

Quinlan Independent School District

District Improvement Plan

2024-2025



Board Approval Date: October 21, 2024
Public Presentation Date: October 21, 2024

Quinlan Independent School District

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Mission Statement

The mission the Quinlan Independent School District is to ensure that all children have access to a quality education that enables them to achieve their full potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation.

Vision

- To continue to build a true learning culture with academic rigor, strong discipline, competitiveness, and respect for others that yields positive student achievement and encourages progressive, entrepreneurial, innovative and creative thinking.,
- To develop and prepare student leaders academically, vocationally, emotionally, and socially to take advantage of the opportunities and challenges of a 21st century world thorough authentic, engaging, interactive and progressive instruction.
- To maintain long-term financial solvency and to pursue financial equity for all Texas children.
- To develop early literacy partnerships with parents and community.
- To promote a college and career readiness culture.
- To foster increased parent and community involvement.
- To continue to emerge as a lighthouse district worthy of emulation for all stakeholders.

Core Beliefs

- The QISD Leadership Team believes that all students can succeed and communicate at the highest levels. We believe our students deserve a world class education. We believe great things are possible in QISD.
- The QISD Leadership Team will earn and foster the public trust.

The QISD Leadership Team will be unified and committed to high expectations and accountability for all stakeholders, including ourselves.

The QISD Leadership Team will expect rigor, relevance and relationships in education.

The QISD Leadership Team will make decisions that are student centered and utilize a data driven, results oriented approach to instruction.

The QISD Leadership Team will exhibit honor, courage and commitment in all actions and decisions.

The QISD Leadership Team will make the tough/right decisions whether they are popular or not. Our students, community and staff deserve no less. The QISD Leadership Team will treat all stakeholders with dignity and respect, using active listening skills and will follow up with prompt, effective communication.

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Comprehensive Needs Assessment

Revised/Approved: October 11, 2024

Demographics

Demographics Summary

See addendum for Demographics Team CNA Notes
See the addendum for Title III Parent and Community Engagement CNA Team Notes

Demographics Strengths

Strong response to truancy
Attendance committees meet to assist in gaining attendance credits. Increase the availability of incentives and prizes to encourage

attendance. 90% rule has been aligned at all campuses. Implementing a step procedure for truancy.

152 truancy cases filed on parents for non-contributing with 60 closed. Around 1,500 attendance letters mailed home (Warnings & 2nd Notices), 143 emails sent and 154 phone conversations made. There are 2 Truancy Prevention programs for students, one at 3 or more unexcused absences in a 4 week period and one after 6 unexcused absences. Monthly 1-2 hour parent truancy class is held once a month.

Providing students with college credit

Purchase of Summit 12 program to help with EB student to assist with reclassification

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Lack of communication with the Hispanic students and community resulting in lower assessment rates and low participation rates in CTE courses and certifications and ACE parent involvement. **Root Cause:** For Male Hispanic students, the focus is not on CTE or extracurricular but on graduating as soon as possible to enter the workforce and begin earning money. Lack of interest in extracurricular.

Problem Statement 2 (Prioritized): Discipline removal rates have been steadily increasing. **Root Cause:** Inconsistent implementation of discipline policies and procedures with

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the campuses, administration and teachers.

Problem Statement 3 (Prioritized): We are seeing a decrease in removals but they still remain pretty high. African Americans are more likely to be removed from the classroom.

Root Cause: Some of the students need more social/emotional training, teaching skills to teachers to incorporate into lessons to assist in developing those skills.

Problem Statement 4 (Prioritized): Students need to learn how to manage emotions, solve problems, and get along with others. **Root Cause:** Poverty, lack of exposure, special needs.

Problem Statement 5 (Prioritized): Only 7 ELs, district-wide, scored Advanced High on TELPAS. Only 103 scored Advanced. Only 31 ELs had a composite score of Advanced High. Only TMS achieved the EL Proficiency measure of 36. **Root Cause:** The challenges of the online speaking assessment. May ELs chose remote learning during the COVID period.

Problem Statement 6 (Prioritized): Lack of communication with the Hispanic students and community resulting in lower assessment rates and low participation rates in CTE courses and certifications and ACE parent involvement. **Root Cause:** For Male Hispanic students, the focus is not on CTE or extracurriculars but on graduating as soon as possible to enter the workforce and begin earning money. Lack of interest in extracurriculars.

Problem Statement 7 (Prioritized): Only 35% of ELs met the yearly progress measure on TELPAS moving one level higher. 40% of ELs met expected progress on STAAR, with 26% of ELs meeting accelerated progress. In total, 66% of ELs met their progress measure on STAAR. **Root Cause:** The challenges of the online speaking assessment. May ELs chose remote learning during the COVID period

Problem Statement 8 (Prioritized): With the high at-risk population, we are experiencing an increase in social-emotional struggles that are impacting student academic progress, self-expression, coping, behavior, decision-making, and negative self-perceptions, all of which lead to increased truancy and drop out rates. **Root Cause:** The number of social and educational outreach for parents has declined in recent years with a loss of opportunities to connect, interact, educate, and support the parents in how to assist their child's educational journey.

Problem Statement 9 (Prioritized): Our district attendance rate increased from 91.57% in 2021-2022 to 93.37% in 2022-2023 but fell short of our goal of 97%. **Root Cause:** Students and parents are still getting back into regular school attendance post-COVID. Poverty and drug use are also factors.

Problem Statement 10 (Prioritized): With the surge in student enrollment, the number of students who need specialized services and instruction has grown rapidly. **Root Cause:** More families are moving within the school district due to a variety of factors with many doubling up.

Student Learning

Student Learning Summary

See Addendum for Student Learning and CTE Title II CNA Team Notes

Improving ALG 1 scores will allow students to pass the TSI Math which helps them become college-ready. Many careers are tied to having basic math skills; improving this area would benefit students in college and career readiness.

Student Learning Strengths

Student Support Systems

PK 3 ½ day PK 3 programs

PK 4 Full Day PK 4 program

Head Start Head Start program includes 2 teachers, 2 paras, a family coordinator, parent meetings & training, home visits

ESL Cannon - 2 EL Interventionists

Butler - 1 EL interventionist & 1 EL Para

TMS - 1 EL Para, ½ Teacher

FHS - 1 EL Para, ½ Teacher

SPED Added additional co-teachers, life skills teachers, diagnosticians, paraprofessionals, and speech assistants

CTE We have added a social media marketing certification. We have a total of 24 certifications

GT K-5 pullout program

Secondary - Honors classes & Dual Credit

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PK 3 ½ day PK 3 programs

Homeless Hunt County Kids, District Resources, Community Resource Group

We are above the state level with over 99% of our students on track to graduate on time.

How are our students in CTE programs performing on federal accountability indicators? Most of our students are performing as well as the rest of the state except in the area of Algebra 1 and gender equity. Overall our CTE students are performing as well as the state if not better.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): An extensive review of student learning data during a Principals' meeting revealed the need to focus on growth for all students. **Root Cause:** Various causes. COVID learning interruption, a significant number of ELs missed face-to-face learning for close to a year.

Problem Statement 2 (Prioritized): Students in QISD ECR data mirrored that of the state averages. A high percentage of students scored a "0" on ECR essays on STAAR and EOC. **Root Cause:** Change in testing format and expectations for writing and scoring Extended Constructed Responses.

Problem Statement 3 (Prioritized): Data on STAAR and EOC reflected that students struggled with the higher level rigor of the TEKS that were being assessed **Root Cause:** Instruction is being presented at the approaches level and not at the meets or masters levels.

Problem Statement 4 (Prioritized): Students are not meeting federal targets (targets are at the "meets level") **Root Cause:** Why do you think this is the case: Tier I instruction - scaffolding Changing demographics and learning needs Late buses Teacher shortage STAAR Alt. to STAAR Other concerns: Behavior Attendance Need to use instructional time for grade-level material Low reading levels The Coteach model is hard with huge learning gaps. They often become a resource class and don't allow the gen ed higher achievers to

Problem Statement 5 (Prioritized): High school CTE concentrators have only scored 69% of the state's ALG I scores at the Meets Level which is affecting their ability to pass TSI and College/Career Ready. (Outcomes Bonus) **Root Cause:** Students lack foundational knowledge in math and are unable to think critically. Students lack foundational knowledge and are too accustomed to using devices to do math operations.

District Processes & Programs

District Processes & Programs Summary

See Addendum for Perkins, T II, SCE CNA Team Notes 09/06/2023

Current areas for growth:

- Parent Involvement
- Student mental/behavioral health
- Attendance

District Processes & Programs Strengths

- Safety
- Providing for students

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): As a part of our overall school security program, we need to add alarms for entrances that are kept open.

