QUEEN CITY ISD
District Improvement Plan
2018/2019

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QUEEN CITY ISD

Mission

Our mission is to ensure that each student, aided by the use of technology and guided in the acquisition of essential academic skills and life-long learning goals, will be prepared for successful, responsible, global citizenship in the twenty-first century. The district's educational program must be structured in a way that students and staff are provided training and access to the latest technology available through implementation of a comprehensive program involving the schools and the community.

Vision

In Queen City ISD, we take pride in our past as we focus on the future, teaching our students to respect themselves and others while preparing them to live, learn, and work successfully in a rapidly changing world. We are dedicated to making this vision a reality for all our students through planning, training, teamwork, and the responsible use of our resources.

QUEEN CITY ISD Site Base

Name	Position
Callaway, Kim	Elementary Teacher
Chamblee, Tabitha	Parent
Childress, Susan	Middle School Principal
Earnest, Tiffany	Middle School Teacher
Estes, David	Elementary Principal
Forbes, Daphne	Elementary Teacher
Giles, Amy	High School Teacher
Godwin, Martha	Community Member
Granberry, Tyler	High School Teacher
Henderson, Shannon	Director of Instruction and Technology
Holmes, Steve	High School Principal
Kelton, Holly	Parent
Kimble, Tommy	Middle School Teacher
Mc Cant, Henry	Business Member
Mcduff, Danna	Paraprofessional
Miles, Shirley	Middle School Teacher
Oliver, Jean	Community Member
Rawls, Jason	Business Member
Stringer, Mandi	High School Teacher
Watkins, Barry	High School Teacher
Young, Sharon	Elem Teacher

Comprehensive Needs Assessment

Demographics

Demographics Strengths

School Profile

Enrollment has fluctuated slightly over the past few years according to state reports. (15-16 = 1011; 16-17 = 1033; 17-18=1,039). Demographic percentages have stayed almost the same each year; currently they are White - 76%, African American - 15%, Hispanic – 4%, and other subpops – 4%. We have 3.5% more boys than girls. Special education students represent 10.78% of our population, and we have experienced a slight increase in our referrals. The economically disadvantaged percentage is 58.3%, and at-risk is 42.5% (primarily from categories 1 and 4). We do not have any migrant students, and the average of the campus mobility rates is 12%. We have no ESL (English as a Second Language) students in the district this year. ESL students who exited the program at the end of the 16-17 school year have continued to be closely monitored and have performed successfully. Our CTE program is comprised of 27.5% of our student population and is very successful with few students exiting once they have entered the program. Our gifted and talented group comprises 8.4% of the student population and instruction is delivered through a pullout program. Our professional staff is mostly white females with bachelor degrees with 11- 20 years of experience. The teacher/student ratio for 16-17 was 1:11.

Student Achievement

Student Achievement Strengths

Student Achievement

Student achievement data is derived from the Academic Performance Report, PEIMS, PBMAS, and State Accountability. We utilize DMAC to disaggregate our student achievement data by passing rates in subject and grade, by ethnicity, by cohort, by economically disadvantaged, by at-risk and not at-risk, by special education, and by advanced rates. In a three year comparison, overall student achievement data indicates a trend of decreasing scores with math and writing showing the least decrease of only 4 percentage points and science showing the greatest decrease of 15 percentage points. All possible contributing factors (scope and sequence, effectiveness of tutoring, strategy classes, interventions, primary instruction, and rates of achievement across area districts) need to be analyzed in conjunction with isolating

Student Achievement Strengths (Continued)

instructionally weak areas. In a year-over-year comparison, the achievement gap
between our Whites and African Americans stayed about the same from 2017 to 2018
in most subject areas with a difference of 7 percentage points overall. The
greatest gap for this group occurred in the area of Writing. Economically Disadvantaged students moved
closer in 2018 to the achievement ratings of the All Student group in most
subjects. The difference between at-risk and not at-risk groups is 3 percentage
points overall between 2017 and 2018 making this a significant demonstration of
progress in the district from the 31 percentage point discrepancy in the
previous year's comparison. Continued diligence and resources are needed in
this area to maintain and increase progress. In response to these data, more prescriptive
one-on-one intervention and hands-on activity should be in place for these struggling
learners (strategies classes, paraprofessionals, interventionists, tutoring). Scores for our Special Education population
were low overall but were lowest in the areas of reading and writing. We need to systematically utilize students'
General Abilities scores to drive targeted planning practices and prescriptive
inclusion instruction that maximizes instructional efficiency for this
population. Our credit recovery program has prevented many of our at-risk high
school students (especially ones who are pregnant or parents) from dropping out
and needs to be continued. The district DAEP is another program which prevents many
of our at-risk students from getting behind in their classes and dropping out. For the 17-18 school year, we had 18 DAEP
placements. Also, extended-year programs for our students failing state
assessments are needed for acceleration. The TAPR indicates that these efforts
for our at-risk students have resulted in a 0% dropout rate and 100% graduation
rate, and the district needs to keep all these interventions in place in order
to maintain that rate. A library assistant at the elementary is needed to
promote and encourage reading among our youngest learners and since interest in
reading drops significantly in middle school, we also need to maintain our
paraprofessional in the middle school library. In addition, our CLI Engage, transition, TPRI
and DRA (longitudinal) data indicate that our extended day program for our Pre-K
at-risk students has enabled those students to begin kindergarten with a
smaller gap between their readiness scores and scores of students not at-risk..making
it imperative that we continue to serve these students through this program. Other
areas of concern are science, writing, and math particularly in the African
American and Economically Disadvantaged groups. Intervention programs are in place,
but continued research and innovation are needed to eliminate these achievement
gaps completely.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Strengths

Culture

From
surveys conducted by all campuses, our parents, students, and staff describe
our district as a welcoming place where students are treated with respect and
feel safe for the most part. However, despite our best efforts, continued
school shootings have left our students and staff feeling vulnerable. Certainly we need to be educating our
students about anger management and conflict resolution, but we need security in
place that students and staff and the public can "see." We have
fences, door security, drivers' license scanning capabilities to catch
predators, but we need security officers patrolling our campuses to ward off
"would-be" offenders. We want our
students and staff aware of the fact that we are doing our utmost to protect
them. We had no firearms brought to school during the 17-18 school year.

