



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 are required to submit a Discipline Improvement Plan. The Discipline Improvement Plan must be district board approved, placed on the district website, and submitted to ISBE by **June 1, 2022**.

DISCIPLINE IMPROVEMENT PLAN		
Name of School District/Charter School: Quincy Public Schools District 172	School Year: 2021-2022	Board Approval Date(s):
School District/Charter School Address: 1416 Maine Street, Quincy, Illinois 62301		
Superintendent/Administrator Name: Dr. Todd Pettit		
Discipline Improvement Plan Team		
Districts are encouraged to convene a Discipline Improvement Plan Team to address exclusionary discipline and/or racial disproportionality.		
Team Leader(s): Dr. Todd Pettit, District Superintendent, pettito@qps.org Kim Dinkheller, Director of Curriculum, dinkheki@qps.org		
Team Members: Erin Beswick, Director of Special Education, beswicer@qps.org Erica Maynard, Assistant Director of Curriculum, maynaer@qps.org Tracy Bugh, PBIS External Coach, bughtr@qps.org Marilyn Smith, Family Community Coordinator, smith50@qps.org Bill Sanders, QHS Assistant Principal, sanderwi@qps.org Rick Owsley, QJHS Assistant Principal, owsleyri@qps.org Mindy Jackson, Assistant Director- The Academy, jacksome@qps.org Casey Scharnhorst, Baldwin Elementary Social Emotional SAM, scharnca@qps.org Lori Biswell, Denman Elementary Social Emotional SAM, biswelllo@qps.org Melissa Fantz, Iles Elementary Social Emotional SAM, fantzme@qps.org Tony Fesler, Lincoln-Douglas Social Emotional SAM, feslerry@qps.org Nicole Hardt-Finney, Rooney Elementary Social Emotional SAM, hardtni@qps.org Sharadan Parks, ECFC Community Resource Coordinator, parkssh@qps.org		

Recommended Steps to Consider when Creating the Discipline Improvement Plan

1-Review of discipline data:

Please [click here](#) to find district data on the ISBE webpage. Districts/Charter Schools may also consider any other local data when creating their plan.

In addition to the district data found on the ISBE webpage, Quincy Public Schools District 172 reviews discipline data annually by district, by school, and by grade level. Below are data points annually reviewed:

- Out of School Suspension Data (2016-2021)
- In School Suspension Data
- Expulsion Data
- Discipline Referral Data

2-Data Analysis and Identified Trends:

QPS SUSPENSION DATA

School District	RCDTS	School Year	Suspension Rate Eligibility	Total Enrollment	Total Suspensions	Suspension Rate	Top 20% in Suspension Rate	Suspension Rate Rank
Quincy SD 172	010011720220000	2016	Yes	6274	1166	18.5846	Yes	42
Quincy SD 172	010011720220000	2017	Yes	6222	1175	18.8846	Yes	22
Quincy SD 172	010011720220000	2018	Yes	5898	1160	19.6677	Yes	28
Quincy SD 172	010011720220000	2019	Yes	5831	942	16.155	Yes	32
Quincy SD 172	010011720220000	2020	Yes	5930	751	12.6644	Yes	27
Quincy SD 172	010011720220000	2021	Yes	6324	420	6.6414	Yes	5

- Per ISBE, 10 or more out of school suspensions for a given school year makes the district eligible for the suspension metric for that particular year. Only out of school suspensions are included and transferring to an alternative school without a suspension is not included in the calculation. <https://www.isbe.net/Documents/Exclusion-Business-Rules.pdf>

ANALYSIS: The overall suspension rate has decreased significantly since 2018. Trend data from the past six years indicate QPS in 2018 at the highest rate of 19.667 (1160 suspensions / 5898 enrollment). QPS and ISBE data in 2021 reported a significant decreased suspension rate to 6.614. (420 suspensions / 6324 enrollment). Despite the improved suspension rate, QPS still ranked in the Top 20% in the suspension rate. It should be noted that QPS was in-person for the 2020-2021 school year while many of the schools in the state were fully remote. This, most likely, would have had an impact on the overall suspension rates of schools.

RACIAL DISPROPORTIONALITY

School District	RCDTS	School Year	Racial Disproportionality Rate Eligibility	Total White Students	Total Students of Color	Total Expulsions and Suspensions White Students	Total Expulsions and Suspensions Students of Color	Racial Disproportionality Rate	Top 20% in Racial Disproportionality Rate	Racial Disproportionality Rate Rank
Quincy SD 172	010011720220000	2016	Yes	4913	1361	771	395	1.8496	No	181
Quincy SD 172	010011720220000	2017	Yes	4830	1392	717	458	2.217	No	121
Quincy SD 172	010011720220000	2018	Yes	4599	1299	728	432	2.1011	No	144
Quincy SD 172	010011720220000	2019	Yes	4512	1319	534	408	2.6136	No	90
Quincy SD 172	010011720220000	2020	Yes	4597	1333	480	271	1.947	No	145
Quincy SD 172	010011720220000	2021	Yes	4870	1454	267	154	1.9319	No	56