Problem Statement 2 (Prioritized): We have students who don't remain with one Program of Study or who don't stay in CTE courses during their junior or senior year. This is particularly true with our Hispanic male students. **Root Cause:** Program of Study Completers are 10 percentage points below the state - which was our lowest performing. This means that students are not consistently completing a Program of Study (such as Business Management or AG to gain 4 high school credits, one of which is an advanced CTE

course).

Problem Statement 3 (Prioritized): Students use of or possession of drugs **Root Cause:** Acceptance to prohibited behaviors in the homes of many of our students; relationships/belonging; church?

Problem Statement 4 (Prioritized): Our students and their families have barriers of poverty, time, and structure in their lives. We need more staff who can help and educate parents, maybe a social worker? **Root Cause:** Lack of family structures and economic opportunities. Generational poverty.

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Perceptions

Perceptions Summary

The DIP Family Engagement Team reviewed the TITLE III Engagement Planning Tool which can be found in the addendum. The team said that some of our Family and Community needs are building back parent involvement post-COVID, continuing to build a welcoming environment, and providing campus activities to be involved.

Perceptions Strengths

Family and Community Engagement Activities:

1. Back to School Fair
2. Community Education Classes-GED, ESL, Fitness, Money Management
3. QISD Fitness Center
4. Veterans Day Program
5. Family Sweetheart Dance
6. Christmas Tree Lighting
7. Bike Safety Rodeo
8. Mobile Learning Cafe
9. Weekend Food Bags
10. QISD Community Library and Museum
11. Quinlan Community Park in partnership with the City of Quinlan

The team found that our strengths are in communication. Remind helps us to communicate with families in their native language. Teachers are sending more translated messages to parents. EL Family Nights bring families together. Students want to stay involved in Family Nights. District-sponsored events have become a tradition for families and that builds unity.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): An inventory of family and community partnerships revealed a need for a general staff, student, and parent survey. **Root Cause:** While there

has been an increase o surveying parents as stakeholders in decision making such as calendar, schedule changes, and ESSR fund uses; a general survey is needed.

Problem Statement 2 (Prioritized): Help parents become more active participants in the education of their children. **Root Cause:** COVID caused in interruption in having parents engaged in school events.

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Priority Problem Statements

Problem Statement 20: Students need to learn how to manage emotions, solve problems, and get along with others.

Root Cause 20: Poverty, lack of exposure, special needs.

Problem Statement 20 Areas: Demographics

Problem Statement 21: We are seeing a decrease in removals but they still remain pretty high. African Americans are more likely to be removed from the classroom.

Root Cause 21: Some of the students need more social/emotional training, teaching skills to teachers to incorporate into lessons to assist in developing those skills.

Problem Statement 21 Areas: Demographics

Problem Statement 22: Discipline removal rates have been steadily increasing.

Root Cause 22: Inconsistent implementation of discipline policies and procedures with the campuses, administration and teachers.

Problem Statement 22 Areas: Demographics

Problem Statement 23: Lack of communication with the Hispanic students and community resulting in lower assessment rates and low participation rates in CTE courses and certifications and ACE parent involvement.

Root Cause 23: For Male Hispanic students, the focus is not on CTE or extracurricular but on graduating as soon as possible to enter the workforce and begin earning money. Lack of interest in extracurricular.

Problem Statement 23 Areas: Demographics

Problem Statement 24: Only 7 ELs, district-wide, scored Advanced High on TELPAS. Only 103 scored Advanced. Only 31 ELs had a composite score of Advanced High. Only TMS achieved the EL Proficiency measure of 36.

Root Cause 24: The challenges of the online speaking assessment. May ELs chose remote learning during the COVID period.

Problem Statement 24 Areas: Demographics

Problem Statement 25: As a part of our overall school security program, we need to add alarms for entrances that are kept open.

Root Cause 25:

Problem Statement 25 Areas: District Processes & Programs

Problem Statement 26: An extensive review of student learning data during a Principals' meeting revealed the need to focus on growth for all students.

Root Cause 26: Various causes. COVID learning interruption, a significant number of ELs missed face-to-face learning for close to a year. **Problem Statement 26 Areas:** Student Learning

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Problem Statement 27: Lack of communication with the Hispanic students and community resulting in lower assessment rates and low participation rates in CTE courses and certifications and ACE parent involvement.

Root Cause 27: For Male Hispanic students, the focus is not on CTE or extracurriculars but on graduating as soon as possible to enter the workforce and begin earning money. Lack of interest in extracurriculars.

Problem Statement 27 Areas: Demographics

Problem Statement 28: Only 35% of ELs met the yearly progress measure on TELPAS moving one level higher. 40% of ELs met expected progress on STAAR, with 26% of ELs meeting accelerated progress. In total, 66% of ELs met their progress measure on STAAR.

Root Cause 28: The challenges of the online speaking assessment. May ELs chose remote learning during the COVID period

Problem Statement 28 Areas: Demographics

Problem Statement 29: An inventory of family and community partnerships revealed a need for a general staff, student, and parent survey.

Root Cause 29: While there has been an increase o surveying parents as stakeholders in decision making such as calendar, schedule changes, and ESSR fund uses; a general survey is needed.

Problem Statement 29 Areas: Perceptions

Problem Statement 30: Students in QISD ECR data mirrored that of the state averages. A high percentage of students scored a "0" on ECR essays on STAAR and EOC.

Root Cause 30: Change in testing format and expectations for writing and scoring Extended Constructed Responses.

Problem Statement 30 Areas: Student Learning

Problem Statement 31: Data on STAAR and EOC reflected that students struggled with the higher level rigor of the TEKS that were being assessed

Root Cause 31: Instruction is being presented at the approaches level and not at the meets or masters levels.

Problem Statement 31 Areas: Student Learning

Problem Statement 32: We have students who don't remain with one Program of Study or who don't stay in CTE courses during their junior or senior year. This is particularly true with our Hispanic male students.

Root Cause 32: Program of Study Completers are 10 percentage points below the state - which was our lowest performing. This means that students are not consistently completing a Program of Study (such as Business Management or AG to gain 4 high school credits, one of which is an advanced CTE course).

Problem Statement 32 Areas: District Processes & Programs

Problem Statement 33: Students use of or possession of drugs

Root Cause 33: Acceptance to prohibited behaviors in the homes of many of our students; relationships/belonging; church?

Problem Statement 33 Areas: District Processes & Programs

Problem Statement 34: Help parents become more active participants in the education of their children.

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Root Cause 34: COVID caused in interruption in having parents engaged in school events.

Problem Statement 34 Areas: Perceptions

Problem Statement 35: Our district attendance rate increased from 91.57% in 2021-2022 to 93.37% in 2022-2023 but fell short of our goal of 97%.

Root Cause 35: Students and parents are still getting back into regular school attendance post-COVID. Poverty and drug use are also factors.

Problem Statement 35 Areas: Demographics

Problem Statement 36: With the high at-risk population, we are experiencing an increase in social-emotional struggles that are impacting student academic progress, self-expression, coping, behavior, decision-making, and negative self-perceptions, all of which lead to increased truancy and drop out rates.

Root Cause 36: The number of social and educational outreach for parents has declined in recent years with a loss of opportunities to connect, interact, educate, and support the parents in how to assist their child's educational journey.

Problem Statement 36 Areas: Demographics

Problem Statement 40: With the surge in student enrollment, the number of students who need specialized services and instruction has grown rapidly.

Root Cause 40: More families are moving within the school district due to a variety of factors with many doubling up.

Problem Statement 40 Areas: Demographics

Problem Statement 41: Students are not meeting federal targets (targets are at the "meets level")

Root Cause 41: Why do you think this is the case: Tier I instruction - scaffolding Changing demographics and learning needs Late buses Teacher shortage STAAR Alt. to STAAR Other concerns: Behavior Attendance Need to use instructional time for grade-level material Low reading levels The Coteach model is hard with huge learning gaps. They often become a resource class and don't allow the gen ed higher achievers to

Problem Statement 41 Areas: Student Learning

Problem Statement 42: Our students and their families have barriers of poverty, time, and structure in their lives. We need more staff who can help and educate parents, maybe a social worker?

Root Cause 42: Lack of family structures and economic opportunities. Generational poverty.

Problem Statement 42 Areas: District Processes & Programs

Problem Statement 43:

High school CTE concentrators have only scored 69% of the state's ALG I scores at the Meets Level which is affecting their ability to pass TSI and College/Career Ready. (Outcomes Bonus)

Root Cause 43: Students lack foundational knowledge in math and are unable to think critically. Students lack foundational knowledge and are too accustomed to using devices to do

math operations.

Problem Statement 43 Areas: Student Learning

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Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Homeless data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data

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- Discipline records
- School safety data

Employee Data

- State certified and high quality staff data
- Professional development needs assessment data

Support Systems and Other Data

- Organizational structure data

Goals

Revised/Approved: October 21, 2024

Goal 1: The percent of students that score meets grade level or above on STAAR Reading will increase from 29% to 35% by June 2025.

