

# QUEEN CITY HIGH SCHOOL

## Campus Improvement Plan 2019/2020



Steve Holmes

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# QUEEN CITY HIGH SCHOOL

## **Mission**

### *Mission Statement*

*Queen City High School is committed to assuring the academic achievement and personal growth of all students within a safe and positive environment that promotes good decision-making skills, respect for self and others, active engagement in learning, the pursuit of excellence, and leadership in the global and technological community.*

## **Vision**

*Queen City High School takes pride in its past and maintains a focus on the future, teaching the students to respect themselves and others while preparing them to live, learn, and work successfully in a rapidly changing world. Queen City High School is dedicated to making this vision a reality for all available students through planning, training, teamwork, and the responsible use of all resources.*

### Nondiscrimination Notice

QUEEN CITY HIGH SCHOOL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# QUEEN CITY HIGH SCHOOL Site Base

Name	Position
Bates, Kendra	Counselor
Bolt, Heather	Diagnostician
Draper, Betty	Community
Griggs, Tiffany	Business
Holmes, Steve	Principal
Jackson, Dana	Special Education Teacher
Langson, Susanna	Parent
Pattillo, Jessica	Parent
Rawls, Kristen	Business
Sikes, Jonna	General Education Teacher
Stringer, Mandi	General Education Teacher
Thompson, Joe	CTE Teacher
Yates, Jackie	Community

# Resources

Resource	Source
No rows defined.	

# QUEEN CITY HIGH SCHOOL

**Goal 1.** Queen City High School will provide a well-rounded instructional program for all students to enhance achievement, access, and equity.

**Objective 1.** All student and student groups will increase their level of academic performance by 3% from the previous year through the utilization of intensive remediation and tutorial programs, with special emphasis given to economically disadvantaged, special education, and African American students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. 1. A comprehensive needs assessment will be conducted by the Campus Site-Based Committee (which includes parents, business representatives, community members, and school staff) 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. (Title I SW: 1) (Target Group: All) (Strategic Priorities: 1,2,3) (CSFs: 1,5,6,7)</p>	Campus Principal	Monthly in October and November	(L)Local	Summative - Narrative of Comprehensive Needs Assessment
<p>2. To extend learning time, strategies classes with enriched, accelerated curriculum will be provided during the school day to better meet the needs of our students at risk of not meeting the challenging State academic standards. Interventionists in English and math will provide small group instruction. (Title I SW: 9) (Target Group: All,AA,ECD,SPED,AtRisk) (Strategic Priorities: 2) (CSFs: 1,4)</p>	Campus Principal, Counselor	Every 3 weeks	(L)Local	Summative - Intervention Plans and Lesson Plans
<p>3. To provide data-driven instruction, disaggregated data from DMAC reports on STARR results will be used when planning instruction. (Title I SW: 8,9) (Target Group: All) (Strategic Priorities: 2) (CSFs: 2)</p>	Campus Principal, Counselor	monthly August - September	(L)Local	Summative - DMAC Reports, Assessment Schedule
<p>4. To strengthen the core academic program and provide opportunities for all children to meet the challenging State academic standards, aligned curriculum and instruction will be utilized in all core subjects with resources from TEKS Resource Cooperative, Region 8 ESC training, and Region 4 workbooks and textbooks. (Title I SW: 2) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)</p>	Campus Principal, Director of Instruction and Technology	Every 3 weeks	(L)Local, (S)Instructional Materials Allotment	Summative - Lesson Plans and STAAR mastery improvement

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Teachers will be included in decisions regarding academic assessments including benchmarks which will be administered in the four core content areas annually to assess student progress and plan interventions before state testing. (Title I SW: 8) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)	Campus Principal, Counselor	Every 9 weeks	(L)Local	Summative - Assessment Committee Sign In Sheet, Benchmark Schedule
6. Strategic intervention classes will be provided in math and English Language Arts to address missed System Safeguard on 2018 STAAR Accountability Results. (Title I SW: 9) (Target Group: AtRisk) (Strategic Priorities: 2) (CSFs: 1,4)	Campus Principal, Counselor	At the end of each semester	(L)Local	Summative - Intervention Class Lesson Plans; STAAR test results
7. To provide more in-depth, quality learning time, small group tutorials will be offered before school and during a scheduled activity period to provide intense interventions for the core courses. (Title I SW: 9) (Target Group: AA,ECD) (Strategic Priorities: 2) (CSFs: 1,4)	Campus Principal	Every 9 weeks	(L)Local	Summative - Tutoring Sign In Sheets, STAAR test results
8. A math strategies lab will be maintained and utilized to provide real-world examples for hands-on activities and to address missed System Safeguard on 2019 STAAR Accountability Results. (Title I SW: 9) (Target Group: AtRisk) (Strategic Priorities: 2) (CSFs: 1,4)	Campus Principal, Director of Instruction and Technology	Every 9 weeks	(F)Title I, Part A, (L)Local	Summative - Student Schedules, Math Lab Manipulatives
9. Teachers who teach a class that is tested by an EOC exam will be given the opportunity to be compensated for tutoring during their conference periods (and take their conference periods outside of the school-day hours) so that additional intervention time will be provided for at-risk students who have jobs/activities after school. (Title I SW: 9) (Target Group: All,AtRisk) (Strategic Priorities: 2) (CSFs: 1,4)	Campus Principal	Monthly during spring semester	(F)Title I, Part A	Summative - Communication records, tutoring records, timesheets, and EOC results

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. A special education certified teacher will be present several periods of the day at Dawson Hillmon Alternative Education Center to ensure that special education students' instructional needs are met while they are at the Center. (Title I SW: 2,9) (Target Group: SPED) (Strategic Priorities: 2) (CSFs: 1)	Campus Principal, Director of Special Services	Every 9 weeks	(S)Special Education	Summative - Staffing assignments, student AEC placement records
11. A Credit Recovery Assistant will ensure that the online credit recovery programs are completed to meet the graduation requirements. (Target Group: 9th,10th,11th,12th) (CSFs: 1,4,6)	Campus Principal, Counselor	Every 3 weeks	(S)State Comp - Amt - \$10,984.68, (S)State Comp FTE - 0.5	Summative - Summative, Staffing assignments, review credit recovery records.
12. Title I Interventionists will instruct at risk students to prevent them from significantly falling behind their grade progress level. (Title I SW: 3) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 2) (CSFs: 1,4)	Campus Principal	Every 9 weeks	(F)Title I, Part A	Summative - Summative, Staffing assignments, Review of DMAC data
13. A Title I paraprofessional, in conjunction with the teacher of record, will provide small group instruction in class to pre-teach, reinforce, and build confidence for at-risk students. (Title I SW: 9) (Target Group: AtRisk,9th,10th,11th,12th) (Strategic Priorities: 2) (CSFs: 1,4)	Campus Principal	Every 9 weeks	(F)Title I, Part A	Summative - Staffing assignments, EOC test results
14. Pregnancy related services (including teacher home visits) will be provided for qualifying at risk students. (Title I SW: 9) (Target Group: 9th,10th,11th,12th) (CSFs: 1)	Campus Principal	Every 3 weeks	(S)State Comp - Amt - \$500, (S)State Comp FTE - 1	Summative - Pregnant or parent students grades and EOC scores
15. English teachers will meet with the middle school English teachers to align instruction vertically, especially in grades 7 - 12, and to address missed System Safeguard on 2019 STAAR Accountability Results. (Target Group: AtRisk) (Strategic Priorities: 2) (CSFs: 1)	Campus Principal, Director of Instruction and Technology	semester	(L)Local	Summative - STAAR results
16. Specific, targeted instruction in ELA for	Campus Principal	Every 3 weeks	(L)Local	Summative - STAAR mastery