Attendance was at 94.9% in 17-18 as compared to 96% in the 16-17 school year. This can be
attributed to 5 days of bad weather and water problems which resulted in school
closures and poor attendance on make-up days.

Our staff works closely with troubled children and provides home visits,
counseling, and donations of food, funds, and clothing when needed.

Climate

The vision, mission, goals, and belief statements of the
district all point toward high expectations for everyone, and our students and
staff are aligned to this concept. Surveys also indicate that parents agree
that our teachers have high expectations for students.

85% of our upper grades students are in extracurricular activities, a reflection of
their satisfaction of the school culture and climate. Overall, the community,
students, and staff are proud stakeholders in our district.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Professional Development
 Several teachers with probationary certification are enrolled in alternative certification programs and will receive their full certification before the start of the 18-19 school year. Teachers overall score in the proficient range on their appraisals but are provided with a professional library to assist with any areas needing improvement as well as feedback and coaching from campus principals. The staff attends high quality, professional development at Region 8 and other places including conferences to build their skills, knowledge, and capacity for responding to the needs of our stakeholders. New teachers are assigned a mentor teacher and grade level teams regularly meet and plan together. The teacher turnover rate was 25% for the 17-18 school year. Staff and administrators are surveyed on professional development needs, and this, along with student achievement results, drives our professional development. Sharon Wells math instruction, Pearlized Math, Scottish Rite, GT, ESL, active engagement training, EOC, subject area vertical alignment, discipline, technology, response to trauma, contribution of parents, etc. are all part of our annual staff development calendar and training. Follow-up, in the form of observations and lesson plan analysis, is completed to ensure that training is having the intended impact on instruction, overall student health and safety, and parent and family engagement. Adjustments are made accordingly.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Curriculum, Instruction, Assessment

One district curriculum component is the TEKS Resource System which contains an Instructional Focus Document and Year-at-a-Glance. Vertical Alignment documents are reviewed each year. Sharon Wells Math Curriculum and Pearlized Math supplement the math curriculum at elementary. Throughout the year, benchmarks inform instruction and differentiation strategies as well as 21st century skills are included in the curriculum. The monitoring process for the curriculum includes vertical and grade level meetings locally. Assessments are reviewed, internally and externally, for relevancy and appropriateness and are clearly linked to in-depth understanding of the TEKS. They are developed by the teams of subject area teachers using STAAR released tests where available. Results are disaggregated and analyzed so as to inform instruction. Benchmark assessments have been good predictors in the past as to state testing performance. Student performance data is reviewed each year and critical areas of weakness are determined. All accelerated classes are designed around data-driven identified student needs. The impact is consistent instruction with a higher level of rigor for all students. State testing results and local benchmark scores show the need for additional instructional time and more one-on-one intervention. At-risk students are the highest need group for this type of intervention. The instructional design which includes an element of pre-teaching assists the student in achieving confidence and engagement. Additional periods or longer periods for math are scheduled at each campus. Also, outside tutors are contracted to work with students, and these tutors areevaluated annually for effectiveness.

Comprehensive Needs Assessment

Family and Community Involvement

Family and Community Involvement Strengths

Partner Involvement

Parent and community involvement is good for the most part with parents of at-risk students being the least involved. Each teacher is required to have two parent-teacher conferences per year. At the elementary, high school students work with at-risk elementary students on a weekly basis. The high school student council elicits help from parents and community on many projects. Project Graduation is a thriving program involving a large number of parents. CTE organizations have much support from parents. At all campuses, parents and community members serve on decision-making committees that drive change at the campuses. Over 800 parents attended Meet the Teacher Night in the fall and Open House in the Spring in the 17-18 school year. Veterans Day programs are well-attended by local veterans and family members of performing students.

The School Health Advisory Committee, made up mostly of parents, is active and plans relevant programs for students and community. Local businesses provide donations and grants for district activities. Our online gradebook keeps parents informed of their child's grades and attendance and promotes their involvement in their child's academics. The parent notification system, school website, Remind, and Queen City ISD Facebook page are also avenues for parents to receive needed information about school events. Surveys from parents indicate that they feel a connection to the school and appreciate and value the work being done there for their children.

School Context and Organization

School Context and Organization Strengths

Organizational Structure and Processes

Central office staff members accommodate the overall staffing and financial needs of the campuses as funds are available. Recruitment stipends for high-need areas (such as secondary math, science, and foreign language) are needed to attract and keep high quality teachers in our rural school, and the district uses an electronic application system to make its needs more well-known. Instructional supports, classroom facilities, materials, and technology are in place. Schedules are designed around student need and include small class sizes. Additional instructional periods are offered for low-performing students. Teachers serve on decision-making committees, and the district central office has an open door policy concerning ideas and opinions. Assessment committees made up of teachers and counselors meet in the spring semester to plan for the upcoming school year. Teachers also provide input on types of assessments to be used and the school calendar for benchmarking. Our number of transfers from other districts speaks of the confidence in our school in our area. Many student transfers stay from kindergarten all the way through 12th grade. A climate of high expectations including the belief that all students can learn is reinforced at all levels.

Comprehensive Needs Assessment

Technology

Technology Strengths

Technology

The district technology resources include classroom computers/laptops, printers, computer labs, iPads and iPods, Chromebooks, ceiling-mounted projectors, document cameras, automated parent notification system, district-wide wireless access, mobile labs, Interactive TV's, Smart Boards, etc. The high school has a one-to-one student to device ratio. The middle school is moving to that, also, in the 18-19 school year. The elementary continues to increase its student to device ratio each year. Teachers continue to request emerging technologies. They utilize current technology to the maximum. Teachers receive training in accordance with state technology application standards for teachers. Additional and ongoing technology integration training such as Google Drive has elevated teacher use and created a culture of effective integration of technology and instruction and increased district collaboration more than ever for both students and staff. The network allows for just-in-time access for instructional use but is also monitored for appropriate use. This is essential since much of the curriculum is technology-based. The software used for acceleration is web-based for 24-7 access; data disaggregation is also web-based, and with DMAC used for disaggregating achievement results throughout the year, teachers have the ability to determine instructional needs at any time.