Performance Objective 1: We met our goal of 53% percent of PreK students that score on track in Reading. We will increase from 63% to 70 % by June 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Rigby

Strategy 1 Details Reviews

Formative Summative Nov Feb Apr June

Strategy 1: Continue to focus on early literacy data to curriculum alignment. Prepare Pre-K students for Kindergarten readiness. Offer full day of instruction.

Strategy's Expected Result/Impact: Students will achieve Kindergarten readiness as evidenced by CIRCLE testing reports.

Staff Responsible for Monitoring: Elementary Curriculum Director, Principal, Teachers, Reading Interventionist

Problem Statements: Student Learning 1

Funding Sources: Reading instructional materials - 211 Title I, Part A, Teachers' Salary 50% - 211 Title I, Part A - 2111611900102324 - \$64,000, Teachers' Salary 50% - 199 SCE - 199116119ce102530 - \$150,000

Strategy 2 Details Reviews

Strategy 2: Use TPRI data to target differentiated instruction for at risk students , Teacher will created resources that address strengths and weaknesses.

Reading Interventionist

Problem Statements: Student Learning 1

Funding Sources: Reading Interventionist - 211 Title I, Part A - \$232,000, Reading Resource Materials - 211 Title I, Part A - \$4,000

Formative Summative Nov Feb Apr June

Strategy's Expected Result/Impact: Decrease numbers of students identified for At Risk and/or Dyslexia as evidenced by TPRI reports.

Staff Responsible for Monitoring: Elementary Curriculum Director, Principal, Teachers,

Strategy 3 Details Reviews

Strategy 3: All K through 3rd grade teachers, administrators, Reading Interventionist, and SPED will complete The Science of Reading Academies by 2024.

Academy Cohort Leader

Problem Statements: Student Learning 1

Funding Sources: Region 10 Cohort Fee - 199 - \$10,000

Formative Summative Nov Feb Apr June

Strategy's Expected Result/Impact: Teachers will implement skills learned through the Reading Academies that will result in an increase in reading performance as evidenced by TPRI and STAAR scores.

Staff Responsible for Monitoring: Director of Elementary Curriculum, Reading



Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: An extensive review of student learning data during a Principals' meeting revealed the need to focus on growth for all students. **Root Cause:** Various causes. COVID learning interruption, a significant number of ELs missed face-to-face learning for close to a year.

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Goal 1: The percent of students that score meets grade level or above on STAAR Reading will increase from 29% to 35% by June 2025.

Performance Objective 2: The percent of K students that score on grade level or above in Reading will increase from 50% to 55% by June 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Rigby, TPRI, CIRCLE

Strategy 1 Details Reviews

Strategy 1: Train PK with early literacy skills that are reflective of the Kindergarten Readiness data (CIRCLE) **Strategy's Expected Result/Impact:** The percent of K students that score on grade level or above in Reading on the Reading Levels will increase from 58% to 62% by June 2024.

Staff Responsible for Monitoring: Elementary Curriculum Director

Problem Statements: Student Learning 1

Funding Sources: Reading Interventionists - 199 SCE - \$232,000

Formative Summative Nov Feb Apr June



Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: An extensive review of student learning data during a Principals' meeting revealed the need to focus on growth for all students. **Root Cause:** Various causes. COVID learning interruption, a significant number of ELs missed face-to-face learning for close to a year.

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Goal 1: The percent of students that score meets grade level or above on STAAR Reading will increase from 29% to 35% by June 2025.

Performance Objective 3: The percent of 1st through 3rd grade students that score on grade level or above in Reading on the Reading Levels will increase from 54% to 60% by June 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Rigby, TPRI

Strategy 1 Details Reviews

Strategy 1: 3rd grade teachers will continue to be trained in small group literacy instruction by Interventionist, and reading levels. Targeted instruction will be determined from Reading levels and used to improve student success. **Strategy's Expected**

Result/Impact: The percent of 1st through 3rd grade students that score on grade level or

above in Reading on the Reading Levels will increase from 56% to 60% by June 2025.

Staff Responsible for Monitoring: Elementary Curriculum Director, Interventionists

Problem Statements: Student Learning 1

Funding Sources: Interventionists - SCE - \$232,000
Formative Summative Nov Feb Apr June

Strategy 2: At Butler, WIN (Accelerated Learning Time) will provide students small group instruction for an hour a day based on student needs. Students will be provided accelerated instruction for remediation and enrichment by classroom teachers, reading and math interventionists, EL Interventionists, dyslexia and SPED teachers and the GT teacher. All students are grouped based on data to target needed instruction and progress monitoring is used to adjust grouping and skills as needed.

Strategy's Expected Result/Impact: The percent of 1st through 5th grade students that score on grade level or above in Reading on the Reading Levels will increase from 56% to 60% by June 2024.

Staff Responsible for Monitoring: Assistant Superintendent of Curriculum, Principals

Problem Statements: Student Learning 1, 2, 3, 4

Strategy 2 Details Reviews

Funding Sources: Interventionist salaries - 211 Title I, Part A - 211 - \$149,000

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Strategy 3: Professional Development: All RLA teachers will receive training on new RLA STAAR 2.0 question types with a focus on rigor, including ECR and SCR writing.

Strategy's Expected Result/Impact: TPRI, TX-KEA, STAAR, MAP

Staff Responsible for Monitoring: Assistant Superintendent of Curriculum, Principals

Strategy 3 Details Reviews

Problem Statements: Student Learning 2

Funding Sources: Training - Title Funds - \$8,700

Formative Summative Nov Feb Apr June

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: An extensive review of student learning data during a Principals' meeting revealed the need to focus on growth for all students. **Root Cause:** Various causes. COVID learning interruption, a significant number of ELs missed face-to-face learning for close to a year.

Problem Statement 2: Students in QISD ECR data mirrored that of the state averages. A high percentage of students scored a "0" on ECR essays on STAAR and EOC. **Root Cause:** Change in testing format and expectations for writing and scoring Extended Constructed Responses.

Problem Statement 3: Data on STAAR and EOC reflected that students struggled with the higher level rigor of the TEKS that were being assessed **Root Cause:** Instruction is being presented at the approaches level and not at the meets or masters levels.

Problem Statement 4: Students are not meeting federal targets (targets are at the "meets level") **Root Cause:** Why do you think this is the case: Tier I instruction - scaffolding Changing demographics and learning needs Late buses Teacher shortage STAAR Alt. to STAAR Other concerns: Behavior Attendance Need to use instructional time for grade level material Low reading levels The Coteach model is hard with huge learning gaps. They often become a resource class and don't allow the gen ed higher achievers to

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Goal 2: The percent of students that score meets grade level or above on STAAR Math will increase from 33% to 38% by June 2025.

Performance Objective 1: The percent of PreK students that score on track in math on the CIRCLE Assessment will increase from 71 % to 80% by June 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Circle Assessments

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Goal 2: The percent of students that score meets grade level or above on STAAR Math will increase from 33% to 38% by June 2025.

Performance Objective 2: The percent of K students that score on grade level or above in math will increase from 95% to 98% by June 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Math assessments, CUAs, Moby Max Assessments,

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Goal 2: The percent of students that score meets grade level or above on STAAR Math will increase from 33% to 38% by June 2025.

Performance Objective 3: The percent of 1st through 3rd grade students that score on grade level or above in math will increase from 76% to 80% by June 2025.

High Priority

HB3 Goal

Evaluation Data Sources: CUAs, STAAR

Strategy 1 Details Reviews

Strategy 1: Professional development offerings for grades K-5 for data analysis and alignment using TEKS Resource System and District Curriculum.

Strategy's Expected Result/Impact: The percent of 1st through 3rd-grade students that score on grade level or above in math will increase from 53% to 57% by June 2025.

Staff Responsible for Monitoring: Principal, Curriculum Director

Problem Statements: Student Learning 2

Funding Sources: Sharon Wells Curriculum - Textbook Allotment - \$18,890, TEKS Resource System - Textbook Allotment - 410 - \$17,500

Formative Summative Nov Feb Apr June

Strategy 2 Details Reviews

Strategy 2: Small group instruction professional development for differentiation of instruction based on data. Co-teach professional development.

Strategy's Expected Result/Impact: The percent of students that score on grade level or above in math will increase from 53% to 57% by June 2025.

Staff Responsible for Monitoring: Principal, Curriculum Director

Problem Statements: Student Learning 2, 3, 4

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Strategy 3 Details Reviews

Strategy 3: Pacing calendar and the spiral of essential skills professional development and planning. **Strategy's Expected Result/Impact:** The percent of students that score on grade level or above in math will increase from 53% to 57% by June 2025.

Staff Responsible for Monitoring: Principal, Curriculum Director

Quinlan Independent School District

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Problem Statements: Student Learning 1, 3

Strategy 4 Details Reviews

Strategy 4: PD and Coaching for teachers of English Learners.