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>African American, White and SPED will be implemented to address missed System Safeguards with 2019 EOC assessments. Specific, targeted instruction in Math for All Students, White, Cont. Enrolled and Non-cont. Enrolled will be implemented to address missed System Safeguards with 2019 EOC assessments. The math and ELA classes will develop and implement a pacing calendar to make sure all TEKS are covered. (Target Group: W,AA,ECD) (Strategic Priorities: 2) (CSFs: 1)</p>				results
<p>17. Extended Year services will be offered to meet the needs of at-risk students. (Target Group: AtRisk) (Strategic Priorities: 2) (CSFs: 4)</p>	Campus Principal, Director of Instruction and Technology	June	(S)State Comp - Amt - \$7,200, (S)State Comp FTE - 3	Summative - Extended year student registrations, STAAR mastery results
<p>18. Administrators and teachers will meet quarterly to evaluate students progress, discuss student needs, determine an appropriate academic assessment schedule (such as benchmarking) and collaborate in regards to instructional strategies that will enable all students to meet the challenging State academic standards. (Target Group: All) (CSFs: 1)</p>	Campus Principal	Every 9 weeks	(L)Local	Summative - Meeting Logs



# QUEEN CITY HIGH SCHOOL

**Goal 1.** Queen City High School will provide a well-rounded instructional program for all students to enhance achievement, access, and equity.

**Objective 2.** Equitable and exceptional quality opportunities will be provided in all programs for all students including GT, LEP, Dyslexic, Migrant, At-Risk, and Special Needs students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Career and Technology courses, reflecting the local and national job market and economy, will be provided to meet the needs of a diverse student population and will include opportunities for students to gain technical certifications. (Target Group: CTE) (Strategic Priorities: 3) (CSFs: 1)	Campus Principal, Counselor, Director of Instruction and Technology	Semester cycle	(S)CTE	Summative - Student schedules, master schedule, student certification reports
2. Differentiated instructional practices will be used in classrooms to address various student learning modalities. (Title I SW: 9) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)	Campus Principal	Every 9 weeks	(L)Local	Summative - Lesson Plans
3. Modified instruction, accommodations/accessibilities, tutorials and intervention classes will be provided for students in need of intervention. (Title I SW: 9) (Target Group: SPED,AtRisk)	Campus Principal, Counselor, Director of Special Services	Every 9 weeks	(L)Local, (S)Special Education	Summative - Lesson plans, schedules, IEP's, and 504 plans
4. Students will have opportunities to pursue their interests in fine arts through exemplary art, band, floral design, and drama classes. (Title I SW: 9) (Target Group: All) (Strategic Priorities: 2,3) (CSFs: 1)	Campus Principal, Counselor	Semester cycle	(L)Local, (S)CTE	Summative - Master schedule and student schedules
5. Human sexuality instruction will be provided through health science technology classes with an emphasis on pregnancy prevention through abstinence and disease prevention. (Title I SW: 9) (Target Group: All) (Strategic Priorities: 3) (CSFs: 1)	Campus Principal, Counselor	Every 9 weeks	(L)Local, (S)CTE	Summative - Lesson plans and master schedule
6. Students will have the opportunity to compete in academic and athletic UIL events. (Target Group: All) (Strategic Priorities: 3) (CSFs: 1)	Campus Principal	Semester cycle	(L)Local	Summative - Records of attendance at academic meets
7. Technology assistance will be provided through a centrally deployed technical support plan. (Title I SW: 9) (Target Group: All) (Strategic Priorities: 2,3) (CSFs: 1)	Director of Instruction and Technology	Weekly	(L)Local	Summative - Technology Tickets

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. To provide seniors with an effective transition to be college and career ready, all Junior will attend a "Career Fair" at the Region 8 Service Center during the month of Oct. College and military recruiters will be invited to the campus to provide students information throughout the school year. Texas State Technical College will doing a presentation for all of the Ag. classes to explain the programs they offer. A FASFA Night will be held in the fall to help all seniors register for their FASFA. (Target Group: All) (Strategic Priorities: 3) (CSFs: 1)	Campus Principal, Counselor	Yearly	(L)Local	Summative - Students attending college, the military or acquiring jobs after graduation.

# QUEEN CITY HIGH SCHOOL

**Goal 1.** Queen City High School will provide a well-rounded instructional program for all students to enhance achievement, access, and equity.

**Objective 3.** Students who achieve outstanding levels of performance will be recognized

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students who achieve all A honor roll all four years in high school will receive an honor blanket. (Target Group: 12th) (Strategic Priorities: 3) (CSFs: 1)	Campus Principal, Counselor	May	(L)Local	Summative - Academic Awards Program
2. Students who are in good standing in academics, attendance, and discipline will qualify for exemptions from final exams in December and May. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)	Campus Principal	May	(L)Local	Summative - Final Exam Exemption Lists
3. Local media will be notified of outstanding achievements by students and student groups. (Target Group: All) (CSFs: 1,6)	Campus Principal, Counselor	Every 3 weeks	(L)Local	Summative - Newspaper articles and Radio Broadcasts
4. An academic awards banquet will be held to recognize outstanding students. (Title I SW: 6) (Target Group: All) (Strategic Priorities: 2,3) (CSFs: 1,6)	Campus Principal, Counselor	May	(L)Local	Summative - Academic Awards Program
5. Students who make A and AB Honor Roll will receive a certificate to use in the school store. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)	Campus Principal	Every 9 weeks	(L)Local	Summative - Receipts and Write-ups of Honorees

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**Goal 1.** Queen City High School will provide a well-rounded instructional program for all students to enhance achievement, access, and equity.

**Objective 4.** All students will be given opportunities and encouraged to participate in post-secondary training

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. At least one period of released time will be available to support and encourage students to participate in college classes. (Target Group: 11th,12th) (Strategic Priorities: 3) (CSFs: 1)	Campus Principal, Counselor	Every 9 weeks	(L)Local	Summative - Student schedules
2. Students will be provided opportunities to take the PSAT, ASVAB, AP, ACT and SAT tests. (Target Group: 11th,12th) (Strategic Priorities: 3) (CSFs: 1)	Counselor	Every 9 weeks (as tests are available)	(L)Local	Summative - Student test results
3. Honors, Pre-AP, AP and Enrichment classes will be offered for advanced, high performing and gifted and talented students. (Target Group: GT,9th,10th,11th,12th) (Strategic Priorities: 2,3) (CSFs: 1)	Campus Principal, Counselor	Semester cycle	(L)Local	Summative - Master Schedule, Student Schedules
4. In coordination with local colleges, dual credit courses and concurrent enrollment courses will be offered at a reduced tuition rate. (Title I SW: 10) (Target Group: 11th,12th) (Strategic Priorities: 3) (CSFs: 1)	Campus Principal, Counselor	Semester cycle	(L)Local	Summative - DC enrollment lists
5. All students will be informed of and encouraged to complete college entrance requirements. (Target Group: 11th,12th) (Strategic Priorities: 3) (CSFs: 1)	Campus Principal, Counselor	Semester cycle	(L)Local	Summative - Counselor page and schedule
6. An accelerated program of instruction will be offered for at-risk students in need of credit recovery. (Title I SW: 9) (Target Group: AtRisk) (Strategic Priorities: 2) (CSFs: 1)	Campus Principal, Counselor	Every 9 weeks	(S)State Comp - Amt	Summative - Enrollment records for OdysseyWare
7. Through a partnership with Texarkana College, QCHS students will have the opportunity to attend workforce classes. (Title I SW: 10) (Target Group: CTE,11th,12th) (Strategic Priorities: 3) (CSFs: 1)	Campus Principal, Counselor	Every 9 weeks	(L)Local	Summative - Enrollment records

# QUEEN CITY HIGH SCHOOL

**Goal 1.** Queen City High School will provide a well-rounded instructional program for all students to enhance achievement, access, and equity.

