

QUEEN CITY ISD District Improvement Plan 2025/2026

ELITE Bulldog DNA
Effort, Leadership, Integrity, Toughness, Execution



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QUEEN CITY ISD

Mission

At QCISD, our mission is to empower every student by fostering integrity, academic excellence, and personal growth. We are committed to providing a safe environment that values community and prepares students to thrive in an ever-changing world.

Vision

Queen City ISD will inspire every student to lead with integrity, serve their community with purpose, and achieve excellence in all aspects of life.

Nondiscrimination Notice

QUEEN CITY ISD 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 ISD Site Base

Name	Position
Aucoin, Brittany	Parent
Hancock, Amanda	Parent
Humphrey, Kelsey	Parent
Tyson, Adalyn	Student
Lance, Carolyn	Community Member/Community Based Organization
Hawkins, Greg	Community Member
Arnold, Christopher	Business
Benson, Pat	Community Based Organization/Business
Koob, Louis	HS Teacher
Allen, Tonya	HS Teacher
Gennings, Cherry	HS Teacher-Reporter
Robin, Hutchinson	MS Teacher
Upchurch, Philicia	MS Teacher
Raines, Kimberly	MS Teacher-Reporter
Moore, Rene'	ES Teacher
Godwin, Martha	Community Member
Lance, Jacie	ES Teacher
Easley, Stephanie	SpEd Teacher
Harris, Kierstyn	ES Paraprofessional
Dawson, Jennifer	HS Paraprofessional
Kennedy, Fabia	Counselor-Reporter
Nichols, Casey	Superintendent/ Title IV
McIntosh, Jessica	Director of Special Education
Henderson, Shannon	Assistant Superintendent
None in our, District/Community	Indian Tribal Organization

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

PEIMS Reports

Demographics Strengths

Queen City ISD is a rural district located in the northeast corner of Texas, very close to the borders of Arkansas and Louisiana. Many of our students graduate and attend college in these states.

In 19-20 prior to the Pandemic, QCISD had 1028 enrolled students. We have experienced an ongoing post-pandemic downward trend in enrollment. Our 24-25 fall snapshot enrollment was 867. QCISD continues to consider all aspects of increasing enrollment.

Overall, attendance rates in 24-25 were up from 23-24, indicating that our health and safety plan continues to have a high degree of efficacy (strength). Traditionally, our lowest attendance rate occurs during the fourth six-week period. 24-25 was no different; however, our overall average for the year was 94% up from 23-24's average of 91.8% indicating attendance strategies put in place for the school year supported increased attendance.

Our leadership teams focus on attendance systems that increase attendance rates because we know that high student performance, good physical health, and social-emotional health are related to high attendance.

The lowest attendance rate for our at-risk population occurred during the 4th reporting period, 89.2%. Even with this low period, this group of students averaged a 93% attendance rate for the year (strength). Our economically disadvantaged students' average attendance rate was 93% (strength).

Demographics percentages for the 24-25 SY were:

American Indian/Alaskan .58%

Asian .23%

Black/African American 13.49%

Hispanic/Latino 5.07%

White 73.59%

Hawaiian/Pacific Islander 0%

Two or More 7.04%

Male Students 52.13%

Female 47.87%

Emergent Bilingual .0%

Immigrant 0%

Economically Disadvantaged 64.48%

Military Connected 3.81%

Foster Care .92%

Dyslexia 12%

Comprehensive Needs Assessment

Demographics Strengths (Continued)

Migrant 0%
Homeless 6%

Economically Disadvantaged 64.48 (PY- 63.82%) of our total population: American Indian/Alaskan .47%, Black/African American 12%, Hispanic/Latino 4.04%, White 42.91%, Hawaiian/Pacific 0%, Two or More 5.08%. The percentage of economically disadvantaged students has been relatively stable over the past 3 years, ranging from 62.53% in SY 21-22 to 63.8% in SY 24-25 (state rate 62.3%).