Strategy's Expected Result/Impact: The percent of ESL students that score on grade level or above in RLA will increase by 5% as evidenced by 2025. STAAR reports

Staff Responsible for Monitoring: EL Director, Principals, EL Team

Results Driven Accountability

Problem Statements: Demographics 5

Funding Sources: PD, Contracted Services - 199 State BE/ESL - \$17,000, EL Instructional Interventionists - 199 State BE/ESL - \$225,000

Strategy 5: Between 15-30 hours of accelerated instruction will be provided for students who failed to perform satisfactorily on any grade 3 through 8 STAAR assessment or any end of course (EOC) assessment. Resources used including but not limited to Progress Learning, Maneuvering the Middle, Sharon Wells, Summit K-12 Reading and Writing, Delta Math, Get More Math, IXL math, Legends of Learning, Digital Access to Reading, Math, Lowman Education, and Science curriculum.

Strategy's Expected Result/Impact: The percent of students that score on grade level or

Strategy 5 Details Reviews

above ion STAAR will increase from 53% to 57% by June 2025.

Staff Responsible for Monitoring: Curriculum Directors, Principals

Problem Statements: Student Learning 1, 2, 3

Funding Sources: Digital and other resources - Textbook Allotment - \$57,855

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Performance Objective 3 Problem Statements:

Demographics

Problem Statement 5: Only 7 ELs, district-wide, scored Advanced High on TELPAS. Only 103 scored Advanced. Only 31 ELs had a composite score of Advanced High. Only TMS achieved the EL Proficiency measure of 36. **Root Cause:** The challenges of the online speaking assessment. May ELs chose remote learning during the COVID period.

Student Learning

Problem Statement 1: An extensive review of student learning data during a Principals' meeting revealed the need to focus on growth for all students. **Root Cause:** Various causes. COVID learning interruption, a significant number of ELs missed face-to-face learning for close to a year.

Problem Statement 2: Students in QISD ECR data mirrored that of the state averages. A high percentage of students scored a "0" on ECR essays on STAAR and EOC. **Root Cause:** Change in testing format and expectations for writing and scoring Extended Constructed Responses.

Student Learning

Problem Statement 3: Data on STAAR and EOC reflected that students struggled with the higher level rigor of the TEKS that were being assessed **Root Cause:** Instruction is being presented at the approaches level and not at the meets or masters levels.

Problem Statement 4: Students are not meeting federal targets (targets are at the "meets level") **Root Cause:** Why do you think this is the case: Tier I instruction - scaffolding Changing demographics and learning needs Late buses Teacher shortage STAAR Alt. to STAAR Other concerns: Behavior Attendance Need to use instructional time for grade level material Low reading levels The Coteach model is hard with huge learning gaps. They often become a resource class and don't allow the gen ed higher achievers to

Performance Objective 1: The percentage of graduates meeting TSI passing criteria in Math will increase from 12% to 17% by August 2025.

High Priority
HB3 Goal
Evaluation Data Sources: TSI

Strategy 1 Details Reviews	
Strategy 1: Texas Impact Rural CCMR Accelerator Program . District Strategic Committee working together to create a culture of college testing which includes increasing the rigor of math and English courses through professional development and classroom resources. We will embed TSIA 2 prep in Geometry, Algebra II, English III, English IV. We will use MasteryPrep materials.	Staff Responsible for Monitoring: Director of Secondary Instruction, Student Success Advisor
Strategy's Expected Result/Impact: The number of students taking and being successful on the TSI assessment will increase by 10%.	Problem Statements: Student Learning 1, 2, 3 Funding Sources: CCMR outcome Bonus - 199 - \$73,869 Formative Summative Nov Feb Apr June

☐ No Progress

☐ Accomplished

☐ Continue/Modify

☐ Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: An extensive review of student learning data during a Principals' meeting revealed the need to focus on growth for all students. Root Cause: Various causes. COVID learning interruption, a significant number of ELs missed face-to-face learning for close to a year. Problem Statement 2: Students in QISD ECR data mirrored that of the state averages. A high percentage of students scored a "0" on ECR essays on STAAR and EOC. Root Cause: Change in testing format and expectations for writing and scoring Extended Constructed Responses. Problem Statement 3: Data on STAAR and EOC reflected that students struggled with the higher level rigor of the TEKS that were being assessed Root Cause: Instruction is being presented at the approaches level and not at the meets or masters levels.

Performance Objective 2: The percentage of students graduating college-ready will increase from 24% to 29% by August 2025.

- High Priority**
- HB3 Goal**
- Evaluation Data Sources:** Closing the Gaps Student Groups Yearly Targets

Strategy 1 Details Reviews

Strategy 1: We will utilize Xello to analyze and plan at the student level. We will use College Prep in math and reading interested in going to college but who struggle to pass TSI .

Strategy's Expected Result/Impact: Students who graduate college ready will continue to increase as evidenced by TSIA data.

Staff Responsible for Monitoring: Clark Jones, Lafferty

Problem Statements: Student Learning 5

Funding Sources: Xello - 244 Perkins CTE - \$6,000

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☐ No Progress

☐ Accomplished

☐ Continue/Modify

☐ Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 5:
High school CTE concentrators have only scored 69% of the state's ALG I scores at the Meets Level which is affecting their ability to pass TSI and College/Career Ready. (Outcomes Bonus) **Root Cause:** Students lack foundational knowledge in math and are unable to think critically. Students lack foundational knowledge and are too accustomed to using devices to do math operations.

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 69% to 75% by August 2025.

Performance Objective 3: The percentage of students graduating career or military ready will increase from 30% to 35% by August 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Closing the Gaps Student Groups Yearly Targets

Strategy 1: Campus actions and implementation steps for a Career focus include: Working with Career Craft, part of the Texas Impact Rural Grant, we will be provided workforce data specific to a 60-mile radius of Quinlan. Through the analysis of that information, we will continue to align our Programs of Study and provide quality instruction leading to more students becoming certified in high wage high growth industries. The military ASVAB test will be more widely advertised to students and parents so that it's understood as an interest aptitude assessment as well as a military possibilities that are available to more students.

Strategy 1 Details Reviews

Strategy's Expected Result/Impact: The percentage of students graduating career ready will increase from 30% to 35% by August 2025.

Staff Responsible for Monitoring: Principal, Curriculum Director

Problem Statements: Student Learning 5
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☐ No Progress ☐ Accomplished ☐ Continue/Modify ☐ Discontinue

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 5:

High school CTE concentrators have only scored 69% of the state's ALG I scores at the Meets Level which is affecting their ability to pass TSI and College/Career Ready. (Outcomes Bonus) **Root Cause:** Students lack foundational knowledge in math and are unable to think critically. Students lack foundational knowledge and are too accustomed to using devices to do math operations.

Goal 4: Each campus will increase its academic growth domain as evidenced by the 2025 accountability ratings.

Performance Objective 1: Every English learner will increase his/her English proficiency rating by at least one level this school year.

High Priority

Evaluation Data Sources: 2025 TELPAS scores

Strategy 1 Details Reviews

Strategy 1: ELs will use Summitt K-12 or other digital software programs to work on Speaking , Listening, Reading, Writing
Strategy's Expected Result/Impact: Every English learner will increase his/her English proficiency rating by at least one level this school year as evidenced by the 2024 TELPAS scores.
Staff Responsible for Monitoring: EL Support Director, Principals, Teachers

Problem Statements: Demographics 7
Funding Sources: Digital resources to work on listening, speaking, reading, and writing - Title III - \$5,125
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Strategy 2 Details Reviews

Strategy 2: English Learner Support Staff PLCs. EL Support staff will meet once a month for a PLC to train, plan, and collaborate on ways to help our ELs increase their performance on TELPAS and STAAR.
Strategy's Expected Result/Impact: Every English learner will increase his/her English proficiency rating by at least one level this school year as evidenced by the 2025 TELPAS scores.

Staff Responsible for Monitoring: EL Support Director, Principals, Teachers
Problem Statements: Demographics 7, 10
Funding Sources: EL Para Extra Duty Pay - 263 Title III, LEP
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Strategy 3 Details Reviews

Strategy 3: We have added an ELLA ELAR Class at TMS and ELDA at FHS for ELs who are at the beginning and intermediate level.

Strategy's Expected Result/Impact: Every English learner will increase his/her English proficiency rating by at least one level this school year as evidenced by the 2025 TELPAS scores.

Staff Responsible for Monitoring: ELLA Teachers, Lafferty, Witte

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Strategy 4 Details Reviews

Strategy 4: TELPAS "Boot Camps" at TMS and FHS to prepare ELs to move at least one proficiency level this year. **Strategy's Expected Result/Impact:** Data shows that we have a large amount of ELs not moving from Advanced to Advanced High. The number of ELs who have scored an Advanced Composite score on TELPAS for two or more years who advance to Advanced High Compos

as evidenced by TELPAS 2025 scores.