Comprehensive Needs Assessment Data Sources

ACT/SAT Data

Community Input

Disaggregated STAAR Data

Discipline Referrals

District Policies

Drop-out Rates

Expulsion/Suspension Records

Federal Program Guidelines

Graduation Records

Highly Qualified Staff

Mobility Rates

Parent Participation

Parental Involvement Policy

PEIMS Reports

Promotion/Retention Rates

SCE Policy

Special Programs Evaluations

Special Student Populations

Staff Development

Staff/Parents/Community/ Business members involved w/SBDM

Summary of Student Progress (not taking STAAR)

Survey and Interviews of Students/Staff/Parents

Teacher Turnover Rates

QUEEN CITY ISD

Goal 1. QCISD will provide a well-rounded instructional program for all students to enhance achievement, access, and equity.

Objective 1. STAAR testing will result in at least 90% passing rate in all subjects and for all subgroups

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A comprehensive needs assessment will be conducted by the District Site-Based Committee to identify educational strengths and weaknesses in student performance, school culture and climate, staff quality, curriculum and instruction, family and community involvement, school context and organization, and technology. (Target Group: All) (Strategic Priorities: 1,2,3) (CSFs: 1)	Director of Instruction and Technology, State and Federal Program Director	monthly through November	(L)Local	Formative - CNA notes; meeting agendas

Summative: Comprehensive Needs Assessment Narrative and alignment with Campus Improvement Plan |
| 2. To provide data-driven, targeted instruction, disaggregated data from DMAC reports on 17-18 STAAR results will be used when planning instruction. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2) | Campus Principal, Director of Instruction and Technology | monthly Aug - Sept | (F)Title I, Part A | Formative - Benchmark Data from DMAC Reports

Summative: STAAR test results |
| 3. Students who may be at risk for academic failure will be identified as early as possible in the year, and targeted, specific interventions will be put in place. (Target Group: AtRisk) (Strategic Priorities: 2) (CSFs: 1,2) | Campus Principal, Director of Instruction and Technology | monthly August - September | (F)Title I, Part A | Formative - At-risk List

Summative: Assessment Results |
| 4. At all campuses, administrators and teachers will decide on the appropriate use of academic assessments, and tutorials will be scheduled for students scoring below proficiency levels on these assessments. (Target Group: AtRisk) (Strategic Priorities: 2) (CSFs: 4) | Campus Principal, Director of Instruction and Technology | 9-week monitoring cycle | (F)Rural and Low Income Grant, (L)Local | Formative - Assessment calendar

Summative - Student achievement results |
| 5. Math instruction, with an emphasis on investigations and concrete models where applicable, will be maintained in K-12. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1) | Campus Principal, Director of Instruction and Technology | 9-week monitoring cycle | (F)Special Education Idea B, (F)Title I, Part A | Formative - Math STAAR benchmark results

Summative - Math STAAR Results |

QUEEN CITY ISD

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. In addition to the regular core classes, grades 5 - 12 will have strategies classes for at-risk students (including identified special ed students) falling below state proficiency levels. (Target Group: SPED, AtRisk) (Strategic Priorities: 2) (CSFs: 1,4)	Campus Principal, Director of Instruction and Technology	9-week monitoring cycle	(F)Special Education Idea B, (F)Title I, Part A, (S)Special Education, (S)State Comp - Amt - $13,275, (S)State Comp FTE - 0.25	Formative - Class rosters Summative - STAAR results, Report Card grades
7. Students with disabilities who have not performed successfully on state assessments will receive an intensive program of instruction designed to meet their individual academic needs. When designing the program, greater emphasis will be placed on the General Abilities Index profile. (Target Group: SPED, Dys) (Strategic Priorities: 2) (CSFs: 1)	Campus Principal, Director of Special Services	9-week monitoring cycle	(F)Special Education Idea B, (F)Title I, Part A, (S)Special Education, (S)State Comp - Amt - $100,411, (S)State Comp FTE - 2.01	Formative - IEP's Summative - STAAR Results
8. To help students meet the challenging state academic standards, reading interventionists for grades K-2 and 3-4, a math interventionist for grades 2-4, a middle school science interventionist, middle school reading interventionists, an Algebra I interventionist, and high school ELA interventionists will provide students working below grade level with timely, individualized instruction and progress monitoring. (Target Group: AtRisk) (Strategic Priorities: 2) (CSFs: 1,4)	Campus Principal, Director of Instruction and Technology, Superintendent	3-week monitoring cycle	(F)Title I, Part A, (S)Instructional Materials Allotment, (S)State Comp - Amt - $88,356, (S)State Comp FTE - 1.76	Formative - Progress monitoring results and benchmarking results for students served by interventionists Summative: STAAR test results
9. To strengthen academic programs and improve school conditions for student learning, teachers in elementary, middle school and high school will be required to attend and implement applicable, intensive, and sustained math, ELA, science, and social studies professional development. (Strategic Priorities: 2) (CSFs: 1)	Campus Principal, Director of Instruction and Technology	July - September	(F)Title I, Part A, (F)Title II, Part A, (S)Instructional Materials Allotment	Formative - PD Certificates Summative - Lesson plan activities

QUEEN CITY ISD

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Objective 1. STAAR testing will result in at least 90% passing rate in all subjects and for all subgroups