At Risk 47.98% of our total population: American Indian .23%, Asian .12%, Black/African American 9.69%, Hispanic/Latino 2.65%, White 31.6%, Hawaiian/Pacific 0%, Two or More 3.69%. The majority of our at-risk students are identified as a result of the STAAR indicator (32%). This indicator has been relatively stable over the last 3 years. 21-22 (50.91%), 22-23 (49.37%), 23-24 (47.1% vs. the state rate of 53.2%)

Gifted and Talented 6.57% of total population: American Indian 0%, Asian .12%, Black/African American .23%, White 5.77%, Two or More .35%. The percentage of GT students has remained stable since 20-21 (7.4%), 21-22 (6.95%), 22-23 (6.92%), 23-24 (7.2% vs. the state rate of 8.5%).

Special Education 21.11% of total population: American Indian/Alaskan .10%, Asian 0%, Black/African American 4.51%, Hispanic/Latino .84%, White 12.79%, Hawaiian/Pacific .10%, Two or More .73%. The percentage of students enrolled in the Special Education Program is up several percentage points over the last few years, 20-21 (14.39%), 21-22 (16.47%), 22-23 (19.08), 23-24 (18.9% compared to the state's 13.9%).

CTE Program (OnDataSuite) 70.4% of our 7-12th graders were enrolled in the CTE program in 24-25 compared to 73.1% in 23-24 (report attached).

29% of our students are transfer students. This percentage seems to indicate that QCISD is a desirable educational agency for students since we draw students from surrounding districts (strength).

Class size averages are low when compared to the state and the surrounding area. (strength)

Kindergarten-14.5

1st Grade-13

2nd Grade-12.5

3rd Grade-15.6

4th Grade-15.75

5th Grade-10.7

Staff Information

Our professional staff is mostly white females with bachelor's degrees. 21% of our teachers hold master's degrees.

23-24 TAPR Teachers Years of Service

Beginning Teachers-QC 2.1%, State 8.7%

1-5 Years of Service- QC 26.2%, State 27.4%

6-10 Years of Service-QC 19.9%, State 20.2%

11-20 Years of Service-QC 22.4%, State 27.1%

21-30 Years of Service-QC 19.7%, State 13.7%

Over 30 Years of Service-QC 9.8%, State 3%

Staff Role Description

Comprehensive Needs Assessment

Demographics Strengths (Continued)

Auxillary-QC 18.2%, State 24.7
Professional Staff-QC 65.5%, State 63.9%
Teachers-QC 53.6, State 48.3
Professional Support-QC 7%, State 11.1%
Teaching Staff by Ethnicity
African American-QC 5.2%, State 12.6
Hispanic-QC 0%, State 30.1%
White-QC 91.6%, State 53.4%
American Indian-QC 1%, State .3
Two or More Races-QC 2.1%, State 1.3%

Demographics Weaknesses

Attendance rates during the 4th six weeks continue to be lower. Our at-risk population have the lowest attendance rate during the 4th reporting period.
Teacher turn over rates, especially at our elementary school, has the potential to impact instruction for our earliest learners.
Higher than average Special Education Program enrollment for the region and state.
Our leadership indicate lower percentages of male instructional staff is potentially a weakness.
Declining Enrollment

Demographics Needs

Implementation of strategies tailored to the needs of students in our special programs to increase attendance during the 4th six weeks accounting period.

Focus on root causes for students not meeting the STAAR standard including evidence-based instructional practices tailored specifically for students who are economically disadvantaged.

Better implementation of our RTI process is needed to reduce our number of SPED students since our Special Education percentage is slightly higher than the regional and state average.

Focus on root cause for difference in ratio between male and female teaching staff.

Focus on ensuring our systems support the needs of our homeless population.

Comprehensive Needs Assessment

Demographics Summary

Economically Disadvantaged, At-Risk, and Special Education are our highest need groups. We must ensure that our staff and instructional practices align with the needs of these populations, our systems encourage attendance during the 4th six weeks for these vulnerable groups.