Problem Statements: Demographics 7

Funding Sources: Supplies - Title III - \$600

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Staff Responsible for Monitoring: EL Support Director and EL staff will increase by 5%

☐ No Progress ☐ Accomplished ☐ Continue/Modify ☐ Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 7: Only 35% of ELs met the yearly progress measure on TELPAS moving one level higher. 40% of ELs met expected progress on STAAR, with 26% of ELs meeting accelerated progress. In total, 66% of ELs met their progress measure on STAAR. **Root Cause:** The challenges of the online speaking assessment. May ELs chose remote learning during the COVID period

Problem Statement 10: With the surge in student enrollment, the number of students who need specialized services and instruction has grown rapidly. **Root Cause:** More families are moving within the school district due to a variety of factors with many doubling up.

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Goal 4: Each campus will increase its academic growth domain as evidenced by the 2025 accountability ratings.

Performance Objective 2: Campuses will improve Closing the Gaps by meeting the 26-27 Interim Targets.

High Priority

Evaluation Data Sources: STAAR Closing the Gaps data 2025

Strategy 1 Details Reviews

Strategy 1: Continue small group instruction targeted to individual student needs.

Problem Statements: Student Learning 1, 3

Strategy's Expected Result/Impact: Campuses will improve student group performance by two indicators in the Closing the Gaps domain.

Funding Sources: EL Support Staff - 199 State BE/ESL - \$225,000

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Staff Responsible for Monitoring: Principals, EL interventionists

Equity Plan

☐ No Progress ☐ Accomplished ☐ Continue/Modify ☐ Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: An extensive review of student learning data during a Principals' meeting revealed the need to focus on growth for all students. **Root Cause:** Various causes. COVID learning interruption, a significant number of ELs missed face-to-face learning for close to a year.

Problem Statement 3: Data on STAAR and EOC reflected that students struggled with the higher level rigor of the TEKS that were being assessed **Root Cause:** Instruction is being presented at the approaches level and not at the meets or masters levels.

Goal 5: Attendance-QISD will increase the amount of time during which students are engaged in successful and productive learning.

Performance Objective 1: Maintain a district attendance rate of 96% for the 2024-2025 school year

High Priority

Evaluation Data Sources: PEIMS data reports

Strategy 1: We have added a new position, District Attendance Coordinator. **Strategy's**
Expected Result/Impact: Increase district attendance rate to 96% **Staff Responsible for**
Monitoring: Gary Pamplin

Strategy 1 Details Reviews
Sources: Attendance Coordinator Salary - 199 - \$102,900
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Problem Statements: Demographics 8, 9 - District Processes & Programs 4 **Funding**

☐

No Progress

☐

Accomplished

☐

Continue/Modify

☐

Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 8: With the high at-risk population, we are experiencing an increase in social-emotional struggles that are impacting student academic progress, self-expression, coping, behavior, decision-making, and negative self-perceptions, all of which lead to increased truancy and drop out rates. **Root Cause:** The number of social and educational outreach for parents has declined in recent years with a loss of opportunities to connect, interact, educate, and support the parents in how to assist their child's educational journey.

Problem Statement 9: Our district attendance rate increased from 91.57% in 2021-2022 to 93.37% in 2022-2023 but fell short of our goal of 97%. **Root Cause:** Students and parents are still getting back into regular school attendance post-COVID. Poverty and drug use are also factors.

District Processes & Programs

Problem Statement 4: Our students and their families have barriers of poverty, time, and structure in their lives. We need more staff who can help and educate parents, maybe a social worker? **Root Cause:** Lack of family structures and economic opportunities. Generational poverty.

Goal 5: Attendance-QISD will increase the amount of time during which students are engaged in successful and productive learning.

Performance Objective 2: QISD will improve/maintain the graduation rate to at least 97%

Evaluation Data Sources: PEIMS Data

Strategy 1 Details Reviews

Strategy 1: QISD will improve the 4 year graduation rate by 4 percent utilizing credit recovery, the PRIDE Academy, the IGC process, tutoring, and other dropout prevention programs.

Strategy's Expected Result/Impact: An improvement of 4% in the 4 year graduation rate

Staff Responsible for Monitoring: FHS Admin, PRIDE Director

Problem Statements: Demographics 8

Funding Sources: Salaries - SCE

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Strategy 2 Details Reviews

Strategy 2: Help ensure that DAEP students stay on track for graduation and to meet their career goals.

DAEP and campus staff will work together to implement a transition plan for each student upon their return to their home campus.

Strategy's Expected Result/Impact: DAEP students will have a successful return to their home campus and will stay on track for 4 year graduation.

Staff Responsible for Monitoring: School Behavior Coordinators, Counselors, Teachers, QISD PD Officers, Parents, DAEP Staff

Problem Statements: Demographics 8

Funding Sources: DAEP Staff - SCE - \$287,337

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Strategy 3 Details Reviews

Strategy 3: Early identification and support for struggling students including classes providing additional remediation, and parent phone calls for low grades/missing assignments.

Strategy's Expected Result/Impact: Improve the 4-year graduation rate by 4%.

Staff Responsible for Monitoring: Admin, Counselors

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Funding Sources: MAP Assessment - SCE

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Performance Objective 2 Problem Statements:

Demographics

Problem Statement 8: With the high at-risk population, we are experiencing an increase in social-emotional struggles that are impacting student academic progress, self-expression, coping, behavior, decision-making, and negative self-perceptions, all of which lead to increased truancy and drop out rates. **Root Cause:** The number of social and educational outreach for parents has declined in recent years with a loss of opportunities to connect, interact, educate, and support the parents in how to assist their child's educational journey.

Goal 6: We will recruit and retain effective teachers while supporting and enhancing the knowledge and skills of current staff with job-embedded professional development.

Performance Objective 1: Recruit and retain highly qualified and effective teachers.

High Priority

Strategy 1: We use the following means to recruit highly effective teachers:

Attend local job fairs

Social Media

Encourage current staff to refer potential staff.

Strategy 1 Details Reviews

"Grow Your Own" program that will help us develop and recruit teachers.

Strategy's Expected Result/Impact: Increase the teacher retention rate to at least 85%.

Staff Responsible for Monitoring: Director of H.R., CTE Education Teacher

Funding Sources: Travel and fees for job fairs - 199 - \$3,900, Grow Your Own FHS

Strategy 2 Details Reviews

Strategy 2: Professional Development Recognition Program

Quinlan ISD certified employees on a contract of 207 days or less must obtain a minimum of Bronze level. Employees obtaining additional credit hours are recognized for their commitment and learning. Credit hours are earned outside of a contracted school day and may consist of topics in areas such as instructional strategies, classroom management, differentiated instruction, technology integration, content specific training, formative assessments, addressing struggling students, and other educational topics.

Strategy's Expected Result/Impact: Teachers will gain new knowledge and skills to improve within their current roles in the district.

Staff Responsible for Monitoring: Curriculum Directors, Principals, Teachers

Problem Statements: Student Learning 2, 4

Funding Sources: Certificates and other recognition items - General Fund

Quinlan Independent School District

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Strategy 3 Details Reviews

Strategy 3: Get Better Faster Fridays for New Teachers:

The Instructional Coaches will hold monthly sessions for new teachers during their conference periods. The information will be based on the Get Better Faster coaching model.

Strategy's Expected Result/Impact: Increase teacher effectiveness and retention.

Staff Responsible for Monitoring: Instructional Coaches, Principals

Funding Sources: Supplies - 199

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Strategy 4 Details Reviews

Strategy 4: Teacher Incentive Allotment, year four. Data will be submitted to TTU for evaluation by Oct. 19, 2024. Professional Development: Train teachers and admin in T-TESS, SLOs , and TIA by 8/26/24. **Strategy's Expected Result/Impact:** Recruit and retain qualified teachers. Increase retention rate by 5%. **Staff Responsible for Monitoring:** Kathleen Witte, Principals, H.R.

Equity Plan

Funding Sources: \$500 per teacher when submitted for data verification to TTU - General Fund - \$17,500

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Strategy 5 Details Reviews

Strategy 5: Professional Learning Communities will be continued at all levels.

Strategy's Expected Result/Impact: Enhance teacher reflection of instructional practices and student outcomes as evidenced by increased scores on STAAR, and CUAs. Increase teacher retention by helping teachers develop strong teams with increased support.

Staff Responsible for Monitoring: Curriculum, Principals

Problem Statements: Student Learning 2, 4

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☐ No Progress ☐ Accomplished ☐ Continue/Modify ☐ Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: Students in QISD ECR data mirrored that of the state averages. A high percentage of students scored a "0" on ECR essays on STAAR and EOC. **Root Cause:** Change in testing format and expectations for writing and scoring Extended Constructed Responses.