**Objective 5.** Students will perform at a level that satisfies Federal System Safeguards in the area of Reading and Mathematics.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. ELA and Math teachers will provide tutoring for students in danger of not passing the ELA EOC assessments. (Title I SW: 9) (Target Group: AtRisk) (Strategic Priorities: 2) (CSFs: 1)	Campus Principal, Counselor	Monthly during Spring Semester	(L)Local	Summative - Tutoring Records; EOC test results

# QUEEN CITY HIGH SCHOOL

**Goal 2.** Queen City High School will meet the safety and security needs of students and staff including the teaching and encouraging of positive school-wide behavior.

**Objective 1.** Queen City High School will develop and maintain a safe and secure learning environment

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A firm, fair and consistent discipline management plan will be reviewed and implemented each year. (Target Group: All) (CSFs: 6)	Campus Principal	Weekly	(L)Local	Summative - Handbooks and Code of Conduct; student discipline records
2. All facilities will remain locked during the school day to protect students and eliminate unauthorized access by outsiders. (Target Group: All) (CSFs: 6)	Campus Principal, Director of Auxiliary Services	Daily	(L)Local	Summative - Safety checks
3. School personnel will receive training at the beginning of each year on safe school procedures. (Target Group: All) (CSFs: 6)	Campus Principal, Director of Auxiliary Services, Director of Instruction and Technology, School Nurse	August	(L)Local	Summative - Professional development records
4. The school will maintain a positive relationship with local authorities such as local police and firemen and federal entities (such as the Ark-Tex Council of Governments) and, using their expertise, conduct appropriate safety drills and training. The joint effort using federal, state, and local resources, will have safety awareness and an improved school climate as its goal. (Title I SW: 10) (Target Group: All) (CSFs: 6)	Campus Principal, Director of Auxiliary Services	Every 9 weeks	(L)Local	Summative - Safety drill logs and reports.
5. A wide variety of strategies including activity and lunch detention will be utilized to maintain a safe orderly environment and reduce the number of students placed in ISS or DAEP. (Target Group: All) (CSFs: 6)	Campus Principal	Every 3 weeks	(L)Local	Summative - Student discipline records
6. A security check system will be maintained in the front office to ensure anyone gaining entrance to the campus does not have a criminal history that would pose a threat to students or staff. A security camera system will be maintained and updates as funds are available to remove any blind spots on the existing system. Safety bollards will to be	Campus Principal	Daily	(L)Local	Summative - Security check system reports

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**Objective 1.** Queen City High School will develop and maintain a safe and secure learning environment

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
added in designated locations. (Target Group: All) (CSFs: 6)				
7. Security will be provided at all home sporting events. (Target Group: All) (CSFs: 6)	Campus Principal, Superintendent	Weekly	(L)Local	Summative - Payments to Security Personnel
8. A DAEP teacher will provide safety and ensure proper instruction for students while completing the discipline plan. (Target Group: 9th,10th,11th,12th) (CSFs: 1,4,6)	Campus Principal, Superintendent	Every 3 weeks	(S)State Comp - Amt - \$18,135.11, (S)State Comp FTE - 0.375	Summative - Summative, Staffing assignments, sign in sheets at DAEP
9. A DAEP paraprofessional will provide safety and ensure proper instruction for students while completing the discipline plan. (Target Group: 9th,10th,11th,12th) (CSFs: 1,4,6)	Campus Principal, Superintendent	Every 3 weeks	(S)State Comp - Amt - \$10,220.94, (S)State Comp FTE - 0.5	Summative - Summative, Staffing assignments, sign in sheets at DAEP
10. When necessary, students with severe discipline problems will be assigned to the Disciplinary Alternative Education Center in order to receive more individualized help with self-control. (Target Group: All) (CSFs: 6)	Campus Principal	Monthly	(S)State Comp - Amt, (S)State Comp FTE	Summative - Student DAEP attendance records.

# QUEEN CITY HIGH SCHOOL

- Goal 2.** Queen City High School will meet the safety and security needs of students and staff including the teaching and encouraging of positive school-wide behavior.
- Objective 2.** Queen City High School will be a drug-free environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Presentations on student leadership, character education, conflict resolution, health awareness, and drug and alcohol abuse awareness will be provided throughout the year. (Target Group: All) (CSFs: 6)	Campus Principal, Counselor, School Nurse	Every 9 weeks	(L)Local	Summative - Program schedules
2. Random and thorough searches will be made to prevent the presence of prohibited items such as drugs, alcohol and weapons on campus (Target Group: All)	Campus Principal	4 times per year (random)	(L)Local	Summative - Search Reports
3. Seniors and their parents will participate in Project Graduation: a safe and drug-free celebration on the night of graduation. (Title I SW: 6) (Target Group: 12th) (CSFs: 6)	Campus Principal	May	(L)Local	Summative - Project Graduation meeting notes and photos
4. QCHS will maintain a student drug-testing program which will include testing for synthetic drugs. (Target Group: All) (CSFs: 6)	Campus Principal, Superintendent	Four times a year (random)	(L)Local	Summative - Drug-testing program contract; student drug test results
5. Staff members will continue to be trained on bullying prevention and bullying intervention. (Target Group: All) (CSFs: 6)	Campus Principal, Director of Instruction and Technology	August	(L)Local	Summative - Staff development records
6. The campus will act upon any recommendations from the School Health Advisory Council. (Target Group: All) (CSFs: 6)	Campus Principal, Director of Instruction and Technology, School Nurse	Semester cycle	(L)Local	Summative - School Health Advisory Council minutes
7. Reports from the fitness assessment (given to all students enrolled in physical education and band) will be analyzed for areas needing improvement. (Target Group: All)	Campus Principal	May	(L)Local	Summative - Fitnessgram Report Analysis
8. Students who show signs of mental health issues are assessed and provided counseling intervention. (Title I SW: 9) (Target Group: All)	Campus Principal, Counselor, Director of Special Services, School Nurse	Every 9 weeks	(L)Local	Summative - Counselor and Diagnostician Report
9. Physical activity is provided through band,	Campus Principal, Counselor	Weekly	(L)Local	Summative - Master schedule and



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**Objective 2.** Queen City High School will be a drug-free environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
physical education, cheerleading, and athletics. (Target Group: All) (CSFs: 6)				student schedules

