and ensure all voices are represented and heard.

Q Commitment Goal 3: Guiding Question(s) for SIP

Who is connected at our school? Who is not?

What does the data tell us about our progress toward engaging and collaborative partnerships and areas of concern?

What does the data tell us about our progress toward Q Goal 3 success?

What are staff needs of staff and what supports are needed for Q Goal 3 success?

EARLY CHILDHOOD AND FAMILY CENTER (ECFC) – SCHOOL IMPROVEMENT PLAN 2025-2026

Q COMMITMENT GOAL 3: ENGAGING AND COLLABORATIVE PARTNERSHIPS

PARENT/FAMILY PARTNERSHIPS

80% of ECFC parents/guardians will participate in a minimum of one family engagement opportunity per trimester during the 2025-2026 school year.



MEASURES OF SUCCESS *(Data/Progress Monitoring)*

SURVEY OF FAMILY PREFERENCES FOR EVENTS AND ENGAGEMENT

Completed in May 2025 at Spring Conferences

PARENT EVENT SIGN IN

Attendance at each event

TRIMESTER SURVEY PARENT/GUARDIANS

Feedback regarding events offered and impact on school connection/student and family needs.

SCHOOL LEVEL STRATEGIES *(Actions/Tasks)*

TRIMESTER 1 (AUGUST –OCTOBER)

Fall Curriculum Night, Policy Council, Volunteer Opportunities for families and community members, Fall Conscious Discipline Parent Education, and Meals with Misters.

TRIMESTER 2 (NOVEMBER-FEBRUARY)


Policy Council, Happy Halls, Pumpkin March, Fall Conscious Discipline Parent Education, Policy Council, Volunteer Opportunities, and Night at the North Pole.

TRIMESTER 3 (MARCH-MAY)

Family Fit Night, Family Connection Café, Meals and Wheels, and Moments with Misses.

ELEMENTARY K-5 -- SCHOOL IMPROVEMENT PLAN 2025-2026

Q COMMITMENT GOAL 3: ENGAGING AND COLLABORATIVE PARTNERSHIPS

STUDENT ATTENDANCE	<p>DISTRICT GOAL: By May 31, 2026, 80% of QPS students will be on track in attendance.</p> <p>SCHOOL GOAL: <i>Baldwin (80%); Denman (95%); Iles (83%); Lincoln-Douglas (80%); Rooney (80%)</i></p> <p><i>*On Track = attending school 90% of the time or more</i></p>	
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Q GOAL 3 Measures of Success (Data/Progress Monitoring)

SKYWARD ATTENDANCE DATA <i>Students at 90% or above</i> <i>Students below 90% attendance</i> <i>9 or more absences</i>	PARENT EVENT ATTENDANCE DATA <i>Number of parents/families per event</i>	5ESSENTIALS PARENT SURVEY DATA <i>Barriers to Engagement</i> <i>School Safety</i> <i>School Fit</i> <i>Family Engagement</i>	COMMUNITY ENGAGEMENTS <i>Total number of opportunities per month/semester/quarter/trimester</i>
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Q GOAL 3 SCHOOL LEVEL STRATEGIES (Actions/Tasks)

FAMILY/COMMUNITY ENGAGEMENT	<p>Enhance current parent engagement activities and opportunities for parents to engage with their child's academics at school and at home. Continue partnerships with PTO, church affiliates, QHS clubs, and explore opportunities with new and current community partners to provide opportunities for positive interactions and activities.</p>
STUDENT ATTENDANCE	<p>Improve recognition and incentives for student attendance for both students and parents.</p> <p>Continue attendance action planning meetings for students who are not attending school regularly.</p> <p>Provide increased opportunities for student leadership and increased sense of belonging.</p>
PARENT COMMUNICATION	<p>Parent outreach communication (via school social media sites, Skyward, etc.) outlining the importance of school attendance using current research. Inform families of ongoing attendance rates, challenges, and celebrations</p>

QUINCY JUNIOR HIGH SCHOOL -- SCHOOL IMPROVEMENT PLAN 2024-2025

Q GOAL 3: ENGAGING AND COLLABORATIVE PARTNERSHIPS

STUDENT ATTENDANCE

DISTRICT GOAL: By May 31, 2026, 80% of QPS students will be on track in attendance.

SCHOOL GOAL: By May 31, 2026, the YTD number of students "on track" or better in attendance will increase to:

-7th graders:320

-School-Wide:1000

**On Track = attending school 90% of the time or more*



Q GOAL 3 Measures of Success (Data/Progress Monitoring)

PANORAMA DATA

PARENT EVENT ATTENDANCE DATA

Number of parents/families per event

5ESSENTIALS PARENT SURVEY DATA

COMMUNITY ENGAGEMENTS

Total number of opportunities per month/quarter/semester

Q GOAL 3 SCHOOL LEVEL STRATEGIES (Actions/Tasks)

FAMILY/COMMUNITY ENGAGEMENT

- Host Parent Academies to keep parents informed about current issues with middle schoolers
- Increase parent volunteer opportunities (special event supervision, classroom helpers, labs/presentations, etc.) or community speakers
- Continued partnerships with colleges/universities, mentors, YoungLife, Thriving Minds, PTO, Art Center, etc.
- Establish Family & Community Advisory groups to foster inclusive decision making and build connection

MTSS

- Schedule attendance action planning meetings for students who are not attending school regularly.