Problem Statement 4: Students are not meeting federal targets (targets are at the "meets level") **Root Cause:** Why do you think this is the case: Tier I instruction - scaffolding Changing demographics and learning needs Late buses Teacher shortage STAAR Alt. to STAAR Other concerns: Behavior Attendance Need to use instructional time for grade level material Low reading levels The Coteach model is hard with huge learning gaps. They often become a resource class and don't allow the gen ed higher achievers to

Goal 6: We will recruit and retain effective teachers while supporting and enhancing the knowledge and skills of current staff with job-embedded professional development.

Performance Objective 2: Improve collaboration between special education and general education teachers by providing specialized training for co-teach teams.

High Priority

Evaluation Data Sources: Training agendas, sign in sheets, administrative walk throughs and teacher feedback.

Strategy 1 Details Reviews

Strategy 1: Co-teach training will be provided to teams on November 15th and follow up to individuals as needed. **Strategy's Expected Result/Impact:** Improve the workflow and to support teacher retention and improve student performance.

Staff Responsible for Monitoring: Campus administrators, special programs director and

Problem Statements: Student Learning 3, 4

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☐ No Progress ☐ Accomplished ☐ Continue/Modify ☐ Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 3: Data on STAAR and EOC reflected that students struggled with the higher level rigor of the TEKS that were being assessed **Root Cause:** Instruction is being presented at the approaches level and not at the meets or masters levels.

Problem Statement 4: Students are not meeting federal targets (targets are at the "meets level") **Root Cause:** Why do you think this is the case: Tier I instruction - scaffolding Changing demographics and learning needs Late buses Teacher shortage STAAR Alt. to STAAR Other concerns: Behavior Attendance Need to use instructional time for grade level material Low reading levels The Coteach model is hard with huge learning gaps. They often become a resource class and don't allow the gen ed higher achievers to

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$1,389,338.00

Total FTEs Funded by SCE: 28.47

Brief Description of SCE Services and/or Programs

Remediation based on STAAR and EOC performance. Attendance recovery opportunities, Specialized instruction including co-teach and 50/50 core classes. Providing scheduled daily in class support based on individual student need. EOC remediation courses during the school day, Alg. 1, Bio, Eng I and II. Daily computerized instruction in RLA for students who did not pass the STAAR test. PRIDE program for students at risk for not graduating. DAEP program . Credit recovery software.

Personnel for District Improvement Plan

Name Position FTE

Abbott, Molly Accel Ed 0.834 Adkinson, Denise Accel Ed 0.126 Avrit, Sarah Acel Ed 0.146 Baker, Sarah Accel Ed 0.017 BIGGIE, BRITTANY Accel ED 0.348 BIGGIE, HEATHER Accel ED 0.493 Brown, Betsy Accel Ed 0.15 Bryant, Matthew Accel Ed 0.36 Butte, Jenna Accel Ed 0.839 Cagle, Lashai Accel Ed 0.887 Chavez, Genesis Accel Ed 0.209 Cheney, Jennifer Accel Ed 0.1 Court, Cheryl Accel Ed 0.734 Culberson, Karen Accel Ed 0.839 Daggs, Misti Accel Ed 0.839 DELZELL, JODY Accel Ed 0.266 Dodson, Crystal Accel Ed 0.016 Emery,Alysha Accel Ed 0.8

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Name Position FTE

Etheridge, Kelsey Accel Ed 0.83 FOWLER, MELISSA Accel ED 0.125 FREEMAN, MEAGAN Accel ED 0.12 Gardner, Ashley Accel Ed 0.018 Geiger, Leslie Accel Ed 0.378 GRIFFIN, JONATHAN Accel ED 0.3 GUNSTANSON, IDA Accel ED 0.242 HARDING, KARA Accel Ed 0.121 HAWKINS, ELISABETH Accel ED 0.839 Heald, Sydney Accel Ed 0.839 HERRELL, APRIL Accel ED 0.718 Hopkins, Nathan Accel ED 0.051 Kinsworthy, Brian Accel ED 0.1 Kinsworthy, Brian Accel Ed 0.1 Lentz, Phillip Accel Ed 0.168 LIM, MELANIE Accel ED 0.3 MAGEE, RANDY Accel ED 0.118 Manna, Nathan Acce ED 0.4 MANROSS, AVERY Accel ED 0.26 Martinez, Brenda Accel Ed 0.209 Mattox, Jeanne Accel Ed 0.839 McDaniel, Amy Accel Ed 0.161 McGill, Dan Accel ED 0.018 MCMAHON, CARRIE Accel ED 0.355 Merriman, Amber Accel Ed 0.405 MILLSAP, LESA Accel ED1 Mundie, Savannah Accel Ed 0.406 Murphy, Hayley Accel Ed 0.658 Norris, Keitha Accel Ed 0.017 North, Mariah Accel Ed 0.9 Olesen, Lois Accel Ed 0.3 Quinlan Independent School District

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Name Position FTE

Painter, Courtney Accel Ed 0.092 Panos, Susan Accel ED 0.839 Poteet, Dena Accel Ed 0.887 RENfro, Taner Accel Ed 0.2 RUSSELL, CHAUNTAE Accel ED 0.116 RUSSELL, LISA Accel ED 0.064 SEIGLER, JESSE Accel ED 0.119 Shepperd, Cheryl Accel Ed 0.025 SHEPPERD, CHERYL Accel ED 0.606 Sneed, Raenell Accel Ed 0.3 Stowers, Alan Accel Ed 0.119 Stringer, Angie Accel Ed 0.443 Sunderland, Brittany Accel Ed 0.839 TAMBOURINE, AMANDA Accel ED 0.12 TULL, MICHAEL PRIDE Director 0.5 Upchurch, Emily Accel Ed 0.05 USELMAN, JENNIFER Accel ED 0.3 WALDRUP, MICKAYLA Accel ED 0.38 Wallace, Kaden Accel 0.423 WALLEN, STACEY Accel ED 0.226 Ward, Melisa Acel Ed 0.122 Warden, Allysen Accel Ed 0.593 White, Mackenzie Accel Ed 0.018 White, Terrie Accel Ed 0.117 WILBANKS, JESSICA Accel ED 0.377 Woodruff, Crystal Acel Ed 0.9 Woodson, Carmen Accel Ed 0.017 YOUNG, LYNDSEY Accel ED 0.38

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Title I Personnel

Name Position Program FTE

Adelmann, Paige Title I .0637 Alexander, Christina Title I .0648 Ash, Emily Title I .0622 Baumgardner, Stephanie Title I .0648 Betz, Tennile Teacher Title I .2346 Biggie, Heather Teacher Title I .371 Black, April Title I .0635 Blanks, Destiny Title I .0635 Bone, Katherine Title I .0650 Bruton, Jennifer Title I .1 Chalk, Kalyn Title I .0650 Cheney, Lori Title I .0648 Davidson, Jordan Title I .0648 Dickerson, Julie Title I .0650 Doolin, Dona Title I .0634 Dudley, Kelly Title I .0648 Ebarb, Mary Title I .0648 Eller, Courtani Title I .0622 Forsyth, Ariel Title I .1206 Fowler, Melissa Title I .3948 Garner, Cathy Title I .8877 Garrison, Serena Title I .0648 Gore, Ashleigh Title I .1228 Grugel, Kimberley Title I .1 Gunstanson, Ida Title I .2654 Herbert, Amber Title I .236 Hernandez, Racey Title I .8877

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Name Position Program FTE

Herrell, April Title I .4603 Hibdon, Mariah Title I .8396 Hickman, Sandra Title I .1201 Hill, Stephanie Title I .0648 Hurley, Holly Title I .0670 Iserman, Christina Title I .0648 Jacobs, Kimberly Title I .8877 Jennings, Shanna Title I .0648 Ketchum, Nichole Title I .0648 Leavell, Emily Title I .1234 Lim, Melanie Title I .2283 Lopez, Kaitlyn Title I .8396 Manna, Nathan Title I .2704 Markham, Michele Title I .0660 Maroney, Rynee Title I .0648 McDaniel, Amy Title I .0648 Melton, Brandon Title I .1224 Mexia, Misty Title I .1218 Morrison, Erica Title I .8842 Olesen, Lois Title I .3409 Pettus, Jennifer Title I .1229 Portillo, Laura Title I .2496 Ramirez, Jennyfer Title I .0648 Renfrow, Laurie Title I .8877 Rivers, Kleshette Title I .0648 Rogers, Charles Title I .1245 Rogers, Timothy Title I .1210 Rose, Kelli Title I .1167 Rouser, Brandi Title I .1245 Russell, Chauntae Title I .1284 Russell, Lisa Title I .0648 Quinlan Independent School District

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Name Position Program FTE

Selter, Jacey Title I .0648 Shilling, Karen Title I .1239 Sikes, Taylor Title I .4122 Smith, Matt Title I .1268 Thomason, Vickie Title I .8877 Tiffée, Briana Title I .1306 Tyler, Lori Title I .8396 Upchurch, Emily Title I .1776 Uselman, Jennifer Title I .1902 Utley, Christianna Title I .8396 Watson, Racey Title I .6819 Weise, Danielle Title I .0648 Westbrook, Ashley Title I .0648 Whatley, Denver Title I .0648 White, Della Title I .8396 White, Mackenzie Title I .0634 Williamson, Susan Title I .8877