# QUEEN CITY HIGH SCHOOL

- Goal 2.** Queen City High School will meet the safety and security needs of students and staff including the teaching and encouraging of positive school-wide behavior.
- Objective 3.** All participants at Queen City High School will be trained and proficient in safety and emergency procedures.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. QCHS will maintain a crisis management team that will assist in violence prevention and violence intervention. (Target Group: All) (CSFs: 6)	Campus Principal	Every nine weeks	(L)Local	Summative - Professional Development - Handle with Care Training; student discipline records
2. Staff and students will practice emergency drills and procedures on a routine basis. (Target Group: All) (CSFs: 6)	Campus Principal	Every 9 weeks	(L)Local	Summative - Drill documentation
3. Training and certification for staff members in the use of an Automated External Defibrillator will be maintained. AED's will be available at all functions and in CPR and first aid procedures. (Target Group: All)	Director of Instruction and Technology, School Nurse	August	(L)Local	Summative - Professional Development Records; AED reviews
4. QCHS will maintain an updated emergency management plan complete with a map of the campus that includes shutoff valves for gas and water. (Target Group: All)	Campus Principal, Director of Auxiliary Services, Superintendent	Semester Cycle	(L)Local	Summative - Emergency Management Plan
5. Staff members will continue to be trained in recognizing and obtaining help for students who show signs of endangering themselves. (Target Group: All)	Campus Principal, Counselor, School Nurse	August	(L)Local	Summative - Staff development records
6. In the event that there is a tragedy or attack (student death, faculty death, attack on the school, or any other event of this sort) counseling and guidance will be provided for our students. (Target Group: All)	Campus Principal, Counselor, Director of Instruction and Technology, Director of Special Services, School Nurse, Superintendent	Semester cycle, as needed	(L)Local	Summative - Counseling records

# QUEEN CITY HIGH SCHOOL

**Goal 3.** Queen City High School will have 100% of its teachers appropriately certified in the core academic subject areas.

**Objective 1.** Queen City High School will recruit and maintain appropriately certified educators.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will pay \$4000 above the state base salary scale, a retention and signing bonus for those teaching in state shortage areas, and an additional stipend for Masters degrees. (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)	Campus Principal, Superintendent	August	(L)Local	Summative - Central Office Payroll Reports
2. Experienced mentor teachers will be assigned to new teachers. (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)	Campus Principal	Every 9 weeks	(L)Local	Summative - Mentoring Logs
3. Appropriately certified teachers and highly qualified paraprofessionals will be sought to fill vacancies. The electronic application system will be utilized to help find quality applicants. (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)	Campus Principal, Director of Instruction and Technology, Superintendent	Spring and Summer Semesters		Summative - Staff Certification Records
4. Professional development/training will be provided for staff members who are not appropriately certified. (Title I SW: 3,4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)	Campus Principal, Director of Instruction and Technology	August - September	(F)Title I, Part A, (L)Local	Summative - Certification Records
5. When possible, job interview committees will select and interview applicants who are considered appropriately certified. (Target Group: All) (Strategic Priorities: 1) (CSFs: 3,7)	Campus Principal	Spring and Summer Semester Cycle	(F)Title I, Part A	Formative - Applications and Employee Certification Records
6. Retention/recruitment stipends for teacher shortage areas will be offered to as an incentive for teachers to contract with Queen City ISD and QCHS. (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 1) (CSFs: 1,7)	Campus Principal	Annually, August	(F)Title II, Part A, (F)Title IV, Part A	Summative - Staffing assignments
7. All staff members will be given opportunities to improve their instruction and broaden their knowledge of the diverse needs of their students, especially Economically Disadvantaged students and African american	Campus Principal, Director of Instruction and Technology, Superintendent	Monthly	(F)Title I, Part A, (L)Local	Formative - Staff Professional Development Records

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**Objective 1.** Queen City High School will recruit and maintain appropriately certified educators.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
students, through staff development attendance in all academic areas. Services are contracted through Region 8 Service Center. (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)				
8. The math teachers will attend CAMT during the summer to better meet the needs of their students. English teachers will attend an AP conference during the summer. Science teachers will attend CAST during the fall. (Title I SW: 4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)	Campus Principal, Director of Instruction and Technology	July	(F)Rural and Low Income Grant, (F)Title I, Part A, (L)Local	Summative - CAMT registration payment and CAMT attendance certificate.
9. Professional development for all staff will be provided by the district in the areas of technology, conflict resolution, classroom management and best instructional practices. (Title I SW: 4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)	Campus Principal, Director of Instruction and Technology	August	(L)Local	Formative - Professional Development Schedules and Sign-In Sheets
10. A monthly meal will be served to help the staff feel that they are a part of a family atmosphere. Tea on Tuesday will be continued. Christmas cards will be given to all staff members. All of these will be used to improve the campus culture.				

# QUEEN CITY HIGH SCHOOL

**Goal 4.** Queen City High School will employ strategies to improve attendance and eliminate drop outs.

**Objective 1.** Queen City High School will maintain or improve our daily attendance rate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Parents will be contacted regarding their child's excessive absences. (Target Group: All) (CSFs: 4,6)	Campus Principal	Weekly	(L)Local	Summative - Student Attendance reports
2. The TxEIS program which tracks absences will be maintained. (Target Group: All) (CSFs: 6)	Campus Principal, Director of Instruction and Technology	Monthly	(L)Local	Summative - Attendance reports
3. Students not meeting the 90% rule for attendance will be required to attend Saturday School for attendance recovery credit. (Target Group: All)	Campus Principal, Director of Instruction and Technology	Semester cycle	(L)Local	Summative - Saturday School Attendance Records

# QUEEN CITY HIGH SCHOOL

**Goal 5.** Queen City High School will implement strategies to increase partnerships with the community and foster effective parent and family engagement.

**Objective 1.** Queen City High School will develop and maintain a good relationship with parents and other community members and encourage their participation in school activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Community members and parents will be invited to serve on campus committees such as the CTE Advisory Council, the Campus Improvement Committee, booster clubs, and the School Health Advisory Council. (Title I SW: 6) (Target Group: All) (CSFs: 5)	Campus Principal, Director of Instruction and Technology, Superintendent	August	(L)Local	Formative - Meeting Minutes and Sign-In Sheets
2. Queen City Alumni Association and Queen City High School will work together to provide services for students with particular needs. Alumni will be recognized as an integral part of our community during homecoming activities and at other school functions. (Title I SW: 10) (Target Group: All) (CSFs: 5)	Campus Principal	October	(L)Local	Formative - Records of services
3. An alumni link will be maintained on the district website. (Title I SW: 10) (Target Group: All) (CSFs: 5)	Director of Instruction and Technology	Semester cycle	(L)Local	Formative - Website link

# QUEEN CITY HIGH SCHOOL

**Goal 5.** Queen City High School will implement strategies to increase partnerships with the community and foster effective parent and family engagement.