Exported on: 8/11/2025, 12:56:20 PM
CTE Analysis for 2023-2025 for All Grades for All Campuses

CTE Code

5 - Participant
E - Explorer
6 - Concentrator
7 - Completer
Total CTE Code Students
Total Summer Enrollment Grade 7-12 Students

CTE Course Enrollment

Grade 7 CTE Course Enrollment
Grade 8 CTE Course Enrollment
Grade 9 CTE Course Enrollment
Grade 10 CTE Course Enrollment
Grade 11 CTE Course Enrollment
Grade 12 CTE Course Enrollment
Total CTE Enrollment CTE Code 6 Students
Total CTE Enrollment CTE Code 7 Students
Total CTE Course Enrollment Students
Total Summer Enrollment Grade 7-12 Students

Industry Based Certification (Post Secondary Certification Licensure)

017 - Adobe Certified Professional in Visual Design Using Adobe Photoshop
131 - ASE Entry-Level Automobile Service Technology
340 - AWS D1.1 Structural Steel
613 - NCCER Construction Site Safety Technician
786 - Patient Care Technician
811 - ServSafe Manager
812 - Texas State Florist's Association Knowledge Based Floral Certification
1070 - Ducks Unlimited Ecology Conservation & Management Certification
1071 - Employment Ready Certification - Air Conditioning
Total IBCs
Total IBC Earned CTE Code 6 Students
Total IBC Earned CTE Code 7 Students
Total IBC Earned CTE Code 6 & 7 Students
Total IBC Earned Students
Total IBC Passed Students
Total IBC Failed Students
Total IBC Students

CCMR EWS IBC 2025

Total CCMR EWS IBC 2025 CTE Code 6 Students

Total CCMR EWS IBC 2025 CTE Code 7 Students

Total CCMR EWS IBC 2025 Students

CCMR EWS IBC 2024

Total CCMR EWS IBC 2024 CTE Code 6 Students

Total CCMR EWS IBC 2024 CTE Code 7 Students

Total CCMR EWS IBC 2024 CTE Code 6 & 7 Students

Total CCMR EWS IBC 2024 Not CTE Code 6 or 7 Students

Total CCMR EWS IBC 2024 Students

Program of Study

001 - Accounting and Financial Services

002 - Advanced Manufacturing and Machinery Mechanics

003 - Agribusiness

004 - Animal Science

005 - Applied Agricultural Engineering

007 - Automotive

009 - Bio-Medical Science

011 - Business Management

013 - Cosmetology and Personal Care Services

014 - Culinary Arts

015 - Cybersecurity

017 - Digital Communications

019 - Early Learning

021 - Emergency Services

022 - Engineering

023 - Entrepreneurship

024 - Environmental and Natural Resources

025 - Exercise Science and Wellness

026 - Family and Community Services

027 - Food Science and Technology

029 - Design and Multimedia Arts

030 - Health and Wellness

031 - Health Informatics

032 - Healthcare Diagnostics

033 - Healthcare Therapeutic

035 - Information Technology Support and Services

036 - Law Enforcement

037 - Legal Studies

040 - Marketing and Sales

042 - Networking Systems

043 - Nursing Science
044 - Oil and Gas Exploration and Production
045 - Plant Science
047 - Programming and Software Development
049 - Renewable Energy
050 - Teaching and Training
052 - Web Development
059 - Medical Therapy
061 - Drone (Unmanned Flight)
Total Programs of Study
Total Program of Study CTE Code 6 Students
Total Program of Study CTE Code 7 Students
Total Program of Study Students

Career Cluster

S1 - Agriculture, Food, and Natural Resources
S3 - Arts, Audio Visual Technology, and Communications
S4 - Business, Marketing, and Finance
S5 - Education and Training
S6 - Energy
S7 - Health Science
S8 - Hospitality and Tourism
S9 - Human Services
S10 - Information Technology
S11 - Law and Public Service
S12 - Manufacturing
S13 - Transportation, Distribution and Logistics
S14 - Science, Technology, Engineering, and Mathematics
S15 - Engineering
Total Career Cluster Students

2022-2023		2023-2024		2024-2025	
Count	%	Count	%	Count	%
64	18.0%	54	15.9%	45	15.1%
121	34.1%	101	29.8%	72	24.2%
167	47.0%	177	52.2%	172	57.7%
36	10.1%	43	12.7%	63	21.1%
355	75.4%	339	73.1%	298	70.4%
471		464		423	

2022-2023		2023-2024		2024-2025	
Count	%	Count	%	Count	%
0	0.0%	0	0.0%	0	0.0%
32	9.9%	37	11.5%	31	10.8%
78	24.1%	71	22.0%	74	25.9%
66	20.4%	69	21.4%	64	22.4%
80	24.7%	62	19.2%	60	21.0%
68	21.0%	84	26.0%	57	19.9%
163	50.3%	174	53.9%	165	57.7%
36	11.1%	43	13.3%	63	22.0%
324	68.8%	323	69.6%	286	67.6%
471		464		423	