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District Improvement Team

Committee Role Name Position

SPED Teacher Rebecca Harman TMS SPED Teacher Teacher Matt Smith TMS Teacher

Parent Jame Olea Parent

Classroom Teacher Christina Iserman CES Teacher

SPED Teacher Heather Blankenship CES SPED Teacher SPED Teacher Lea Dukes BIS SPED Teacher Classroom Teacher Karen Cooper
BIS Teacher

Community Representative Teresa Snyder Community Member District Admin Sherry Reville Director of HR Parent Ana Karina Marin
Parent

Campus Professional Jennifer Cheney BIS Counselor

Campus Admin Jason Wallen FHS Principal

District Professional Hayley Murphy Afterschool Program Director Parent Falan Mangino Parent

Classroom Teacher Eva Garza BIS EL Support Teacher Campus Admin Don Madden DAEP Principal Campus Admin Brian Kinsworthy TMS
Principal

District Admin Alice Lafferty Director of Secondary Instruction District Professional Steve Walden QISD Police Chief District Professional Cheryl Court
Secondary Instructional Coach Community Representative Jacky Goleman Quinlan Mayor Campus Admin Jennifer Bruton BIS Principal

District SPED Admin Sheila Jones Director of Special Program District Admin Mike Roberts Director of Technology Campus Admin Michael Tull

PRIDE Principal Campus Admin Kim Grugel CES Principal
District Professional Julie Magee PEIMS Coordinator

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Committee Role Name Position

District Admin John Michael Milton Deputy Superintendent District Admin Courtney Painter Assistant Superintendent District Admin Jeff Irvin
Superintendent District Nurse Beverley Ferrand District Nurse
District Admin Kathleen Witte Director of FACE and EL Support SPED Teacher Jenni Sandman FHS SPED Teacher Teacher Lori Barber FHS Teacher

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District Funding Summary

General Fund

Goal Objective Strategy Resources Needed Account Code Amount 6 1 2 Certificates and other recognition items \$0.00 6 1 4 \$500 per teacher when submitted for data verification to TTU \$17,500.00 **Sub-Total** \$17,500.00

SCE

Goal Objective Strategy Resources Needed Account Code Amount 1 3 1 Interventionists \$232,000.00 5 2 1 Salaries \$0.00 5 2 2 DAEP Staff \$287,337.00 5 2 3 MAP Assessment \$0.00 **Sub-Total** \$519,337.00

Title III

Goal Objective Strategy Resources Needed Account Code Amount 4 1 1 Digital resources to work on listening, speaking, reading, and writing \$5,125.00 4 1 4 Supplies \$600.00 **Sub-Total** \$5,725.00

Title Funds

Goal Objective Strategy Resources Needed Account Code Amount 1 3 3 Training \$8,700.00 **Sub-Total** \$8,700.00

199

Goal Objective Strategy Resources Needed Account Code Amount 1 1 3 Region 10 Cohort Fee \$10,000.00 3 1 1 CCMR outcome Bonus \$73,869.00 5 1 1 Attendance Coordinator Salary \$102,900.00 6 1 1 Travel and fees for job fairs \$3,900.00 6 1 3 Supplies \$0.00

Quinlan Independent School District

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199

Goal Objective Strategy Resources Needed Account Code Amount Sub-Total \$190,669.00

199 CTE

Goal Objective Strategy Resources Needed Account Code Amount 6 1 1 Grow Your Own FHS Education Student Training/Certification \$66,000.00 **Sub-Total** \$66,000.00

199 SCE

Goal Objective Strategy Resources Needed Account Code Amount 1 1 1 Teachers' Salary 50% 199116119ce102530 \$150,000.00 1 2 1 Reading Interventionists \$232,000.00 **Sub-Total** \$382,000.00

199 State BE/ESL

Goal Objective Strategy Resources Needed Account Code Amount 2 3 4 EL Instructional Interventionists \$225,000.00 2 3 4 PD, Contracted Services \$17,000.00 4 2 1 EL Support Staff \$225,000.00 **Sub-Total** \$467,000.00

211 Title I, Part A

Goal Objective Strategy Resources Needed Account Code Amount 1 1 1 Reading instructional materials \$0.00 1 1 1 Teachers' Salary 50% 2111611900102324 \$64,000.00 1 1 2 Reading Interventionist \$232,000.00 1 1 2 Reading Resource Materials \$4,000.00 1 3 2 Interventionist salaries 211 \$149,000.00 **Sub-Total** \$449,000.00

244 Perkins CTE

Goal Objective Strategy Resources Needed Account Code Amount 3 2 1 Xello \$6,000.00 Sub-Total \$6,000.00

263 Title III, LEP

Goal Objective Strategy Resources Needed Account Code Amount 4 1 2 EL Para Extra Duty Pay \$0.00 Sub-Total \$0.00

Textbook Allotment

Goal Objective Strategy Resources Needed Account Code Amount 2 3 1 Sharon Wells Curriculum \$18,890.00 2 3 1 TEKS Resource System 410 \$17,500.00 2 3 5 Digital and other resources \$57,855.00 Sub-Total \$94,245.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Michael Tull	10/10/2024	Kathleen Witte	10/8/2024
Child Abuse and Neglect	Sherry Reville	10/8/2024	Sherry Reville	10/8/2024
Coordinated Health Program	Kara Clark	10/8/2024	Kara Clark	10/8/2024
Decision-Making and Planning	Policy Evaluation	John Michael Milton	10/10/2024	John Michael Milton
Disciplinary Alternative Education Program (DAEP)	Don Madden	10/11/2024	Kathleen Witte	10/15/2024
Dyslexia Treatment Program	Sheila Jones	10/11/2024	Kathleen Witte	10/15/2024
Recruiting Teachers and Paraprofessionals	Sherry Reville	10/8/2024	Sherry Reville	10/8/2024
Student Welfare: Crisis Intervention Programs and Training	Jeanette Rowland	10/14/2024	Jeanette Rowland	10/14/2024
Student Welfare: Discipline/Conflict/Violence Management	John Michael Milton	10/10/2024	John Michael Milton	10/10/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Steve Wallen	10/9/2024	Steve Walden	10/9/2024

Addendums





Enrollment a. Student
Demographics b. Special
Programs

2. At Risk Indicators 3.

Student Support
Systems

4. Attendance Rates 5.
Overall data

a. Current Strengths

b. Current Problem Areas 6.

Title I

7. Title IV

[REDACTED]

[REDACTED] Courtney Painter

Haylee Murphy

Lucy Barrow

Karen Cooper

Jody Delzell

Cathy Garner

Ashley King

1. Student

Student Enrollment = 2883 (up from 2504)

ESL 474 529+ SPED 490 498+

2022-2023 2023-2024 47 48

(67)

77 89

41 40

Thompson Middle

606

DC Cannon 780 Butler 655

43 At Risk 57% 781 = 27%

CTE 1036 TBD GT 100 103 Homeless 37

Ford High 842

How is a student considered At- Risk?

AT-RISK-INDICATOR-CODE indicates

whether a student is currently identified as at-risk of dropping out of school using state-defined criteria only (TEC §29.081, Compensatory and Accelerated Instruction).

A student at-risk of dropping out of school includes each student who is under 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years; (Note: [REDACTED], TEC 29.081 (d-1) excludes from this criteria pre kindergarten or kindergarten students who were not advanced to the next grade level as a result of a [REDACTED] request by the student's parent.)
4. did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;
7. has been expelled in accordance with TEC §37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by TEC §29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined NCLB, Title X, Part C, Section 725(2), the term "homeless children and youths", and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Student Support Systems

PK 3
PK 4
Head Start

½ day PK 3 programs

Full Day PK 4 program

Head Start program includes 2 teachers, family coordinator, parent meetings & trainings, home visits

ESL Cannon - 2 EL Interventionists

Butler - 1 EL interventionist & 1 EL Para

TMS - 1 EL Para

FHS - 1 EL Para

SPED Added additional co-teachers, Dyslexia teacher, and Asst. SPED Director

CTE We have added medical assistant, patient care technician, and office administrative assistant. We have a total of 14 certifications

GT K-5 pullout program
Secondary - Honors classes & Dual Credit

Homeless Hunt County Kids, District Resources, Community Resource Group

Student Attendance



Attendance Rates for 2022-2023

	First Six Weeks	CES	92.21	Second Six Weeks	Fourth Six Weeks	Sixth Six Weeks Overall
				Third Six Weeks	Fifth Six Weeks	