**Objective 2.** Parents will be informed of student progress and activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Staff members can utilize E-Notes as a communication tool. (Title I SW: 6) (Target Group: All) (CSFs: 5)	Campus Principal	Every 9 weeks	(L)Local	Formative - Remind messages and professional development records
2. The school marquee will be updated regularly with pertinent information. (Title I SW: 6) (Target Group: All) (CSFs: 5)	Campus Principal	Every 3 weeks	(F)Title I, Part A	Formative - Marquee schedule on computer and marquee displays
3. QCHS will utilize E-Notes notification system to keep parents informed of campus activities. (Title I SW: 6) (Target Group: All) (CSFs: 5)	Campus Principal	Monthly	(F)Title I, Part A, (L)Local	Formative - Phone notification reports
4. Parents will have access to their child's attendance and grade information through a web-based program. (Title I SW: 6) (Target Group: All) (CSFs: 5)	Campus Principal, Director of Instruction and Technology	Daily	(F)Title I, Part A, (L)Local	Formative - Gradespeed contract
5. Printed grade reports will be sent to parents every three weeks for those students that have a 74 average or below. (Title I SW: 6) (Target Group: All) (CSFs: 5)	Campus Principal	Every 3 weeks	(L)Local	Summative - Progress Reports and Report Cards
6. The campus will host an annual "Meet the Teacher" night. (Title I SW: 6) (Target Group: All) (CSFs: 5)	Campus Principal	August	(L)Local	Summative - Sign-in sheets
7. An orientation will be held prior to the beginning of school for incoming freshmen and their parents. (Title I SW: 6) (Target Group: All) (Strategic Priorities: 3) (CSFs: 5)	Campus Principal	August	(L)Local	Summative - Sign-in sheets

# QUEEN CITY HIGH SCHOOL

**Goal 6.** Queen City High School will prepare students and staff to understand and use emerging technologies.

**Objective 1.** All students will use technology for a greater understanding of academic content.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All academic classrooms will maintain a one-to-one student-to-device ratio for technology integration into all content areas. (Target Group: All) (CSFs: 1)	Campus Principal, Director of Instruction and Technology	Every 9 weeks	(L)Local, (S)CTE, (S)Instructional Materials Allotment	Summative - Technology records
2. Each teacher will develop at least two technology-based lessons which include student development of an electronic product which incorporates understanding of the subject matter. (Target Group: All) (CSFs: 1)	Campus Principal	Semester cycle	(L)Local	Summative - Lesson Plans and student products
3. Students will use technology on a weekly basis as they demonstrate mastery of student expectations. (Target Group: All) (Strategic Priorities: 3) (CSFs: 1)	Campus Principal	Weekly	(L)Local	Summative - Lesson Plans
4. All classrooms will have wireless Internet access, current anti-virus software, and access to applicable online programs to increase student skill levels. (Target Group: All) (CSFs: 1,6)	Campus Principal, Director of Instruction and Technology	Weekly	(F)Rural and Low Income Grant, (L)Local, (S)CTE, (S)Instructional Materials Allotment	Summative - Technology Records; program contracts
5. Provide credit recovery software for at risk students to maintain graduation requirements. (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 4) (CSFs: 1,4)	Campus Principal	Each Semester	(S)State Comp - Amt - \$4,200	
6. Provide network support, monitoring, for computers and credit recovery. (Target Group: 9th,10th,11th,12th) (CSFs: 4)	Campus Principal	Each Semester	(S)State Comp - Amt - \$250	Summative - Summative, Staffing assignments, Review of Tech Support reports, Review of transcripts



# QUEEN CITY HIGH SCHOOL

**Goal 6.** Queen City High School will prepare students and staff to understand and use emerging technologies.

**Objective 2.** All teachers will demonstrate proficiency in the understanding and use of emerging technologies according to state standards

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will complete an annual staff development survey which will include their needs in the area of technology. (Target Group: All) (CSFs: 7)	Director of Instruction and Technology	Spring	(L)Local	Summative - Survey Results
2. All teachers will maintain an electronic portfolio which will contain products to demonstrate their proficiency in technology according to state standards. (Target Group: All) (CSFs: 7)	Campus Principal, Director of Instruction and Technology	August	(F)Title I, Part A	Summative - Teacher Technology Portfolios
3. At least once during the year, teachers will use technology-based lessons during classroom observations. (Target Group: All)	Campus Principal	Every 9 weeks	(L)Local	Summative - Lesson Plans and Evaluations



# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

#### DEMOGRAPHICS:

1. What do enrollment numbers indicate? Current enrollment numbers indicate that there was a large rise in enrollment between the 2017-18 school year and the 2018-19 school year. The data shows that before then there was a slight incline in enrollment.
2. What is the breakdown by ethnicity or other category?

African American- 13.7%

Hispanic – 3.8%

White – 78%

American Indian – 1.6%

Asian - 0.6%

Pacific Islander – 0%

Two or More Races – 2.2%

3. How has enrollment changed over the past three years?

Enrollment for the last three years has been: 2017-18 - 300, 2018-19 - 341 and 2019-20 - 336. These numbers indicate that there was a slight decrease in enrollment and then it increased last year and remained about the same this school year.

4. What is the number of students in each special program? We have 56.4% Economically Disadvantaged, 0% English Language Learners, 8.3% Special Education.
5. Who are our at-risk students? What is their at-risk category? 35.9% of the population is identified as at risk.
6. Who are our migrant students? Queen City High School does not currently have any migrant students enrolled.
7. What is the mobility rate for this campus? What is the stability rate? How are these numbers represented for Migrant students? Our mobility rate is 12%. We have no migrant students.
8. What area of the community do these students come from? Queen City is a small rural area with no real community area barriers.
9. What are the staff demographics? There are 1 Asian, 4 African Americans, 1 Hispanic, and 39 white staff members at the high school.

# Comprehensive Needs Assessment

## Demographics Strengths (Continued)

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10. What are the teacher/student ratios? How do these ratios compare to performance? Student to teacher ratio is 12:1. This is in direct relation to student performance on state assessments. Student performance is at or above average in most categories and can be attributed at least in part to relatively low class sizes.

## Student Achievement

### Student Achievement Strengths

#### Student Achievement

1. How is student achievement data disaggregated?

Student achievement data is disaggregated by administrators, counselors, and teachers. Additionally, DMAC software is utilized for comparison.

2. What does the data indicate when disaggregated by ethnicity, gender, socioeconomic status, special program, or other category?

#### Approaches GL

Subject	All	AA	White	Hisp	Eco DisAd	SPED	Cont Enrolled	Non-Cont Enrolled
ELA	65%	33%	71%	70%	62%	23%	64%	66%
Mathematics	73%	56%	81%		71%	41%	73%	73%
Science	85%	67%	89%	80%	82%	33%	88%	81%
Social Studies	97%	88%	98%		95%		96%	100%

#### Meets GL

# Comprehensive Needs Assessment

## Student Achievement Strengths (Continued)

ELA	49%	17%	57%	30%	43%	10%	51%	45%
Mathematics	44%	38%	49%		42%	18%	44%	43%
Science	63%	42%	68%	60%	59%	33%	65%	58%
Social Studies	87%	63%	91%		77%		91%	64%

## Masters GL

ELA	6%	0%	8%	0%	5%	3%	7%	5%
Mathematics	22%	19%	24%		20%	6%	24%	19%
Science	19%	0%	20%	23%	18%	11%	25%	10%
Social Studies	60%	38%	63%		44%		64%	36%

3. In which areas are we showing growth? At what rate? Compared to which standard of achievement?

We are showing growth in Science and Social Studies in all areas.

5. Which students are making progress? Why?

The African American group is making progress in the area as listed above. All other subpops are staying in the general area of passing rate. We are making ourselves more aware of subpops and ensuring that intervention is provided for all who need it as well as adjusting instructional techniques to meet the needs of students of all group and learning styles.

6. What impact are intervention programs having on student achievement? Which students are benefiting or not? Why? Overall, students are benefitting from pullout tutoring and strats classes.

7. What does the longitudinal student achievement data indicate? Areas that need vast improvement are addressed and growth is evident. The ELA scores are an area of concern, and additional interventions are being explored. The ELA scores decrease dramatically this past year due to a weak performance in the 9th grade. Areas that are doing well, seem to maintain successful pass rates.