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. To promote blended learning and fluency in math, reading, writing, science, and social studies, Education Galaxy K - 4, Istation Reading 5, Renaissance Accelerated Reader, Compass Learning Reading grades 6 - 8, Simu-Link Materials Lab, Auto-Cad, Logger Pro 3, Apex Eng I & II, NoRedInk, Turnitin, Co-Writer, Snap 'n Read, Social Studies Weekly, Flocabulary, Video Dashboard, and Study Island for grade 7 reading and writing will be used to assess and provide individualized instruction. (Target Group: All) (Strategic Priorities: 2)	Campus Principal, Director of Instruction and Technology, Director of Special Services	Every 9 weeks	(F)Special Education Idea B, (F)Title I, Part A, (L)Local, (S)Instructional Materials Allotment, (S)Special Education	Formative - Program reports Summative - Student benchmark results
11. First through fifth grade special ed students will be in an inclusion setting with appropriately certified teachers to provide additional assistance to meet the challenging state academic standards. (Title I SW: 9) (Target Group: SPED) (Strategic Priorities: 2)	Campus Principal, Director of Special Services	semester cycle	(F)Special Education Idea B, (L)Local, (S)Special Education	Formative - Sped student schedules Summative - Report Cards, Benchmark Results
12. Writing across the curriculum wherein teachers of all subjects require complete sentences, correct punctuation, and correct grammar will be implemented district-wide to strengthen the academic program and improve school conditions for student learning. (Target Group: All) (CSFs: 1)	Campus Principal, Director of Instruction and Technology	Every 9 weeks	(F)Title I, Part A, (L)Local	Formative - Student writing artifacts Summative - STAAR writing scores
13. Teachers will use quintile reports to identify students who could potentially score "Masters Grade Level" and contact the student and the parent about using strategies to reach that level. The GT teacher especially will encourage her students to reach this level. (Target Group: 9th, 10th, 11th, 3rd, 4th, 5th, 6th, 7th , 8th) (CSFs: 1)	Campus Principal	October	(L)Local	Formative - Quintile reports Summative - Higher number of students achieving "Masters Grade Level" on STAAR results

QUEEN CITY ISD

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Objective 1. STAAR testing will result in at least 90% passing rate in all subjects and for all subgroups

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
14. The district will investigate the possibility of adding a K-2 math interventionist. (Target Group: AtRisk) (Strategic Priorities: 2) (CSFs: 1)	Director of Instruction and Technology, Superintendent	April	(L)Local	Formative - Administrator Meeting Minutes Summative - Report to District SBDM

QUEEN CITY ISD

Goal 1.   QCISD will provide a well-rounded instructional program for all students to enhance achievement, access, and equity.

Objective 2.   A variety of instructional programs, including federal, state, and local programs, will be offered to meet the needs of all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. To provide a well-rounded program of instruction to meet the academic needs of all students, multiple opportunities to participate in fine arts programs offered during the school day and in extra-curricular activities will be afforded to all students. A separate music teacher in elementary, band teachers in both middle and high school, and a theater arts teacher and a floral design teacher in high school only will provided by the district. (Target Group: All) (CSFs: 1)	Campus Principal, Director of Instruction and Technology, Superintendent	Each nine weeks	(L)Local, (S)CTE	Formative - Student enrollment

Summative - student achievement |
| 2. To provide a well-rounded program of instruction, a health and wellness program including opportunities for physical activity, counseling, and nutrition services for PreK3 - 12th grades will be maintained. (Target Group: All) (CSFs: 6) | Campus Principal, Counselor, Director of Auxiliary Services, Director of Instruction and Technology, Director of Special Services, School Nurse | Semester Cycle | (F)Cafeteria, (F)Special Education Idea B, (L)Local, (S)Special Education | Formative - Lunch menus, master schedules, counseling records

Summative - Fitnessgram reports |
| 3. A full continuum of special education services will be provided for all disabled students. (Title I SW: 9) (Target Group: SPED) (CSFs: 1) | Campus Principal, Director of Special Services | Every 9 weeks | (F)Medicaid, (F)Special Education Idea B, (F)Special Education IDEA B Preschool, (S)Special Education | Formative - Program plans, PEIMS reports, and lesson plans

Summative - SPED STAAR and STAAR- ALT results |
| 4. Appropriately certified teachers will be assigned to students being served in the Credit Recovery Program, the Disciplinary Alternative Education Program (DAEP), homebound programs, and Pregnancy Related Services (PRS), and these teachers will provide accelerated instruction to enable students to stay on grade level and to prevent dropouts. (Target Group: All) (CSFs: 1) | Campus Principal, Director of Instruction and Technology, Director of Special Services | Semester cycle | (F)Title I, Part A, (S)Special Education, (S)State Comp - Amt - $54,550, (S)State Comp FTE - 2.5 | Formative - Student enrollment/placement in programs

Summative - 0% Dropout Rate; STAAR results |

QUEEN CITY ISD

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Objective 2. A variety of instructional programs, including federal, state, and local programs, will be offered to meet the needs of all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. To ensure a smooth transition from early childhood programs to kindergarten, the district will provide full-day PreK programs for 3 and 4-year-olds and PPCD (Preschool Program for Children with Disabilities) students with appropriately certified teachers who will support, coordinate, and integrate early learning experiences and services enabling these young students to meet academic standards for elementary school. (Title I SW: 7) (Target Group: ECD, SPED, AtRisk, PRE K) (CSFs: 1)	Campus Principal, Director of Instruction and Technology, Director of Special Services	Every 3 weeks	(F)Special Education IDEA B Preschool, (F)Title I, Part A, (S)Special Education, (S)State Comp - Amt - $41,990, (S)State Comp FTE - 5	Formative - Beginning of Year Circle Assessments Summative - End-of Year Circle Assessments
6. PreK and PPCD teachers will receive annual high-quality professional development on providing instruction that builds academic readiness skills, develops background knowledge, increases self-regulation, and introduces academic vocabulary to prepare every student for the transition to kindergarten. (Target Group: PRE K) (Strategic Priorities: 2) (CSFs: 1,7)	Campus Principal, Director of Instruction and Technology	August, December, and May	(L)Local	Formative - PD Certificates Summative - Student EOY Circle scores
7. An on-staff dyslexia therapist will serve identified dyslexia students and other struggling student readers in grades 2 and up. (Title I SW: 9) (Target Group: Dys) (Strategic Priorities: 2) (CSFs: 1)	Campus Principal, Director of Instruction and Technology, Superintendent	Every 9 weeks	(L)Local	Formative - Student enrollment in Dyslexia classes Summative - Proficiency levels reached on yearly assessments
8. To provide additional educational assistance to students, paraprofessionals (under the direction of the teacher) will offer small group or one-on-one instruction in classroom, library, and lab settings and, where needed, supply personal care for students. (Title I SW: 9) (Target Group: All) (CSFs: 1)	Campus Principal, Director of Instruction and Technology, Director of Special Services, Superintendent	Every 9 weeks	(F)Special Education Idea B, (F)Title I, Part A, (L)Local, (S)Special Education, (S)State Comp - Amt - $60,615, (S)State Comp FTE - 4	Formative - Paraprofessional Schedules Summative: STAAR and other assessment results

