



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 Quincy Public School District #172	SCHOOL YEAR 2025-2026	BOARD APPROVAL DATE(S) February 25, 2026
LINK TO DISTRICT WEBSITE WHERE PLAN IS POSTED https://www.qps.org/departments/cia/curriculum/improvement-plans	SCHOOL DISTRICT/CHARTER SCHOOL ADDRESS Quincy Public School District 172 1416 Maine St. Quincy IL 62301	
SUPERINTENDENT/ADMINISTRATOR NAME Mr. Lanty McGuire, Interim Superintendent		

Discipline Improvement Plan Team

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

TEAM LEADER Kim Dinkheller	POSITION/TITLE Director of Teaching & Learning	EMAIL dinkheki@qps.org
TEAM MEMBER Tracy Bugh	POSITION/TITLE QPS PBIS External Coordinator	EMAIL bughtr@qps.org
TEAM MEMBER Bill Sanders	POSITION/TITLE Assistant Principal- QSHS	EMAIL sanderwi@qps.org
TEAM MEMBER Brett Ufkes	POSITION/TITLE Assistant Principal- QJHS	EMAIL ufkesbr@qps.org
TEAM MEMBER Brian Lewton	POSITION/TITLE Dean of Students- The Academy	EMAIL lewtonbr@qps.org
TEAM MEMBER Laura Williams	POSITION/TITLE SE Leader- Baldwin Elementary	EMAIL williala@qps.org
TEAM MEMBER Melissa Fantz	POSITION/TITLE SE Leader- Iles Elementary	EMAIL fantzme@qps.org

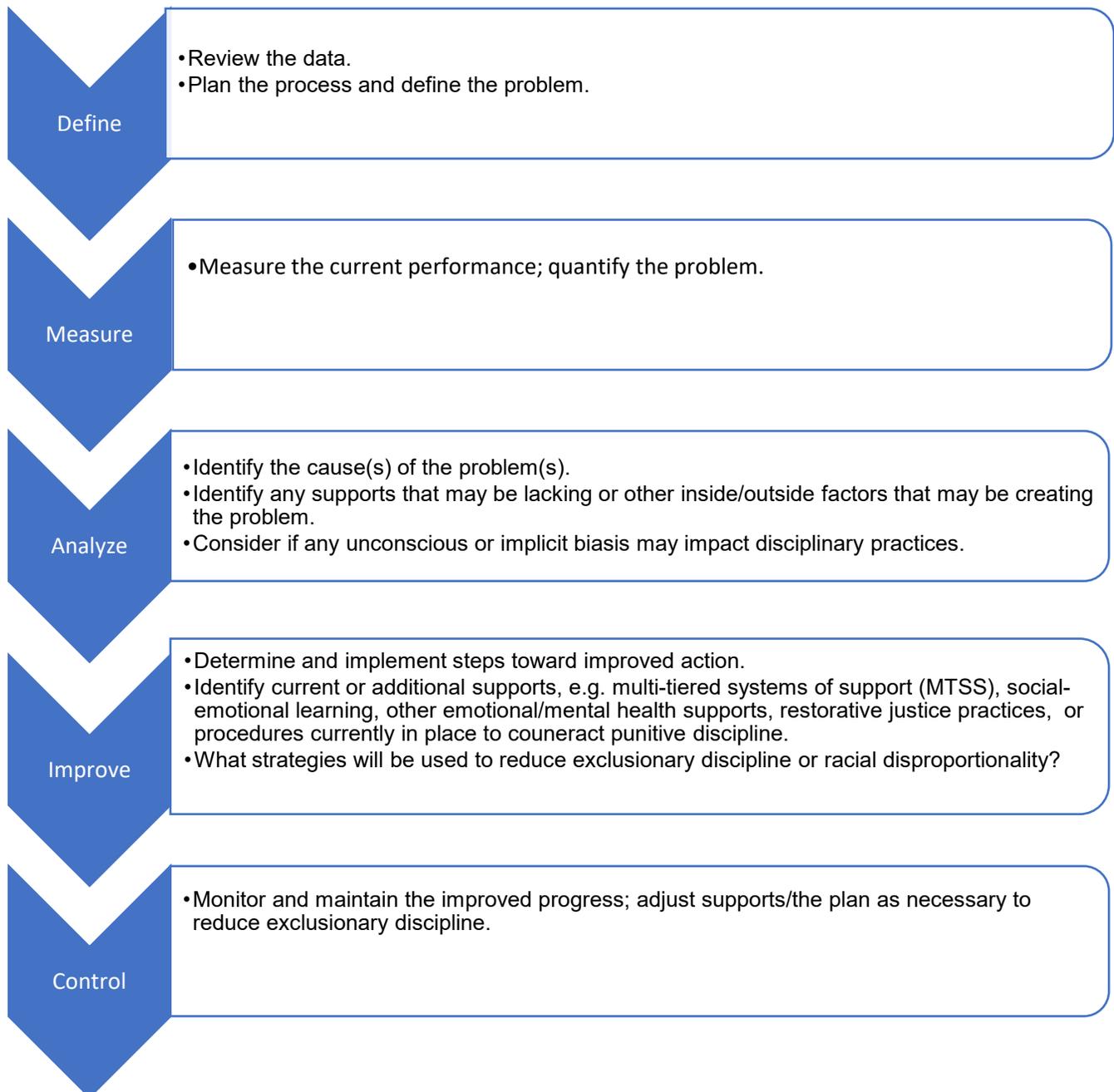
Recommended Steps to Consider when Creating the Discipline Improvement Plan

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)?**

All QPS Teachers, Administrators, and School Support personnel who work with pupils are required to complete Implicit Bias Training (Cultural Competency and Racial Bias-- IL HB3869) as required by PA 100-0014.

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)

QPS District 172 DISCIPLINE IMPROVEMENT ACTION PLAN

Objective: To reduce the use of exclusionary discipline (suspensions) by improving preventative supports, strengthening staff capacity, and increasing the use of restorative practices to keep students engaged in learning by:

1. STRENGTHENING TIER I SCHOOLWIDE SUPPORTS

Action: Refine behavior school wide behavior expectations, teach expectations consistently, implementation of evidence/research based core SEL instruction

Success Criteria: a minimum of 80% of students meeting school wide expectation as measured by walkthroughs, PBIS fidelity data and discipline data trends

2. IMPLEMENTING RESTORATIVE PRACTICES

Action: Staff professional development and training on restorative practices, building trauma-informed knowledge/skills, de-escalation and classroom management strategies. Partner with ROE SEL HUB #3 to build the capacity of SE leaders and staff throughout the district.

Success Criteria: evidence of implementation as measured by exclusionary discipline trends data trends, 5E survey results, Student Discipline Staff Survey results, and staff implementation checks

3. STRENGTHEN TIER 2 BEHAVIOR INTERVENTIONS

Action: Implement and progress monitor CICO, SEB Groups, and other Tier 2 evidence or research-based interventions.

Success Criteria: 70% of students showing improvement on Tier 2 interventions implemented with fidelity as measures by intervention data, Tier 2 Team reviews, and Tier 2 fidelity checks

4. INCREASE FAMILY AND COMMUNITY ENGAGEMENT

Action: Communicate schoolwide expectations to parents/community; include families in restorative conferences and discipline related action planning for students, build partnerships with community resources/agencies to explore alternatives to suspension and connect students/families to supports.

Success Criteria: Decrease in repeat suspensions as measured by discipline data trends, community partnerships built, and family/community feedback.