2022-2023		2023-2024		2024-2025	
Count	%	Count	%	Count	%
6	15.0%	0	0.0%	0	0.0%
0	0.0%	0	0.0%	2	2.6%
14	35.0%	21	42.9%	12	15.8%
0	0.0%	0	0.0%	1	1.3%
3	7.5%	0	0.0%	4	5.3%
0	0.0%	2	4.1%	0	0.0%
18	45.0%	25	51.0%	42	55.3%
0	0.0%	0	0.0%	18	23.7%
0	0.0%	1	2.0%	0	0.0%
41		49		79	
29	72.5%	39	79.6%	55	78.6%
11	27.5%	18	36.7%	21	30.0%
30	75.0%	42	85.7%	59	84.3%
40	100.0%	49	100.0%	70	92.1%
0	0.0%	0	0.0%	1	1.3%
0	0.0%	0	0.0%	5	6.6%
40		49		76	

2022-2023 2023-2024 2024-2025

Count	%	Count	%	Count	%
				85	95.5%
				35	39.3%
				89	

2022-2023		2023-2024		2024-2025	
Count	%	Count	%	Count	%
74	47.1%	87	62.1%		
23	14.6%	29	20.7%		
77	49.0%	91	65.0%		
51	32.5%	44	31.4%		
157		140			

2022-2023		2023-2024		2024-2025	
Count	%	Count	%	Count	%
22	12.9%	8	4.3%	9	5.0%
3	1.8%	5	2.7%	6	3.3%
7	4.1%	13	7.1%	35	19.3%
60	35.3%	59	32.1%	58	32.0%
107	62.9%	103	56.0%	98	54.1%
0	0.0%	0	0.0%	2	1.1%
0	0.0%	0	0.0%	23	12.7%
4	2.4%	2	1.1%	0	0.0%
0	0.0%	1	0.5%	1	0.6%
3	1.8%	1	0.5%	0	0.0%
65	38.2%	78	42.4%	68	37.6%
16	9.4%	19	10.3%	17	9.4%
1	0.6%	1	0.5%	0	0.0%
16	9.4%	12	6.5%	11	6.1%
0	0.0%	0	0.0%	9	5.0%
16	9.4%	5	2.7%	5	2.8%
85	50.0%	79	42.9%	70	38.7%
15	8.8%	16	8.7%	0	0.0%
14	8.2%	43	23.4%	48	26.5%
51	30.0%	48	26.1%	45	24.9%
13	7.6%	24	13.0%	12	6.6%
0	0.0%	4	2.2%	8	4.4%
21	12.4%	16	8.7%	17	9.4%
18	10.6%	10	5.4%	0	0.0%
18	10.6%	10	5.4%	0	0.0%
61	35.9%	72	39.1%	50	27.6%
4	2.4%	4	2.2%	4	2.2%
7	4.1%	3	1.6%	14	7.7%
0	0.0%	2	1.1%	5	2.8%
71	41.8%	88	47.8%	70	38.7%

14	8.2%	10	5.4%	17	9.4%
1	0.6%	1	0.5%	0	0.0%
97	57.1%	102	55.4%	104	57.5%
0	0.0%	9	4.9%	58	32.0%
15	8.8%	16	8.7%	12	6.6%
1	0.6%	1	0.5%	0	0.0%
71	41.8%	88	47.8%	73	40.3%
6	3.5%	3	1.6%	0	0.0%
7	4.1%	7	3.8%	9	5.0%
910		965		1,037	
167	98.2%	177	96.2%	172	95.0%
36	21.2%	43	23.4%	63	34.8%
170		184		181	