QUEEN CITY ISD

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Objective 2. A variety of instructional programs, including federal, state, and local programs, will be offered to meet the needs of all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. An English as a Second Language (ESL) program for limited English proficient (LEP) students will be available in any grade, and summer school for LEP students will be offered. (Target Group: ESL) (Strategic Priorities: 2) (CSFs: 1)	Campus Principal, Director of Instruction and Technology	Every 9 weeks	(L)Local	Formative - ESL class enrollment Summative - EOY Assessment Results
10. Home language surveys will be used to identify migrant students, and they will be served according to their individual needs; services will include summer school. (Target Group: Migrant) (CSFs: 1)	Campus Principal, Director of Instruction and Technology	August and with each enrollment	(L)Local	Formative - Migrant Enrollment Summative - Review of migrant student achievement results
11. At-risk students will be identified and served -- with various services such as summer school, pregnancy related services, computer-assisted instruction, and tutoring -- according to individual needs. (Title I SW: 9) (Target Group: AtRisk) (CSFs: 1)	Campus Principal, Counselor, Director of Instruction and Technology	Every nine weeks	(S)State Comp - Amt - $24,000, (S)State Comp FTE - 13	Formative - At-risk services assigned per student Summative - Disaggregated testing results showing the gap closing between the at-risk and the not-at-risk student categories

QUEEN CITY ISD

Goal 1. QCISD will provide a well-rounded instructional program for all students to enhance achievement, access, and equity.

Objective 3. A challenging curriculum will be provided to meet the needs of all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. To facilitate effective transitions for students from high school to postsecondary education, the Career and Technical program (CTE) will be maintained and expanded when possible, and offerings in CTE will include at least four offerings of higher level technology courses. (Target Group: CTE) (Strategic Priorities: 3) (CSFs: 1)	Campus Principal, Director of Instruction and Technology, Superintendent	Semester cycle	(L)Local, (S)CTE	Formative - CTE class enrollment Summative - PBMAS; CTE Performance Effectiveness Review
2. To facilitate effective transitions for students from high school to postsecondary education, the district will coordinate with institutions of higher education to provide students with dual and concurrent enrollment opportunities. The district will offer stipends to encourage teachers to complete the coursework required for teaching dual credit courses. (Target Group: 9th, 10th, 11th, 12th) (Strategic Priorities: 3) (CSFs: 1)	Campus Principal, Director of Instruction and Technology	Each semester	(L)Local, (S)CTE	Formative - Dual credit course enrollment Summative: successful course completion
3. To facilitate effective transitions for students from middle school to high school, all eighth graders will attend the high school "Career Fair" (for help in course selection) and be provided with a guided tour of the campus in the late spring. (Target Group: 8th) (CSFs: 6)	Campus Principal, Counselor	May	(L)Local	Formative - Scheduling of Career Fair and tours Summative - Career Fair participation and freshman course grades
4. To increase blending learning time, technology application TEKS in grades K - 8 will be fully integrated with the regular curriculum and high school technology application courses will provide the needed technology skills for entering the job market or higher education; administrative programs assisting instruction will also be fully integrated with technology. (Target Group: All) (Strategic Priorities: 3) (CSFs: 1)	Campus Principal, Director of Instruction and Technology	Every 9 weeks	(F)Rural and Low Income Grant, (F)Title I, Part A, (L)Local, (S)Instructional Materials Allotment, (S)Special Education	Formative - Lesson Plan inclusion of Tech App TEKS Summative - Technology portfolios

QUEEN CITY ISD

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Objective 3. A challenging curriculum will be provided to meet the needs of all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. The gifted and talented program will utilize the State Performance Standards Project in grades K - 8 and a leadership curriculum at the high school. (Target Group: GT) (Strategic Priorities: 3)	Campus Principal, Director of Instruction and Technology, Superintendent	Semester Cycle	(L)Local, (S)Gifted and Talented	Formative - GT projects Summative - GT Program Evaluations in State Accountability
6. To incorporate experiential learning opportunities (such as welding and cosmetology) and promote skills attainment important to in-demand occupations and industries in the state, work-based learning opportunities with the Texarkana College and other workforce programs that provide students in-depth interaction with industry professionals will be offered for academic credit. (Target Group: CTE, 9th, 10th, 11th, 12th) (Strategic Priorities: 3) (CSFs: 1)	Campus Principal, Director of Instruction and Technology, Superintendent	Each semester	(L)Local, (S)CTE	Formative - Student enrollment in CTE courses Summative - Student certifications earned in work-based courses

QUEEN CITY ISD

Goal 2. QCISD will meet the safety and security needs of students and staff including the teaching and encouraging of positive school-wide behavior.