92.45% 90.08% 94.16% 93.42% 93.22% 92.05% **BIS** 94.31% 93.51% 92.39%

94.54% 93.25% 93.94% **93.61%** **TMS** 94.33% 94.42% 92.40% 94.29% 93.38% 93.52% **93.66%**

FHS 94.53% 93.26% 92.93% 93.69% 93.31% 94.36% **93.70%**

QISD

22-23 93.85% 93.38% 91.96% 94.14% 93.34% 93.77% **93.37%**

QISD

21-22 89.55% 91.43% 93.45% 87.88% 93.11% 93.59% **91.57%**

CES

Cases Filed Cases Closed Fines

12 4\$812 in fines 3 students w/d

BIS 18 9\$406 in fines 4 students w/d

TMS 9 6\$609 in fines 1 student w/d

FHS 32 15 \$2,739 in fines



New Test Format

- All STAAR and EOC tests were online

- Multiple choice questions make up 75%
- [New question types](#)
- All English tests, starting at 3rd grade, included an extended constructed response (ECR) ○
Worth 10 points each

Grade Level Scored a “0” Received Full Credit

3rd Grade 42% 2.53%

4th Grade 46% 2.71%

5th-8th grade 23% 4.42%

- All English, Science, and Social Studies included short constructed responses (SCR) ○
Worth 2 points each
- RLA tests have an emphasis on cross-curricular passages (social studies, science, and math, or fine arts content)
- Third grade test now includes paired passages
- Online Practice Tests
 - www.texasassessment.gov
 - Students and families
 - Practice tests login



Domain I Performance

STAAR Performance CCMR Graduation Rate

- No changes to scaling or calculations
- Average of Approaches, Meets & Masters
- 100% in Elem & MS; 40% HS

- Minor change in calculation •
- Major change in scaling •
- Sunsetting IBC cap
- 40% HS
- No change to calculation •

- Minor change to scaling •
- Best of 4, 5, or 6 Year rates •
- 20% HS
- Most stable measure

Proposed Scaling
Changes for CCMR

2018-22 2023

Proposed Scaling
Changes for
Graduation Rate

2018-22 2023

90 (A) 60 88 80 (B) 48 78 70 (C) 39 64 60 (D) 26 51

90 (A) 96.0 98.0 80 (B) 94.0 96.0 70 (C) 92.0 94.0 60 (D) 86.0 88.0

Set Interim Targets

Student Groups

Reduced the number of groups evaluated; Have separate set of targets

Super Group

Focus on at risk

Major Changes in Closing the Gaps Overall Domain Changes

Participation Rate

If less than 95%, rate will be adjusted to 95% for calculations

Minimum Size

Reduced from 25 to 10 tests

students

domain level; Adv. High in 2 of 3 (Listening, Speaking

Gradated Outcomes

Removed Yes/No;
Added 0-4 point scale;
& Reading)

EL Proficiency

1 year change; Evaluate at the

Goals Infographics

Cannon

Butler

Thompson

Ford

Building a Problem Statement

A problem statement is a [REDACTED].

- Focuses on one issue
- Clearly written – concise with no jargon •

olution

Students in QISD ECR data mirrored that of the state averages. A high percentage of students scored a “0” on ECR essays on STAAR and EOC.

ECR expectations changed and this was the first time that all grade levels had to write an extended constructed response that was worth 10 points on the Reading/English assessments.

Reading levels at secondary are lower and students give up on reading the passage.



Reading levels at Cannon and Butler are increasing and will take time before those students reach the secondary campuses.

Students did not understand and confused SCR/ECR. Using a computer and being all online for the first time allowed teachers to see that students struggled with the format on a chromebook and at times did not realize what was expected on the ECR.

Students struggle with understanding how to compose a well written response.

Root Cause: Change in testing format and expectations for writing and scoring Extended Constructed Responses.

Data on STAAR and EOC reflected that students struggled with the higher level rigor of the TEKS that were being assessed.

TEKS are written at the meets level. Are we teaching at that level?:

Not teaching at the meets level.

Instruction is often at the did not meet or approaches level.

Students struggle to know/show that they mastered concepts for their grade level content. Root Cause: Instruction is being presented

at the approaches level and not at the meets or masters levels.



QISD

DISTRICT IMPROVEMENT PLAN



How do we maximize instructional time? master schedules reviewed annually; PLCs for core content areas;

Intervention time built into school day

How do we provide equitable services to all students? Discuss the status of equity of services for all students. intervention time built into school day; Title I now at CES, BIS, and TMS

What effective transition activities do we provide at various grade transitions? continued stitching meetings across campuses to build schedules and arrange services; campus visits for transitioning students; freshmen receive focused experience at BOY; BOY parent meetings for elementary students

What is our classroom management plan? common conduct procedures at elementary campuses; school-wide step plan at TMS; restorative practices used at all campuses

What is our plan for school safety? officer at each campus; SRP training districtwide; Unity Day; common procedures to address reported bullying; provide new safety flip charts in each classroom; threat assessment teams

How do we address safety issues to reduce the number of incidents that occur? character lessons from Mr. Tull; data tracking of incidents; incident debriefing; semiweekly administrative safety meetings; daily officer debriefing; restorative



What are the goals for the campus and the district? What data sources will be used throughout the year to monitor progress? attendance, instruction,

Our Current Strengths? Why?

meeting and exceeding growth; data collected regularly to measure progress (attendance, assessment data including assessments, benchmarks, STAAR)

How are the goals, performance objectives and strategies communicated? leadership meetings; principal meetings; staff meetings; PLCs

How are formal and informal leadership structured on the campus? formal includes campus administrators; informal includes grade level or department leaders; PLCs leaders; mentors

How are duty rosters and supervision schedules developed? assignments are made by campus administration based on student supervision needs

What programs are available before school? After school? afterschool and Friday Program; tutorials; UIL academic practices; extracurricular; student organizations/clubs

Does the master schedule maximize the amount of time spent in instruction? Is instruction protected from unnecessary interruptions? yes and yes; built in intervention times

- Overall: Proactive instead of reactive

- Maximizing and protecting instructional time
- Staff retention
 - Training
 - Routines
 - Familiarity
- Culture
- PR, telling our story

Our Current Problem Areas?

- Stigma
- Drug use/access

Building a Problem Statement

A problem statement is a [REDACTED].

- Focuses on one issue
- Clearly written – concise with no jargon •

olution

Use of or possession of drugs

Home environment; success trajectory and path of life

multi generational; don't know what they don't know

Low cost of living here; employment opportunities w/o formal education available

here Ability to escape or hide; lay low; underground

Rural

Proximity to metroplex; lack of industry; lack of services in the area

Acceptance to prohibited behaviors in homes of many of our students; relationships/belonging; church?

District Improvement Plan Committee Meeting Needs Assessment - Demographics

Leader: Kara Clark Date: October 11, 2024 Attendance: Julie Magee , Christina Iserman, Eva Garza , Kara Clark

24/25

(As of 10.7.24)

23/24

(As of 9.5.23)

22/23

(As of 8.31.22)

21/22

(As of 9.10.21)

20/21

(As of 9.10.20)

19/20

(As of 9.12.19)

Total Enrollment 2942 2888 2762 2500 2645 2692 Hispanic 44% 41% 39% 35% 32% 30% White 50% 54% 64% 60% 63% 66% Economically Dis. 76% 66% 71% 69% 70% 71% SPED 20% 16% 16% 15% 13% 12% EBs 23% 18% 17% 15% 11% 11% Dyslexia 8% 7% 6% 6% 3% 4% GT 3% 3% 3% 3% 4% 4%
At-Risk* 29% 27% 25% 23% 48% 53% Homeless 0.41% 0.01% 0.58% 0.16% 2% 4% Attendance 94.7% 96.2% 94.3% 93.6% 93.6% 94%

1. Do our special programs align with the needs and desires of our students, parents and community? (e.g. Gifted/Talented, CTE, SCE, Bilingual/ESL, Special Education, Title, Fine Arts, Athletics) Do they align with the philosophy and beliefs of our teachers and administrators?

Seen rapid growth over 5 years in SPED and Emergent Bilingual students. Programs align with the needs, however, more support is needed within those programs.

2. What percentages of students fall into each ethnic, socioeconomic, gender and special populations group? How have the demographics changed over the last 3-5 years?

There is a shift in the ethnic makeup of QISD students. The Hispanic population has increased 14%, while the White population has decreased 15% over five years. Seeing increases in our SPED numbers, LEP numbers and Economically disadvantaged numbers.

3. Are enrollment numbers declining or increasing? How has enrollment changed over the last 3-5 years? Active student enrollment numbers have increased significantly since the 2021/2022 school year by 442 students.

4. Which students are identified as at-risk? Does the district/campus only use state indicators or are local indicators also included? Which programs are available for students at-risk of dropping out? How are students targeted to participate and what is the participation rate?

Pride Academy is an option for students at-risk at the high school. STAAR failures are addressed with HB 4545 hours. Remediation/tutorial classes are built into the master schedules at each campus. Co-teach classes. Interventionist teams for students identified at-risk at intermediate levels