8. What does the data reflect within and among content areas?

Queen City High School is well above the passing rate for the district and state, except ELA in the all subgroup. We are addressing this with additional interventions.

# Comprehensive Needs Assessment

## Student Achievement Strengths (Continued)

10. Which students are making annual progress? Which ones are making projected growth? Who are these students? How does this data compare across programs, content areas, subgroups, etc.? We received 3/7 distinction designations including academic achievement in ELA, Social Studies, and Postsecondary Readiness. All other groups perform consistently with little variance on passing rates. Projected growth was primarily among AA and ED subgroups.

## Student Achievement Weaknesses

Area of Concern

The high school received a C in the area of Closing the Gap.

### Academic Achievement Status

ELA did not Meet the Target GL Standard or Above: AA 17% Target 32, White 57% Target 60%, SPED 10% Target 19%

Math did not Meet the Target GL Standard of Above: All Students 44% Target 46%, White 49% Target 59%, Cont. Enrolled 44% Target 47%, and Non-Cont. Enrolled 43% Target 45%

### Growth Status

Math Target Academic Growth: All Students 61% Target 71%, White 64% Target 74%, Econ Disadv 58% Target 68%, Cont Enrolled 62% Target 71%

### Student Success Status

STAAR Component Score did not Meet the Target: AA 30% Target 36%, White 55% Target 58%, SPED 20% Target 23%, Non-Cont. Enrolled 44% Target 45%

## School Culture and Climate

# Comprehensive Needs Assessment

## School Culture and Climate Strengths

### SCHOOL CULTURE AND CLIMATE:

1. How do students describe the school climate? How does this compare to staff?  
Students and staff both say that the school is a place where students are treated with respect and feel safe. Other indications from surveys: more awareness of our vision and mission is needed; teachers need to experience more collaboration; we have high expectations in the academic, behavioral, and social areas -- in the extracurricular, band has high expectations; other areas do not indicate this; middle class students who are active in extra-curricular are the most satisfied with the school culture with a strong correlation
2. What evidence is there that students and staff are collectively aligned with the vision and mission of the school? Student performance data consistently indicates that a relatively high number of students are considered college ready. We received a distinction designation in this area. This indicates that the staff provides a challenging academic experience which is aligned with college, and business and industry expectations for the students.
3. How do students and staff describe attitudes, respect, relationships, belonging, support, etc.? How does this data compare across groups? Which groups respond in which manner? Students and staff generally describe a positive, safe, and equitable environment in which staff and students engage in appropriate respectful teacher to student relationships. Students generally express a strong sense of belonging which is indicated in participation rates in co- and extra-curricular programs such as Ag, Athletics, and Band.
4. What does the data reflect regarding student behaviors, discipline, etc.? PEIMS discipline data reflects that most students who are placed in detention, ISS, or DAEP are involved in general student code of conduct infractions. The number of offenses recorded for fighting or other serious infractions is minimal.
5. To what degree do students and staff feel physically safe? Students and staff at Queen City High School report a general sense of safety while at school and school related events.
6. What do students and staff indicate about expectations: academic, behavioral, social, extracurricular, etc.? Staff morale is overall positive. The staff participates in activities that administration provides such as door decorating contests, pot lucks, and luncheons. The expectations for achievement, behavior, and performance are reported as being loft and challenging. Most staff and students understand and describe an atmosphere in which academic rigor and outstanding performance are expected in all areas. Most co- and extra-curricular areas have seen success. For example: band received 4th place at the State Marching Contest in 2017, and academic UIL has grown over the last school year.
7. How are the students' attendance, tardies, and other behaviors? Students' attendance and tardy rates are good. As far as discipline, most students do not have infractions; however, some of the ones that do, tend to be repeat offenders.
8. What does the data indicate regarding classroom management and organization? How does this compare to classroom student achievement data? Classrooms have very few discipline referrals. They also turn in lesson plans each week that prove planning for effective instruction. The achievement data reflects that.
9. What does the data reflect regarding gang, substance abuse, weapons, and other safe school areas? Who are the students involved? WI

# Comprehensive Needs Assessment

## School Culture and Climate Strengths (Continued)

do we know about these students? What services have these students received? There is no recorded gang activity within the school climate. No students were identified through school drug testing procedures to experience drug abuse on the 1st testing.

10. What students are involved in extracurricular activities, clubs, and other areas? Who are these students? What does student achievement reflect about these students versus others who are not involved? The data reflects that students from both genders and all ethnic representations are involved in activities, clubs, and organizations. Participation in athletics has increased. The student achievement data indicates that those students who are more involved in school related clubs, activities, and organizations tend to score higher on standardized tests than students who are not involved.
11. What are the students' and staffs' perceptions of facilities and the physical environment? What is the impact of the facilities on culture and climate? The high school campus is over 40 years old. Despite the age of the facilities, they are generally clean and well-maintained. All facilities are kept in adequate working order. The hallways were repainted recently. Staff and students alike take pride in participating in campus and facility improvement activities. This is evidenced by a clean and inviting learning atmosphere in all classrooms, lack of broken facilities and equipment, graffiti, and trash on campus grounds and facilities.

## School Culture and Climate Weaknesses

The existing security camera system has several blind spots around the campus and need to be updates. Bollards need to be added in some spots around the campus.

## School Culture and Climate Needs

Bollards added around the campus. New cameras added to remove blind spots.

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Strengths



# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Strengths (Continued)

### STAFF QUALITY, RECRUITMENT, AND RETENTION:

1. What are the teacher qualifications, certifications, etc.? Paraprofessionals?  
Most core area teachers are certified to teach in the area they are teaching. All paraprofessionals are HQ. Certification plans are in place for the 5 new teachers that are not certified in the area they are teaching. Time and resources are provided for interventions and training. Stipends are in place for teacher shortage areas so that quality staff members are motivated to stay at Queen City High School.
2. What does the general data reflect regarding teacher quality on the campus? The data reflects that there is an overall exceptional quality in the vast majority of teachers.
3. How are follow-up data regarding teacher performance provided to teachers? Both pre and post observation conferences are held. Teachers are given and have access to electronic copies of all observations.
4. How are we recruiting highly qualified and effective staff? Staff in hard to fill areas such as math and science are now offered incentive bonuses. The district offers above the state base teacher pay rate and pays an additional \$1,000 to teachers who have a masters degree or above. We are recruiting new teachers through participation in the local colleges' student teacher programs, online regional database of qualified candidates, and website postings.
5. What is our staff attendance rate? Retention rate? Turnover rate? Attendance rates among staff members vary. Our retention rate = 82%, and new staff is supported with mentors, new staff orientation, and new staff training. They report that this is helpful and encouraging.
6. How is highly effective staff assigned to work with the highest needs students? High needs students are identified through the desegregation of achievement data each year. Teachers who have the most success with the targeted demographics students are paired with the high needs students in an enriched intervention or strategies class in each of the four core subjects.
7. What is the impact/effect of our teacher mentor program? All new staff members are paired with an experienced teacher in the related field of study. These mentors provide assistance and guidance in all aspects of campus life and their responsibilities for the first two years of a new teacher's career. As a result, there is less turnover and higher teacher retention except in the area of athletics/coaching.
8. How is new staff supported? What feedback do they provided? All new staff members are paired with an experienced teacher in the related field of study. These mentors provide assistance and guidance in all aspects of campus life and their responsibilities for the first two years of a new teacher's career. New teachers report fewer classroom and instructional issues. Follow-up conferences are held at the end of the year. Most entry-level teachers report that the teacher/mentor program is of great assistance in enabling them to be successful in the first year of their career.
9. What systems are in place to build capacity and support the notion of continuous improvement? Administrators participate in frequent and thorough monitoring during the year. Students are assessed in each subject area every 9 weeks to monitor progress toward goals. T DMAC data is compared from assessment to assessment to determine quality and level of progress. Intervention classes are offered when necessary for students who are considered at-risk of failing state assessment or dropping out.