Objective 1. A plan to promote positive, healthy behavior will be maintained by each campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. To reduce the overuse of discipline practices that remove students from the classroom, teachers will utilize prevention-based interventions such as awards for good behavior and redirection and de-escalation techniques. (Target Group: All)	Campus Principal, Counselor	Every 9 weeks	(L)Local	Formative - Walk-through's Summative - Fewer number of discipline referrals
2. A Character Education program will be used in grades PreK3 - 8, and good character will be promoted in high school. (Target Group: All)	Campus Principal, Counselor	Every 9 weeks	(L)Local	Formative - Character Program scheduling Summative - Fewer number of discipline referrals
3. Age-appropriate internet safety training for students will be conducted at all campuses. (Target Group: All)	Campus Principal, Director of Instruction and Technology	August	(L)Local	Formative - Teacher Confirmations of Internet Safety Training Summative - Number of internet violations
4. A comprehensive developmental guidance plan will be used (and regularly updated) for conflict resolution and to generate tolerance, honesty, and concern for others and reduce the threat of student violence (including dating violence), bullying, and suicide. (Target Group: All)	Campus Principal, Counselor	Every 9 weeks	(L)Local	Formative - Guidance Plan summative - Fewer discipline referrals

QUEEN CITY ISD

Goal 2.   QCISD will meet the safety and security needs of students and staff including the teaching and encouraging of positive school-wide behavior.

Objective 2.   Drug abuse awareness programs will be maintained on all three campuses.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The high school will continue mandatory student drug testing for students participating in extra-curricular activities and for students obtaining a campus parking permit. (Target Group: 9th, 10th, 11th, 12th)	Campus Principal, Superintendent	3 to 4 times a year (random)	(L)Local	Formative - PO for contracted services Summative - drug testing reports
2. Students and teachers will participate in Safe and Drug Free programs. (Target Group: All) (CSFs: 6)	Campus Principal, Counselor	October	(L)Local	Formative - Participation reports Summative - Disclinary Reports
3. Canine services will be used to identify banned substances and materials. (Target Group: All) (CSFs: 6)	Campus Principal, Superintendent	3 - 4 times per year (random)	(L)Local	Formative - PO for contracted services Summative - Canine Services reports

QUEEN CITY ISD

Goal 2. QCISD will meet the safety and security needs of students and staff including the teaching and encouraging of positive school-wide behavior.

Objective 3. A comprehensive, coordinated school/community safety plan will be in place.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. District policy addresses reporting requirements and consequences of sexual abuse by student or educator, including dating violence or other maltreatment of students. Counselors will be the "first responders" in providing services to help in the victim's recovery, and the steps in assistance recovery will be part of the counseling plan. (Target Group: All) (CSFs: 6)	Campus Principal, Counselor, Superintendent	August	(L)Local	Formative - Dating violence policy and sexual abuse policy Summative - counselor reports
2. The Emergency Operations Plan will be posted online and in student handbooks and will be made available in print upon request. (Target Group: All)	Director of Auxiliary Services	August	(L)Local	Formative - Completion of EOP Summative - Emergency Operation Plan effectiveness
3. The district will maintain a positive relationship with local and area policemen, firemen, and federal entities (such as the Ark-Tex council of Governments) and, drawing on their expertise, conduct appropriate safety drills and training. This joint effort using federal, state, and local resources, will have safety awareness and an improved school climate as its goal. (Target Group: All) (CSFs: 6)	Campus Principal, Counselor, Director of Auxiliary Services, Superintendent	Monthly	(L)Local	Formative - Communication logs Summative - number of security incidents
4. The school nurse will provide health care services to the student body. (Target Group: All)	School Nurse	Weekly	(F)Medicaid, (L)Local	Formative - Nurse records Summative - nurse reports
5. A School Health Advisory Council will meet at least 4 times per year and will analyze safety needs and make recommendations to the school board on health issues and curriculum when appropriate. (Target Group: All)	Counselor, Director of Auxiliary Services, Director of Instruction and Technology, School Nurse	4 times per year	(L)Local	Summative - Scheduled meetings Summative - Agenda and minutes of School Health Advisory Council
6. Bus monitors will be maintained to ensure student safety on bus routes. (Target Group: All)	Director of Auxiliary Services	Every 3 weeks	(L)Local	Formative - Scheduling of monitors Summative - Bus reports

QUEEN CITY ISD

Goal 2. QCISD will meet the safety and security needs of students and staff including the teaching and encouraging of positive school-wide behavior.

Objective 3. A comprehensive, coordinated school/community safety plan will be in place.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Each campus will maintain at least one AED, and each campus will have the appropriate staff trained. (Target Group: All)	Campus Principal, Director of Instruction and Technology, School Nurse	Each Semester	(L)Local	Formative - Staff training participation list Summative - AED reports
8. A review of playground equipment and facilities will be conducted at least annually. (Target Group: PRE K, K, 1st, 2nd, 3rd, 4th)	Campus Principal, Director of Auxiliary Services	June	(L)Local	Formative - Playground equipment summary report Summative - list of injuries sustained
9. The telephone Parent Notification System, Remind, and QCISD Facebook page will be utilized by the district and campuses for disseminating safety information. (Target Group: All)	Campus Principal, Director of Auxiliary Services, Director of Instruction and Technology, Superintendent	Weekly	(F)Title I, Part A, (F)Title II, Part A, (S)CTE	Formative - Scheduling of calls and postings Summative - Parent feedback through surveys
10. QCISD will maintain a partnership with a neighboring district to improve the parent-student reunification process during emergent situations which require district evacuation such as intruder response activities. (Target Group: All)	Director of Auxiliary Services, Superintendent	July	(L)Local	Formative - Emergency Operation Plan Summative - EOP reports
11. To increase protection for our students and staff, a security officer will be hired by the district to ward off "would-be" offenders. (Target Group: All) (CSFs: 6)	Superintendent	August	(F)Title IV, Part A, (L)Local	Formative - Personnel records Summative: Officer effectiveness evaluation

QUEEN CITY ISD

Goal 3.   Queen City ISD will have 100% of its teachers appropriately certified in the core academic subject areas on all campuses.