2022-2023

2023-2024

2024-2025

Count	%	Count	%	Count	%
140	82.4%	150	81.5%	151	83.4%
27	15.9%	39	21.2%	25	13.8%
26	15.3%	10	5.4%	19	10.5%
1	0.6%	1	0.5%	0	0.0%
1	0.6%	1	0.5%	12	6.6%
31	18.2%	29	15.8%	34	18.8%
3	1.8%	1	0.5%	0	0.0%
14	8.2%	44	23.9%	49	27.1%
71	41.8%	88	47.8%	80	44.2%
22	12.9%	15	8.2%	21	11.6%
3	1.8%	5	2.7%	13	7.2%
7	4.1%	7	3.8%	2	1.1%
67	39.4%	79	42.9%	0	0.0%
0	0.0%	0	0.0%	9	5.0%
170		184		181	

Percentage in Attendance Comparison by Ethn, Gender, Grade and Special Pop During 2024 - 2025 for All Grades for All Instructional Tracks for All C
 County-District Number: 034907 District Name: QUEEN CITY ISD
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Percentage in Attendance Comparison by Ethn, Gender, Grade and Special Pop During 2024 - 2025 f

	Reporting Pe	Reporting Pe	Reporting Pe	Reporting Pe	Reporting Pe	Reporting Pe	A - Cumulativ
	2024-2025	2024-2025	2024-2025	2024-2025	2024-2025	2024-2025	2024-2025
All Students	95.8%	94.5%	94.2%	90.5%	94.0%	93.0%	93.7%
Ethnicity							
Hispanic/Latino	94.1%	92.4%	94.4%	91.1%	92.9%	90.9%	92.7%
American Indian or Alaska Native	84.6%	69.6%	67.5%	58.6%	91.7%	91.1%	76.2%
Asian	98.1%	100.0%	100.0%	100.0%	98.2%	96.7%	98.8%
Black or African American	95.9%	95.4%	94.8%	90.9%	94.3%	93.2%	94.1%
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	95.9%	94.6%	94.2%	90.5%	94.1%	93.0%	93.8%
Two or More Races	95.9%	94.8%	93.8%	91.5%	93.7%	94.2%	94.0%
Gender							
Male	95.6%	94.7%	93.9%	90.6%	94.1%	92.7%	93.6%
Female	95.9%	94.3%	94.5%	90.4%	93.9%	93.4%	93.8%
Grade							
Early Education	87.5%	69.0%	86.7%	86.7%	94.1%	80.7%	84.2%
Pre-Kindergarten	94.0%	92.5%	92.9%	86.8%	93.6%	87.8%	91.3%
Kindergarten	94.3%	93.5%	93.8%	87.7%	93.0%	93.9%	92.8%
1st	95.2%	95.8%	93.4%	90.9%	95.3%	95.7%	94.4%
2nd	98.1%	95.6%	94.0%	92.6%	95.8%	94.1%	95.0%
3rd	96.6%	95.9%	94.0%	91.6%	95.8%	94.1%	94.7%
4th	96.7%	94.1%	93.8%	91.6%	94.0%	92.5%	93.8%
5th	96.6%	95.5%	95.9%	90.7%	95.9%	95.0%	95.0%
6th	95.9%	96.8%	93.5%	89.7%	94.3%	93.4%	94.0%
7th	96.1%	94.9%	95.2%	89.9%	93.6%	93.4%	93.9%
8th	96.8%	93.5%	95.2%	91.9%	94.1%	93.0%	94.1%
9th	96.9%	95.9%	93.5%	93.2%	94.2%	94.8%	94.7%
10th	94.2%	92.9%	95.7%	92.0%	93.7%	94.4%	93.9%

Percentage in Attendance Comparison by Ethn, Gender, Grade and Special Pop During 2024 - 2025 for All Grades for All Instructional Tracks for All C
 County-District Number: 034907 District Name: QUEEN CITY ISD
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11th	93.7%	93.3%	93.5%	88.2%	91.8%	90.2%	91.8%
12th	95.3%	93.3%	92.8%	88.8%	91.2%	88.8%	91.8%
Special Population							
At Risk	95.1%	93.7%	93.4%	89.2%	93.1%	92.5%	92.9%
Early Reading Indicator	95.6%	94.2%	92.9%	89.1%	94.4%	94.3%	93.5%
Economic Disadvantage	94.9%	93.7%	93.4%	89.5%	93.3%	92.3%	92.9%
Emergent Bilingual	-	-	-	-	-	-	-
Foster Care	96.4%	95.4%	95.4%	90.5%	88.7%	90.0%	92.5%
Gifted and Talented	97.2%	96.8%	97.2%	91.7%	96.6%	95.1%	95.8%
Homeless Status	94.2%	94.2%	92.4%	89.3%	93.3%	91.4%	92.5%
Migratory	-	-	-	-	-	-	-
Military Connected	97.3%	97.3%	96.8%	90.7%	96.1%	94.0%	95.4%
RDSPD	-	-	-	-	-	-	-
Section 504	97.1%	94.8%	94.9%	92.8%	94.6%	94.1%	94.7%
Special Education	94.5%	92.9%	92.9%	88.7%	93.1%	92.0%	92.4%
Unaccompanied Youth	100.0%	100.0%	93.3%	96.0%	89.3%	96.7%	95.8%