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Strengths (Continued)

How are we using data to determine professional development for staff? Surveys are conducted among the staff during each school year to help identify teacher needs. All student data including attendance, achievement, and discipline data is considered in order to determine behavioral, instructional, and social/adjustment needs of students which then usually determines staff development.

11. How are collective and individual decisions regarding professional development determined? Campus administrators collaborate with district level administrators once the data is gathered to determine reflected needs and to ascertain processes and programs to be utilized in order to meet those needs.
12. What types of professional development has staff attended? How is implementation monitored? What impact has it had on performance? What is the follow-up? Campus and district staff members attend lectures and conferences as required and on an as needed basis from year to year. All state and federal requirements are met each year. Student achievement and teacher performance are monitored for implementation by campus and district administrators during walk-throughs and observations. Conferences are held as needed. We conduct surveys each year wherein the staff expresses staff development needs; the administrators review yearly data to determine additional needs. Professional development includes face-to-face direct training, online, book studies, conferences, and Region VIII staff development. The implementation of this staff development is monitored through walk-through's, data analysis, and use of resources. Data indicates that performance has improved over time. If teacher performance is not up to expectations, intervention plans are implemented.

## Curriculum, Instruction and Assessment

### Curriculum, Instruction and Assessment Strengths

#### CURRICULUM, INSTRUCTION, AND ASSESSMENT:

1. What evidence exists to determine that the curriculum is clearly linked to the TEKS and other standards for student learning? Student performance data on both the state and national level indicate that student expectations are clearly met at above the average performance indication levels.
2. How is data used to inform curriculum, instruction, and assessment decisions? Data is desegregated with DMAC at the beginning of each year to determine high needs areas or weakness within each student group. This information is then used by staff to develop and deliver individualized and small group instruction for students in need of assistance. Grade and course assessments are given at the end of

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Strengths (Continued)

each grade reporting period to determine student progress toward their goals. The information from these is used to adjust instruction if necessary.

3. What does the data reflect about how curriculum, instruction, and assessment are aligned? How are they focused on supporting and challenging all students? Student performance data, curriculum alignment activities and instructional maps are utilized and developed in order to provide an appropriate and challenging curriculum for all students at multiple performance levels. Intervention classes as well as enriched curriculum opportunities are provided as appropriate.
4. How are curriculum, instruction, and assessment aligned with 21<sup>st</sup> Century Learning Skills? District and campus administrators work in a collegial fashion with area businesses, colleges, and other groups and organizations to determine the business and industry needs within the area. Curriculum opportunities, volunteerism activities, and job shadowing events are developed and implemented to address these needs. The school is in partnership with Texarkana College and Texas A & M University-Texarkana to utilize innovative instructional practices and learning opportunities to prepare students for achievement in the global market. We also partner with the Collins Academy.
5. What evidence is there that there is a process for monitoring, evaluating, and renewing the curriculum to meet the needs of all learners? Each year teachers participate in a data review at each grade level in order to determine strengths and weaknesses among all students and student groups. Staff members develop instructional heat maps in order to identify and focus on high needs areas. Instructional focus documents and Year-At-A-Glance schedules are developed to address the identified needs.
6. How are instructional strategies and activities aligned with student learning needs and expected outcomes for achievement? How consistent is this across the district/school? What is the impact on specific student groups? Each year teachers participate in a data review at each grade level in order to determine strengths and weaknesses among all students and student groups. Staff members develop instructional heat maps in order to identify and focus on high needs areas. Instructional focus documents and Year-At-A-Glance schedules are developed to address the identified needs. Student performance improves or remains constant from year to year in general.
7. What evidence supports the implementation of high impact/high yield additional interventions for students who need assistance beyond primary classroom instruction? Which students need this type of instruction? What has the effect been over time? There are intervention type classes in each math and English content areas. Students who tend to need these courses are economically disadvantaged and African American. Data overtime indicates that these interventions are effective in that these students show significant improvement in all areas most years.
8. How do we know assessments are designed, developed, and used in a fair and equitable manner that eliminates biases? How do students perceive these assessments? Benchmarks and assessments are often designed by course instructors. In most instances these assessments are compiled from local and stated-level assessment question data bases. It is believed that students exhibit a high level of apathy toward these assessments unless significant credit/grades are linked to them.
9. How does the scope of assessments provide a comprehensive and representative sampling of student performance that allows for confident conclusions about achievement? At least 3 tests are given each nine weeks in each course. There is also a semester exam

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Strengths (Continued)

given at the conclusion of each semester to students. Therefore, progress is constantly being measured throughout the year. The result is maximized opportunity for high student achievement. There are usually no surprises when student assessment results are released. Exemptions can be earned for the final exam at the end of the school year if the student has met the established criteria.

## Family and Community Involvement

### Family and Community Involvement Strengths

#### FAMILY AND COMMUNITY INVOLVEMENT:

1. What evidence exists that families and community members are involved in meaningful activities that support students' learning? What are the activities? Which parents and community members are involved? What trends and patterns do we observe?

Queen City High School has a high level of parent and community support in many clubs, organizations, and entities within the community. Parents actively participate in booster clubs. There is usually a high level of participation in school, parent, and community involved committees. These participants often develop and implement school, parent, and community activities which support the school and its efforts. Meet the Teacher Night has good attendance. Parents have stated that the online student report card enables them to be more aware of potential academic problems so that they can intervene. Extra-curricular events and academic events are well-attended although parents of at-risk students are less visible. The pattern of involvement is that more middle and upper class parents support their children academically. Parents and community members serve on many decision-making committees with newspaper announcements being placed inviting parents to participate. Parents are asked to complete surveys which drive change. Services to parents and students include the school webpage which posts information about how parents can support their children in their school endeavors, the online gradebook which allows for easy monitoring by parents and students of schoolwork, a Clothes Closet to assist families in crisis, and counseling programs including character education. Individual contracted counselors are hired for extreme cases needing more intensive intervention.

Local businesses serve as stakeholders in the high school educational program by serving on committees, sponsoring student programs, providing employment opportunities, and serving as training sites. The Duke Talent Search and Department of Assistive and

# Comprehensive Needs Assessment

## Family and Community Involvement Strengths (Continued)

Rehabilitative Services assist families with various needs. The high school partners with local colleges through articulation agreements so that students can transition into college with needed skills. Texarkana College provides financial planning assistance.