PARENT COMMUNICATION

- Parent outreach communication (via school social media sites, Skyward, etc.) outlining the importance of school attendance using current research.
- Weekly parent communication sent to parents regarding curriculum and upcoming events by teams, clubs, and/or program coordinators
- Quarterly school newsletters that highlight student success, progress, and opportunities for growth.

INSTRUCTIONAL PRACTICE

- Develop opportunities for student belonging through community organizations & partnerships
- Young Men Initiative (YMI), YWI, PLCs, teaming, Comet Connections, Professional Learning, Student Council, Student Ambassadors, Comet Hour, etc.

QUINCY SENIOR HIGH SCHOOL -- SCHOOL IMPROVEMENT PLAN 2024-2025

Q GOAL 3: ENGAGING AND COLLABORATIVE PARTNERSHIPS

STUDENT
ATTENDANCE

By May 31, 2026, the YTD number of students “on track” or better in attendance will increase to:

- Freshmen: 280
- School-wide: 1000

**On Track = attending school 90% of the time or more.*



Q GOAL 3 Measures of Success (Data/Progress Monitoring)


ADMINISTRATION SCORECARDS <i>Twice a month</i>	ACL SCORECARDS <i>Twice a month</i>	PANORAMA (ATTENDANCE) <i>Twice a month</i>	CHECK IN CHECK OUT PROGRESS <i>Twice a month</i> # OF HELPs MEETINGS <i>Monthly</i>	5ESSENTIALS PARENT SURVEY DATA <i>Barriers to Engagement</i> <i>School Safety</i> <i>School Fit</i> <i>Family Engagement</i>
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Q GOAL 3 SCHOOL LEVEL STRATEGIES (Actions/Tasks)

LEADER-STAFF COMMUNICATION	QHS Admin Team will report walkthrough information, compliance information, and other Commitment Goal #3 related data to staff.
PROFESSIONAL DEVELOPMENT	SIP targets will be identified and communicated to staff two times per month. Related professional development activities will be developed and implemented.
MTSS	Counselors, Deans and Administration will meet monthly to track attendance, devise strategies and actions, and set up interventions for chronically absent students.

THE ACADEMY – SCHOOL IMPROVEMENT PLAN 2024-2025

Q GOAL 3: ENGAGING AND COLLABORATIVE PARTNERSHIPS

STUDENT ATTENDANCE	By May 31, 2026, The Academy will increase the percentage of students meeting or exceeding their Alternate Education Plan (AEP) in attendance (AEP Goal 2).	
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Q GOAL 3 Measures of Success (Data/Progress Monitoring)

STUDENT PROGRESS MONITORING Teacher/student- weekly AEP CONFERENCES SSFL/Student –Parent Quarterly & SCT Annually	COURSE COUNSELING Admin/Student- bi-weekly	SKYWARD ATTENDANCE SCT- Monthly SKYWARD ATTENDANCE ROE Truancy Officer- Weekly Adams County Probation Office- Monthly	AVERAGE STUDENT ATTENDANCE MTSS Team-Monthly; SSFL-Weekly Dean-daily AVERAGE STAFF ATTENDANCE SIP Team-Monthly	INTERVENTION PROGRESS DATA CICO, SED, Restorative & Re-entry
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Q GOAL 3 SCHOOL LEVEL STRATEGIES (Actions/Tasks)

MTSS Student Champion Teams (SCT)	Parent/Guardian Communication Log entry by teacher as applicable (TMR, celebration, absence, work completion, etc.). Monthly review of MTSS Team Data. Yearly review and development of student AEP's.
MTSS Leadership Teams- Admin or MTSS Team	3-day cumulative tardy restorative conversation implementation with student, parent, SSFL & Dean. 3-day consecutive absence home visit by SSFL & Dean Parent/Guardian Communication Log entry as applicable (ODR, celebration, absence, work completion, etc.). Monthly collection & review of all student intervention and discipline data to share with SCT's.
PROFESSIONAL DEVELOPMENT	Monthly professional development for onboarding new staff. Daily professional development opportunity utilizing the 180 Days of Self-Care for Busy Educators by Tina H. Boogren. Weekly professional development opportunity using a variety of selected anchor texts.



K-5 Report Card Revisions

- Elementary (K-5) Report Cards have not been updated for many years. (10+)
- Teacher requests at all grades in K-5 to update report cards.
- Grade level Leadership Teams collaborate to develop revisions monthly.
 - Leadership Team has a teacher representative from each K-5 school
- All grade level teachers in the district have been able to provide feedback along the way.



Report Card Update

Recommendation for 2nd Grade, 3rd Grade and 5th Grade Adoption

KINDERGARTEN, 1st GRADE, and 4th GRADE

- Kindergarten teachers piloted a new report card during 2022-2023.....2023-2024 adoption
- 1st and 4th grade teachers piloted a new report card during 2023-2024.... Requesting adoption for 2024-2025
- KDG is aligned to the IL standards and the KIDS Observation (Kindergarten Readiness) areas.
- 1st and 4th are aligned to the IL standards.

2nd GRADE, 3rd GRADE, and 5th GRADE

- 2nd Grade, 3rd Grade, and 5th Grade – pilot 2024-2025
- Requesting adoption for 2025-2026
- Teacher guides and parent guides developed
- Trimester reporting, and standards alignment (like Kindergarten, 1st Grade, and 4th Grade)

2025–2026 District Improvement Team Meeting Dates



Thursday, September 18, 2025

Thursday, November 13, 2025

Thursday, February 19, 2026

Thursday, April 16, 2026

Thursday, June 11, 2026