Objective 1.   Queen City ISD will have a plan in place to attract and retain appropriately certified, competent personnel.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. When each interview campus committee meets, it will identify, contact, interview, and recommend competent, certified job applicants, if available. (Target Group: All) (CSFs: 7)	Campus Principal, Director of Instruction and Technology	April - July	(L)Local	Formative - Interview summary notes Summative - percentage of teachers appropriately certified
2. District and campus committees will actively recruit appropriately certified, competent applicants, including minority applicants, by participating in job fairs and posting vacancies in multiple sites including local university bulletin boards, Electronic Application System, School Website, and participating in TAMU-T Teacher Preparation Program. (Target Group: All) (CSFs: 7)	Campus Principal, Director of Instruction and Technology, Superintendent	April - July	(F)Title II, Part A	Formative - EAS applications Summative - percentage of appropriately certified teachers
3. The district will conduct an annual review of teacher certifications/service records and paraprofessional training/college hours to ensure that all meet state certification requirements. (Target Group: All) (CSFs: 7)	Director of Instruction and Technology	August - September	(L)Local	Formative - Beginning of year certification report Summative - end of year report
4. In order to attract and retain competent, appropriately certified personnel, the district will pay $3500 above state salary base pay, retention stipends for principals (when applicable) and teachers in state shortage areas, and $300/$1000 for master's degrees. (Target Group: All) (CSFs: 7)	Superintendent	July	(L)Local	Formative - Retention and recruitment policy Summative - percentage of appropriately certified teachers

QUEEN CITY ISD

Goal 3.   Queen City ISD will have 100% of its teachers appropriately certified in the core academic subject areas on all campuses.

Objective 2.   Queen City ISD will provide quality staff development for professionals and paraprofessionals.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. After conducting a district-wide needs assessment and survey, all campuses will have staff development options chosen by teachers and administrators to meet ESSA and state requirements. (Target Group: All) (Strategic Priorities: 1) (CSFs: 3,7)	Campus Principal, Director of Instruction and Technology	August	(F)Title I, Part A, (F)Title II, Part A, (L)Local, (S)Special Education	Formative - Staff development surveys Summative - effectiveness of instruction
2. The teaching staff will be provided opportunities to attend state conferences and workshops in the core content areas to encourage professional growth and meet ESSA requirements. (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)	Campus Principal, Director of Instruction and Technology	Every 9 weeks	(F)Title I, Part A, (F)Title II, Part A, (L)Local, (S)Instructional Materials Allotment, (S)Special Education	Formative - Registrations/certificates showing that all teachers have participated in highly quality professional development Summative - effectiveness of instruction
3. Professional development for teachers, assistants, and administrators will be provided in the areas of technology, conflict resolution, discipline strategies/classroom management and student code of conduct. (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)	Campus Principal, Director of Instruction and Technology, Director of Special Services	August	(F)Special Education Idea B, (F)Title I, Part A, (F)Title II, Part A, (S)Instructional Materials Allotment, (S)Special Education	Formative - Inservice Schedule Summative - Professional development records
4. All teachers will be given opportunities to improve their instruction to meet the academic needs of all students and broaden their knowledge of the diverse needs of their students, especially economically disadvantaged students and African American students, through professional development in all academic areas. Services are contracted through Region VIII ESC. (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,7)	Campus Principal, Director of Instruction and Technology	Each nine weeks	(F)Title I, Part A, (F)Title II, Part A, (L)Local, (S)Instructional Materials Allotment	Formative - Region VIII ESC PD attendance certificates Summative - effectiveness of instruction

QUEEN CITY ISD

Goal 4.   Queen City ISD will implement strategies to increase partnerships with the community and foster effective parent and family engagement.

Objective 1.   The district will provide needed information to parents through a variety of means.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Presentations on scheduling options and graduation plans to prepare students for success beyond high school will be given and information will be posted on the school website for students, parents, and staff; included will be information concerning the Teach for Texas Grant and the Toward Excellence, Access, and Success Grant (TEXAS), and other higher education financial aid opportunities and admission requirements. (Target Group: 9th, 10th, 11th, 12th)	Campus Principal, Counselor	August	(L)Local	Formative - Parent Participation Summary and THECB reports Summative - Student college enrollment and scholarships
2. Parents will be asked to serve on improvement plan committees including those for the campus and the district, and parent input will be sought as these plans are written. (Target Group: All) (CSFs: 5,6)	Campus Principal, Director of Instruction and Technology	August	(L)Local	Formative - Parent invitations Summative - Campus and District Meeting Parent Participation
3. Parent online access to their child's grades and attendance will be maintained. (Target Group: All) (CSFs: 5)	Director of Instruction and Technology	Weekly	(F)Title I, Part A	Formative - Letters to parents Summative - Gradebook records
4. The district webpage will have links to accountability results, the ESSA report card, policy online, wellness policy, student handbooks, and other applicable information. (Target Group: All) (CSFs: 5)	Director of Instruction and Technology	Every 9 weeks	(F)Title I, Part A	Formative - Website postings Summative - District website usage
5. The Parent Notification Call System and Remind online notification will be utilized to advise parents of any school closures and/or school emergency situations and to relay specific, timely announcements. (Target Group: All) (CSFs: 5,6)	Director of Instruction and Technology	Monthly	(F)Title I, Part A	Formative - Parent Notification Reports Summative - Parent Surveys on effectiveness

QUEEN CITY ISD

Goal 4.   Queen City ISD will implement strategies to increase partnerships with the community and foster effective parent and family engagement.

Objective 1.   The district will provide needed information to parents through a variety of means.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. At the Title I meeting, parents of students at each campus will be asked to provide input on the various plans and goals of the campus. They will be informed of their right to be involved and their right to inform the principal of any barriers to their involvement in their child's education. (Target Group: All) (CSFs: 5,6)	Campus Principal, Director of Instruction and Technology	annually	(L)Local	Formative - Sign-in sheets and agenda at Title I meeting Summative - Parent involvement records

QUEEN CITY ISD

Goal 4. Queen City ISD will implement strategies to increase partnerships with the community and foster effective parent and family engagement.