Comprehensive Needs Assessment

Student Achievement

Student Achievement Data Sources

Disaggregated STAAR Data
PEIMS Reports

Student Achievement Strengths

2025 Preliminary STAAR and EOC Results

Reading: Approaches 76%, Meets 52%, Masters 21%

Math: Approaches 73%, Meets 42%, Masters 19%

Social Studies: Approaches 81%, Meets 56% (strength), Masters 38% (strength)

Science: Approaches 81%, Meets 50%, Masters 16%

Our goal is greater than 90% Approaches, greater than 60% meets in every subject, and 30% or more in masters PL.

Map Growth for Grades K-2

Reading

Math

Science

Circle Testing for Pre-Kindergarten

Students in Pre-Kindergarten are assessed using the commissioner-approved Circle Progress Monitoring System. The instrument measures progress in 5 areas: Health and Wellness, Emergent Literacy-Language and Communication, Reading, Writing, and Mathematics. Students' scores at the beginning of the year (BOY) are compared to their end-of-the-year (EOY) scores to develop a growth outcome.

Emergent Literacy: Reading

BOY proficiency 52.08%, EOY proficiency 63.27%

Emergent Literacy: Writing (Weakness)

BOY proficiency 91.67%, EOY proficiency 83.67%

Health and Wellness (Weakness)

BOY proficiency 89.58, EOY proficiency 77.55%

Emergent Literacy: Language and Communication (Weakness)

BOY proficiency 77.08%, EOY proficiency 75.51%

Mathematics (Weakness)

BOY proficiency 85.42 EOY proficiency 77.55%

College, Career, and Military Readiness

CCMR data is lag data. Data used in our 24-25 accountability framework is the actual 23-24 data. (Strength)

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

QC had a 99% graduation rate, and 95% of our students received credit for CCMR Criteria. (strength)
98.9% of the students in the Class of 2024 graduated. (strength)
African American students-100%
Hispanic students-100%
White-98.5%
Two or More Races-100%
Economically Disadvantaged-98.9%
Special Education-100%

TSI Criteria

74% of our students met TSI criteria in both reading and math
87% met criteria for at least one indicator in ELAR (strength)
35% met RLA ACT criteria (weakness)
3% met RLA SAT criteria (weakness)
63% earned a credit for a college prep course
72% met criteria for at least one indicator in Mathematics
13% met Math ACT criteria (weakness)
2% met Math SAT criteria (weakness)
55% earned a credit for a college prep course
42% of students earned credit for at least 3 hours in ELA or Math or 9 hours in any subject
16% earned an industry-based certification
15% graduated under an advanced degree plan and were identified as current Special Ed (strength)

Closing Gaps- Achievement

Closing the Gaps Data indicates the number of students (sub populations) who scored in the “Meets” performance category. A district is given a target and receives a yes or no based on the target.

Reading Achievement

All students-Target 44%, QC 58% (strength)
African American students-Target 32%, QC 29% (weakness)
Hispanic students-Target 36%, QC 67% (strength)
White students-Target 62%, QC 63%
Two or More Races-Target 58%, QC 63% (strength)
High Focus Group-Target 32%, QC 45%, (strength)
Economically Disadvantaged-Target 33%, QC 44% (strength)
Special Education-Target 13%, QC 23% (strength)

Math Achievement

All students-Target 38%, QC 43% (strength)
African American students-Target 26%, QC 33% (strength)
White students-Target 48%, QC 40% (weakness)
Two or More Races- Target 44%, QC 100%

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

Economically Disadvantaged-Target 32%, QC 33%
Special Education-Target 15%, QC 27% (strength)

The biggest gap in our **Math** Achievement occurred in our white student group. Our EcoDis group is right on target; however, we know that it must continue to be an area of focus.

