



Illinois State Board of Education

100 North First Street
Springfield, Illinois 62777-0001

PROGRESS REPORT – DISCIPLINE IMPROVEMENT PLAN TEMPLATE

STUDENT CARE DEPARTMENT

Per [105 ILCS 5/2-3.162](#) and [Public Act 098-1102](#), districts are required to submit a Progress Report in addition to their previously submitted Discipline Improvement Plan. Within one year after being identified, the school district shall submit this Progress Report to the Illinois State Board of Education and post it on the district's website. The Progress Report describes the implementation of the Discipline Improvement Plan and the results achieved.

PROGRESS REPORT

NAME OF SCHOOL DISTRICT/CHARTER SCHOOL Quincy Public Schools District 172	SCHOOL YEAR 2022-2023	LINK TO PROGRESS REPORT ON THE DISTRICT'S WEBSITE https://www.qps.org/departments/cia/curriculum/improvement-plans/
SCHOOL DISTRICT/CHARTER SCHOOL ADDRESS 1416 Maine Street, Quincy IL 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 NAME	POSITION/TITLE	EMAIL ADDRESS
Dr. Todd Pettit	Superintendent	pettitto@qps.org
TEAM MEMBER #1 NAME Kim Dinkheller	POSITION/TITLE Director of Curriculum	EMAIL ADDRESS dinkheki@qps.org
TEAM MEMBER #2 NAME Eryn Beswick	POSITION/TITLE Special Education Director	EMAIL ADDRESS beswicer@qps.org
TEAM MEMBER #3 NAME Tracy Bugh	POSITION/TITLE PBIS External Coach	EMAIL ADDRESS bughtr@qps.org
TEAM MEMBER #4 NAME Marilyn Smith	POSITION/TITLE Family Community Coordinator	EMAIL ADDRESS smith50@qps.org
TEAM MEMBER #5 NAME Bill Sanders	POSITION/TITLE Assistant Principal- QHS	EMAIL ADDRESS sanderwi@qps.org
TEAM MEMBER #6 NAME Rick Owsley	POSITION/TITLE Assistant Principal- QJHS	EMAIL ADDRESS owsleyri@qps.org

RECOMMENDED STEPS TO CONSIDER WHEN REFLECTING ON THE PROGRESS REPORT

1. Review of discipline data:

Please go to the ISBE [School Discipline](#) webpage to find district data. Districts/charter schools may also consider any other local data utilized in creation of their plan. **What improvements were evidenced in your recent data as a result of your action plan to reduce the use of exclusionary and/or racial disproportionality? What do you think is contributing to these trends? To what extent has bias played a part in your data?**

Quincy Public Schools District 172 has experienced an overall decrease in suspension rate since the 2018 school year. Trend data from the past six school years indicate QPS in 2018 at the highest suspension rate of 19.667 (1160 suspensions/5898 enrollment). QPS and ISBE data report a significant decrease to the suspension rate in 2021 at 6.614 (420 suspensions/6324 enrollment). Despite the significant improvement to the suspension rate, QPS remained in the Top 20% for suspensions. It should be noted that QPS offered both a remote and in person option 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 of the overall suspension rates and ranking of schools. The most recent data from the 2021-2022 school year shows that QPS experienced an increase in the suspension rate to 15.803 (1006 suspensions/ 6366 enrollment). In comparing the 2021-2022 school data to the 2018-2019 school year, which would be a similar school year data set (fully open/operational without pandemic restrictions) QPS has continued to decrease the suspension rate. Both district level and school level actions outlined in the QPS Discipline Improvement Plan continue to have an impact on our progress.

2. Please provide a summary of what you intended to complete or accomplish as a result of your Discipline Improvement Plan.

As indicated in our QPS Discipline Improvement Plan, the following actions are in progress and/or slated to begin during the 2022-2023 school year:

1. Continue to conduct quarterly data analysis and reflection of discipline, attendance and SEL data from each school to plan for prevention, student/staff support and intervention
2. The PK-12 Student Services Alignment Team, consisting of SE Leaders from PK-12 schools will meet regularly to refine and make improvements to discipline, SEL and attendance systems district wide. The team will identify opportunities for improvement and make recommendations to the administration, Superintendent, and/or Board of Education.
3. The District Diversity, Inclusion, and Belonging Team will meet regularly to review current discipline data and practices to identify barriers to determine success for all.
4. The Student Discipline Advisory Team, consisting of administration and members of the Quincy Federation, will meet quarterly to analyze staff survey results regarding student discipline, support, and professional development needs. This team will make recommendations to the PK-12 Student Services Alignment Team and administration.
5. QPS will partner with ROE #1- SEL Hub to provide SEL professional development and coaching for SE Leaders and staff.
6. Quincy Senior High School will continue their partnership with Clarity Healthcare and the Thriving Minds Consortium consisting of public schools and health care providers to coordinate behavioral health care for students in grades 6-12.

3. What specific resources have you been using to counteract punitive discipline (e.g., restorative justice; peace circles; an alternative recourse, such as a mediator)? Did you incorporate any of these strategies/practices into your plan?