Objective 2. Parental and community involvement in various activities of the school will be promoted.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Understanding that the current research on parental involvement indicates that predictors of student achievement in school include a home environment that encourages learning with expectations for the child to do well and parents who become involved in the child's education at school, the district has incorporated strategies to lower barriers to parent participation in the school's planning and the child's learning experiences. Parents are encouraged to contact teachers and principals and are welcomed at the school. (Target Group: All) (CSFs: 5,6)	Campus Principal, Counselor, Director of Instruction and Technology	Each nine weeks	(L)Local	Formative - Sign-in sheets for parents for programs, activities, and committee meetings Summative - parent involvement reports and surveys
2. The following activities will be scheduled in the upper grades: Veterans Day Program, 8th grade certificate program and 12th grade graduation ceremonies, Interact Program, Bowie Cass East Texas Rural Electric Youth Seminar, American Legion Boys and Girls State, pep rallies, book fairs, Jr/Sr Prom, Open House, ceremonial awards, and freshman orientation. (Target Group: All) (CSFs: 5)	Campus Principal, Counselor	Every 9 weeks	(L)Local	Formative - Programs scheduled on calendar Summative - Activity Sign-in Sheets
3. Meet the Teacher Night and Meet the Bulldog Night will be scheduled and will be followed up with at least two more parent contacts by teachers throughout the year in which the Parent-School Compact will be discussed; contact method may be through email, telephone, letter, home visit, or school visit by parent (with transportation provided, if needed. (Target Group: All) (CSFs: 5)	Campus Principal	Every 9 weeks	(L)Local	Formative - Scheduled events Summative - Parent Conference Logs and sign-in sheets at Meet the Teacher and Meet the Bulldog

QUEEN CITY ISD

Goal 4.   Queen City ISD will implement strategies to increase partnerships with the community and foster effective parent and family engagement.

Objective 2.   Parental and community involvement in various activities of the school will be promoted.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4. The following school activities will be scheduled in the lower grades: Veterans Day, Field Day, Carnival, Book Fairs, Ceremonial Awards, Open House, New Student/Parent Orientation, Character Program, Christmas Program, Grandparents' Day, spring play, and field trips. (Target Group: All) (CSFs: 5)	Campus Principal	Every 9 weeks	(L)Local	Formative - Scheduled on calendar Summative - Sign-in sheets
5. Parental Involvement Plans and Parent-School Compacts (to be embedded in the student handbook), developed with the input of parents, teachers, and administrators, will be maintained for the campuses and the district. (Target Group: All) (CSFs: 5,6)	Campus Principal, Director of Instruction and Technology	First Nine Weeks	(L)Local	Formative - Plans and Compacts Summative - Successfulness of Plans
6. Parent surveys with information concerning volunteer opportunities will be sent to parents. (Target Group: All) (CSFs: 5)	Campus Principal, Director of Instruction and Technology	February	(L)Local	Formative - Formation of Survey Summative - Survey results
7. The elementary will continue its Pawsitive Partners, a parent volunteer program, and the high school will continue supporting its parent booster clubs for various organizations. (Target Group: All) (CSFs: 5)	Campus Principal	Semester cycle	(L)Local	Formative - Letter to Parents Summative - Logs, sign-in sheets

QUEEN CITY ISD

Goal 5.   Queen City ISD will employ strategies to improve attendance and eliminate dropouts.

Objective 1.   Policies and procedures for maintaining an exemplary attendance rate will be in place.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. At freshman orientation at the high school, parents will be introduced to attendance policies as stated in the student handbook and then reminders of the policy will be given throughout their high school career, as needed. (Target Group: 9th, 10th, 11th, 12th)	Campus Principal, Counselor	August	(L)Local	Formative - Parent meeting Summative - Attendance records
2. Districtwide, when students are absent, calls will be made to the parent. (Target Group: All) (CSFs: 1,5)	Campus Principal	Every 9 weeks	(L)Local	Formative - Call logs Summative - Attendance Reports
3. Saturday school and summer school will be offered to help students meet attendance and course requirements. (Target Group: All)	Campus Principal, Counselor	Each semester	(L)Local	Formative - Scheduling of each Summative - Attendance records and transcripts

QUEEN CITY ISD

Goal 5. Queen City ISD will employ strategies to improve attendance and eliminate dropouts.

Objective 2. Appropriate interventions will be made for students at risk of dropping out of school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Credit recovery will be offered for students in grades 9 - 12. (Target Group: 9th, 10th, 11th, 12th)	Campus Principal, Counselor, Director of Instruction and Technology	Every 9 weeks	(S)State Comp - Amt - $9,347, (S)State Comp FTE - 0.5	Formative - Enrollment Summative - Dropout rate
2. Qualifying students will be given college-release time and work-release time. (Target Group: 11th, 12th)	Campus Principal, Counselor	Each semester	(L)Local	Formative - College enrollment records Summative - Dropout rate and THECB report
3. Students in the Certified Nursing Assistant Program will be able to work at the nursing homes at the age of 17. (Target Group: 9th, 10th, 11th, 12th) (Strategic Priorities: 3)	Campus Principal	Quarterly	(S)CTE	Formative - Student CNA class enrollment Summative - CNA student certification results
4. Students will be provided unique opportunities to participate in bass fishing, archery, and trap shooting. (Target Group: 9th, 10th, 11th, 12th) (CSFs: 5)	Campus Principal	Semester Cycle	(L)Local	Formative - Student Participation Numbers Summative - attendance and enrollment numbers
5. The district will provide homeless children and youths with counseling services, housing information, personal toiletry items, and tutoring services, as needed, to support their enrollment, attendance, and success. (Target Group: AtRisk) (CSFs: 1,5)	Campus Principal, Counselor	Monthly	(F)Title I, Part A, (L)Local	Formative - Homeless student enrollment Summative - homeless student attendance, academic indicators (STAAR scores, school grades, etc.)

Resources

Resource	Source
No rows defined.	