2. How are families and the community members involved in school decisions? Parents and guardians as well as local business and community members are invited to participate in many school activities. There are representatives from these groups in both district and campus level decision making committees.
3. What types of services are available to support families, community members, and student to encourage healthy family relationships? Guidance and counseling services are provided at each campus in order to provide family and community support and to encourage a sense of unity among all stake holder groups.
4. If families speak languages other than English, what are these languages? How does the school communicate in those languages? There are very few non-English speaking families within the district. The represented groups include Hispanic and Asian. The school provides bi-lingual assistance, interpreters, and documentation in the native language when appropriate.
5. What types of services are available to support students in special programs? All students receive appropriate assistive and instructional services. High needs students are taught by teachers who are prepared to meet their instructional and developmental needs. Speech therapy, physical therapy, occupational therapy, dual credit, enriched curriculum, and opportunities for modifications are supplied and applied as appropriate.
6. What types of community partnerships exist to support families and students? The district maintains positive and collegial relationships with many community organizations. Several churches and civic organizations assist the district in providing for various student and family needs. The district maintains a community clothes closet to help families with basic needs items such as clothing and toiletries.

## School Context and Organization

### School Context and Organization Strengths

#### SCHOOL CONTEXT AND ORGANIZATION:

1. To what extent does the district/school support the organizations and how? The district opens its facilities to use by the public for nominal fees and provides related services as available. (Cafeteria workers, custodians, etc.) The district also provides and maintains concession stands and related equipment for use by parent/community organizations.

# Comprehensive Needs Assessment

## School Context and Organization Strengths (Continued)

2. What does the data reflect about classes, schedules, and student/staff teams? Data reflects that scheduling opportunities are available to meet the needs of students and staff. Staff members are available to provide multiple services for all students both before and after school. Schedules are such that class sizes are on average no larger than 15-1 in student/teacher ratio. Flexible scheduling is available for students who need to leave school for work or college related activities.
3. How is adequate time devoted to subjects in which students perform poorly? Intervention classes are scheduled and offered throughout the school day to ensure that appropriate accelerated instructional activities for available for all students who need them. There is also a 25 minute tutorial period built into the master schedule during which students can seek assistance from their teachers as needed. Special tutoring sessions are offered and transportation is offered for retesters of some EOC's.
4. How do teachers have a voice in decision making and school practice? Administrators at all levels within the district consistently maintain an open-door policy for staff, student, parent, and community input. Staff members are also represented on decision making committees as appropriate.
5. What role do teachers have in deciding what assessments will be used to evaluate individual students or programs as a whole? Staff members have the capabilities to design and implement their own student assessments as needed.
6. Do school committees and decision making bodies make it easy for teachers, parent, paraprofessionals, support staff, and students to be heard and, in turn, for all groups to be a part of solutions to identified problems? All stakeholder groups are invited to be represented on campus/district level committees. These representatives hold voting positions within these committees.
7. What are the students', parents', and community members' perception of the school? In general, most participants and stakeholders feel that the school is a safe and inviting environment where all students are welcome and offered a challenging and appropriate curriculum and participatory opportunities.
8. What do school expectations reveal? There is a level of rigor to all expectations for student, staff, and community performance and involvement with in the system. School pride has increased throughout the district and community; however, this is an area that we will continue working on. Expectations for student performance and behavior are high. There are multiple student accomplishments which suggest a high level of academic rigor. Expectations for behavior are firm, fair, and consistent for all students. There are no unsafe schools incidents that have occurred at the campus. Professional development at the district level supports the high school needs. The parent notification system, TEKS Resource System, gradebook, and webpage are all resources that support the teachers and assist in the communication with the stakeholders. Staff development through Region 8 and outside consultants is a crucial part of the support that teachers receive. Teachers also have the ability to travel to conferences outside of the area when the need is assessed. Region 8 is a vital resource for contracted services and the electronic application system. The high school has the financial resources as needed. Instru supports, such as staffing, classroom facilities, materials, and technology are in place. Schedules are designed around student need with small class sizes. Additional instructional periods are offered for low-performing students. Teachers serve on decision-making committees, and the high school has an "open door" policy concerning ideas and opinions. Our number of transfers from other districts speaks of the confidence in our school. Many student transfers stay from kindergarten all the way through 12th grade. The high school

# Comprehensive Needs Assessment

## School Context and Organization Strengths (Continued)

exhibits a climate of high expectations including the belief that all students can learn.

## Technology

### Technology Strengths

#### TECHNOLOGY:

1. What technology do we have?

Queen City High School is a one to one campus that provides a technology device for each classroom that allows the students to utilize the appropriate technology. The district/high school technology resources include the latest models of computers/laptops, classrooms networked to a centralized printer/copier, library computer labs, iPads and iPods, ceiling-mounted projectors, document cameras, automated parent notification system, wireless access, mobile labs, Smartboards, ChromeBooks.... According to the Texas StarChart, our campus is at the next to the highest level of proficiency both for students and staff in most categories and at the highest level in some categories. Teachers continue to request emerging technologies. They utilize current technology to the maximum and have been helped recently with an increase in the bandwidth and speed of the internet service. All teachers have received training in accordance with state and federal standards according to the StarChart. Additional technology integration training is offered as needed with the result being that teachers are more able to effectively integrate technology into their instruction. The network allows for just-in-time access for instructional use but is also monitored for appropriate use. This is essential since the curriculum is technology-based (TEKS Resource System); the software used for acceleration is web-based for 24-7 access (OdesseyWare); data disaggregation (DMAC) is also web-based, and teachers have the ability to determine instructional needs at any time.

2. What is the technology proficiency for staff and students? Generally speaking, all staff and students perform above average in their use of technology devices and services.
3. How does staff feel about technology? Most staff members feel their needs are accommodated. The need for improved internet speed has been met. Staff members utilize Remind to communicate with students and parents. Facebook is utilized to communicate events and accomplishments, as well.
4. What are some barriers that potentially prevent effective use of technology? When it's working, why is that so? When it's not working, why not? In the past, the needs have been speed and accessibility, but both of these have been addressed. Generally, we do not hear of

# Comprehensive Needs Assessment

## Technology Strengths (Continued)

many barriers as far as technology goes.

5. What types of technology professional development have we provided? What was the impact for staff and students? All teachers are required to maintain an electronic portfolio to demonstrate their individual level of proficiency in use of technology. As a result of these requirements, most teachers feel more confident in their ability to effectively use devices and programs in instructional practices. There is always a high level of students' use of available technologies within the school.
6. In which content areas are we using technology and how? What is the effect? Technology is used in all content areas. It is more prominently used in math, English Language Arts, and the Career and Technology content areas. The effect is that students are more prepared to perform and compete in the global market in those areas.
7. How does the design of the network provide for the users it supports? The network is designed so that users have access in multiple locations on campus. Most programs are available in these locations to all users.
8. How is technology utilized to support curriculum, instruction, and assessment integration and implementation? Multiple technological elements are available for use by students, staff and parents throughout the district. Staff members have access to student performance data through district technology resources. Students have the ability to access school technology resources both on and off campus. Parents are able to access their student's attendance and grades at any moment through district sponsored/supported programs.



# Comprehensive Needs Assessment Data Sources

ACT/SAT Data  
Community Input  
Disaggregated STAAR Data  
Discipline Referrals  
District Policies  
Drop-out Rates  
Expulsion/Suspension Records  
Failure Lists  
Federal Program Guidelines  
Graduation Records  
Highly Qualified Staff  
Mobility Rates  
Parent Participation  
Parental Involvement Policy  
PEIMS Reports  
Promotion/Retention Rates  
Report Card Grades  
Safe Schools Checklist  
SCE Policy  
Special Programs Evaluations  
Special Student Populations  
Staff Development  
Staff/Parents/Community/ Business members involved w/SBDM  
Standardized Tests  
Summary of Student Progress (not taking STAAR)  
Survey and Interviews of Students/Staff/Parents  
Teacher Turnover Rates