- Per ISBE, 50 or more white students and 50 or more students of color makes a district eligible for the racial disproportionality metric that particular year. Includes 10 or more expulsions or out of school suspensions for a given year and includes out of school suspensions, expulsions, and expulsions with educational services. <https://www.isbe.net/Documents/Exclusion-Business-Rules.pdf>

ANALYSIS: The data indicates that students of color receive a larger percentage of suspensions than white students. The overall enrollment of students of color has increased by approximately 100 students since 2019, which the suspension rate of students of color has decreased. In addition, the total expulsions and suspensions of white students has decreased since 2019 as well. It should be noted that QPS was in-person for the 2020-2021 school year while many Illinois schools were fully remote.

DISCIPLINE REFERRAL DATA (OSS)

Top 5 Offenses Resulting in Out of School Suspension	2018-2019	2019-2020	2020-2021
Subordination/Defiance	1		1
Fighting- No Injury	2		5
Physical Aggression - No Injury	3	2	3
Physical Contact	4	1	4
Disrespect to Adults	5		2
Physical Aggression - with Injury		3	
Verbal Threat/Bullying/Harrassment		4	
Disruption- Non classroom		5	
Inappropriate Language		5	
** Rank: 1 (Highest) to 5 (Lowest)			

ANALYSIS: The data indicates discipline referrals resulting in OSS for the past three school years are connected consistently to physical contact and physical aggression. The referral data is based on discipline referrals from all schools combined. It should be noted that some of the offense terminology/definitions changed over time due to reporting requirements from ISBE. For example, the definition of “fighting with injury” changed to match the state’s definition of “with injury” indicating the student sought medical assistance outside of school.

3-Potential Action Plan to Reduce the Use of Exclusionary Discipline and/or Racial Disproportionality:

DISTRICT LEVEL ACTION

- Conduct quarterly data analysis and reflection of discipline, attendance and SEL data. Build annual professional development plan to address targeted areas identified through data analysis.
- District discipline (OSS, ISS, Referrals) data shared annually with District Improvement Team and School Board.
- District Improvement Plan includes goals for continuous improvement in School Culture, and Parent/Community Engagement.
- Development of PK-12 discipline committee (internal committee- joint committee with administration and Quincy Federation- Beginning September 2022).
- Development of PK-12 Student Services Alignment Team to review current MTSS systems for discipline, attendance and SEL district-wide. Team consistent of SE Leader from each school in the district. (Beginning September 2022)
- Development of PK-12 Diversity, Inclusion and Belonging Team to review current data, practices and identify barriers to success for all.
- Implement new positions: District-wide Equity Data Coordinator, District-wide Family Liaisons
- Implementation of MTSS Dashboard for SEL monitoring and prevention vs. intervention.
- PK-12 SEL Professional Development- Provided Monthly- Topics include, but not limited to:
 - PBIS/MTSS Best Practices
 - Restorative Practices
 - Trauma-Informed Practices
 - Equity and Belonging

SCHOOL LEVEL ACTION:

- Key positions at each school to lead school wide SEL systems, PD, and support.
 - Pre-K/Head Start: Family Support Specialists and a Family Community Coordinator, Social Worker
 - K-5 Elementary Schools: Social Emotional SAM/PBIS Coach (1), School Support Family Liaisons (2), Social Worker (1), Psychologist (1), Special Education Coordinator (Part-time)
 - 6-8 Middle School: Assistant Principal for Student Services/PBIS Coach (1), School Support Family Liaisons (3), Non-administrative deans (3), school counselors (3), Social Worker (1), Psychologist (1), Special Education Coordinator (1).
 - 9-12 High School: Assistant Principal for Student Services/PBIS Coach (1), School Support Family Liaison (1), Non-Administrative Deans (3), School Counselors (8), Social Worker (1), Psychologist (1), Special Education Coordinator (1).
 - 7-12 Alternative School/RSSP: School Support Family Liaisons (3), Social Worker (1).
- Partnership with ROE #1- SEL HUB to provide professional development and coaching for school staff.
- MTSS/PBIS fully implemented in all K-8 buildings
- MTSS/PBIS partially implemented at the high school level; full implementation plan set for 2021-2022.
- School-wide discipline data monitored at the school level monthly
- School-wide PBIS/SEL professional development provided quarterly by School SE Leader/PBIS Coach
- School Improvement Plans include goals for school culture and Parent/Community Engagement
- Implementation of core SEL curriculum to meet IL state standards for PK-8
- Professional development provided to school staff based on results of schoolwide data analysis
 - PBIS/MTSS Best Practices
 - Restorative Practices
 - Trauma-Informed Practices
 - Equity and Belonging
 - Social Emotional Learning Standards (IL)