Quincy Public Schools is using and will continue to use the following resources to counteract punitive discipline:

(1) Staff Resources: Professional development opportunities coordinated at the school and district level and based on data/need. Topics include but are not limited to: restorative practices, trauma-informed practices, equity and belonging, MTSS practices, and PBIS. (2) Human Resources: Key SEL positions have been in place in each building to provide additional supports such as Family Support Specialists and a Family Community Coordinator at the Pre-K level; Social Emotional SAMs/PBIS Coaches and Student Support Family Liaisons at the K-5 level; Student Support Family Liaisons, Student Deans, and School Counselors at the 6-12 level; and Social Worker and Psychologists at the PK-12 level. In addition, two District Family Liaisons have been hired to provide additional support for underrepresented student populations in QPS. (3) Community Resources: Partnerships have been built and sustained with multiple Quincy Community Organizations for student and family support.

- QPS School Health Care Committee (Quarterly meeting with local health department, local behavioral health care providers, United Way and Community Youth service providers to plan for student supports available in the Quincy Community.

-ROE #1- SEL Hub and Truancy support services for grades K-5

-Thriving Minds Consortium with Clarity Healthcare and local behavioral healthcare providers (providing support for students in grades 6-12)

-Partnership with Bella Ease (Community Partnership Grant, Freedom School, and 21st Century Community Learning Center)

-Partnership with SIU School of Medicine (Referrals for students/families to Community Health Workers (CHW))

4. Did you increase the use of restorative practices? Please describe any increase in social-emotional learning opportunities for students.

Quincy Public Schools has been increasing the use of restorative practices since the passing of PA 99-0456 (Senate Bill 100) in 2015. Our PK-12 SEL leaders in each building meet monthly as a PLC to engage in professional development and vertical conversations around restorative practices, social emotional learning, and MTSS implementation. The action planning around these systems is then taken back to each school building for equitable implementation district wide.

5. Describe how you utilized a multi-tiered system of support (MTSS).

Quincy Public Schools has a Muti Tiered System of Support in place for both academic and SEL. A MTSS guidebook outlining the multi-tiered process for prevention and intervention is in place for K-8, and 9-12 is in the process of refining their guidebook to support a more consistent implementation. During the 2021-2022 school year, QPS began using an MTSS dashboard (Panorama) to monitor student success in the areas of academic, behavior and attendance. QPS will continue to expand the use of the MTSS dashboard during the 2022-2023 to enact and progress monitor Tier 2 intervention plans, intervention group data in grades K-12.

6. What does your most recent/current-year data inform you about disciplinary or exclusionary discipline practices?

As stated in the response to question 1 of this review plan, QPS and ISBE FY22 data shows an increase in the suspension rate as compared to FY21 data. Based on an analysis of the data, we feel this may be attributed to the readjustment from remote to in-person learning for some of our students, especially those students in transition grades. As noted, we do see a slow decline from the suspension rate in FY19 (pre-pandemic). While this is moving in the right direction, the data indicates we have more work to do in refining our systems to ensure our MTSS is implemented with fidelity across all schools in the district to ensure equity. The actions outlined in our discipline improvement plan such as increase professional development for staff, a focus on vertical alignment of MTSS/SEL systems, and increased progress monitoring of tiered interventions will allow us to become more proactive and preventative in our approach to both student discipline and interventions.

7. What changes are you going to implement moving forward?

Quincy Public Schools will continue moving forward with our Discipline Improvement Plan as indicated above with goals set for both the district and school levels. At the district level, our goal is to focus on building strong vertically aligned systems for discipline, attendance and SEL using data as a guide and providing professional development to SEL leaders to guide systems at the building level. At the building level, our goal is to focus on monitoring school-level data at each tier to determine school-wide needs, supports and to target interventions at the Tier II and III levels.

8. Have you completed implicit bias training? 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)?

Quincy Public Schools staff members complete implicit bias training (Cultural Competency and Racial Bias) as part of annual mandated compliance training. In addition, the district developed a Diversity, Inclusion and Belonging Team with representatives from staff groups throughout the district. Since 2018, Quincy Public Schools has completed and/or implemented the following in connection with implicit bias training.

2018- Equity Audit at Quincy Senior High School

District-wide Equity Policy Staff Survey

21st CCLC Steering Committee Implicit Bias training (Harvard)

Small group book study (Courageous Conversations about Race)

QPS Dare to Care Week (One week annually to promote inclusion and belonging district-wide)

The QPS Board of Education adopted policy on hate speech implemented in 2020.

9. Reflect on what did and did not work from your Discipline Improvement Plan. Do you anticipate making any changes to this plan? Why or why not?

Quincy Public Schools utilizes a continuous plan for district and school improvement using an inquiry approach. We consistently utilize data, both qualitative and quantitative, and adjust our plan as needed to move closer to our goals. We will also implement this practice with our discipline improvement plan to move toward a goal of reducing suspensions and exclusionary discipline.