The biggest gap in our **Reading** Achievement is in the African American population. Additionally, we are right on target for our white students. We know that we must continue to keep this group as an area of focus.

Our Special Education population scores were our lowest overall scores in almost every area with an average 25-point difference between the SPED group and the All Students group. We need to systematically utilize students' General Abilities scores to drive targeted planning practices.

In response to these data, prescriptive one-on-one and small group intervention and hands-on activities should continue to be in place for these struggling learners including accelerated instruction classes, paraprofessionals, interventionists, and tutoring.

Our credit recovery program has prevented many of our at-risk students from getting behind in their classes and dropping out. Less than 1% of students in the Credit Recovery program are unsuccessful with 99.89 successfully completing coursework and graduating or re--entering the Foundation School Program on track for graduation.

Also, extended-year programs for our students failing state assessments are needed for acceleration. The most current TAPR (23-24) indicates that these efforts for our at-risk students have resulted in a .3% dropout rate and 98.6% graduation rate which is 8 percentage points higher than the state average graduation rate and 4 percentage points higher than the regional average, and the district needs to keep all these interventions in place to maintain that rate.

Student achievement data is derived from the Texas Academic Performance Report (TAPR), PEIMS, RDA, and State Accountability data released on txschools.gov. We utilize DMAC and OnData Suite to and grade level/subject level PLC meetings to disaggregate our student achievement data by passing rates in subject and grade, by ethnicity, by economically disadvantaged status, by at-risk and not at-risk, by special education, and by mastery levels.

Queen City ISD had an overall rating of a B with a scaled score of 82 on the 24-25 Accountability Rating.

According to state standards, a strong academic program produces 90% for Approaches, 60% Meets, and 30% Masters in the All Student accountability group. We will continue to refine our approach to achieve this standard, focusing heavily on evidence-based instructional practices aligned to the state standards with rigor in the TIER I setting. In the all subject category, QCISD is 76% Approaching, 48% Meets, 21% Masters. We are the closest to meeting the criteria for strong academic programming in Social Studies with 81% of students Approaching, 56% of students Meeting, and 38% of students Mastering.

Student Achievement Weaknesses

While our PreK performance levels averaged above 75% for the year, our results yielded a drop in proficiency in 4 of 5 areas. All contributing factors need to be evaluated and plans put in place to address this.

Comprehensive Needs Assessment

Student Achievement Weaknesses (Continued)

TSI Data: While 74% of our students met criteria in both reading and math, only 35% met RLA ACT criteria and 3% met RLA SAT criteria and only 13% met the Math ACT criteria and 2% met the Math SAT criteria. The district is focusing on understanding the root cause for why our students are not scoring as well as they should on these tests.

Closing Gaps Data: African American students were the only students to perform below the target rate in Reading Achievement for the district and White students were the only group to fall below the performance target rate in Math Achievement. Root causes for these groups not meeting their performance targets will be analyzed and systems put in place to eliminate this gap in performance.

Special Education scores were our lowest overall scores in almost every area.

Student Achievement Needs

In response to these data, prescriptive one-on-one and small group intervention and hands-on activities should continue to be in place for these struggling learners including accelerated instruction classes, paraprofessionals, interventionists, and tutoring.

Higher focus through the year on student response to instruction must be analyzed and concepts where students struggle must be spiraled through the year in the Tier I setting.

Given the success rate of our Credit Recover program, we must continue to utilize it where appropriate.

According to the state standards, a strong academic program produces a 90% passing rate (approaches), 60% on grade level performance (meets), and at least 30% performance in the masters level. QC performance is still below these rates and we will focus to understand the root cause and revise our instructional system to meet this standard.

Student Achievement Summary

All campuses are engaged in root cause analysis to leverage best practices in response to our 24-25 student outcomes.

TSDS EARLY CHILDHOOD PK PROFICIENCY SUMMARY
LEA-level Data | Public Prekindergarten
Campuses: ALL

4907 - QUEEN CITY ISD

2024 - 2025 Prekindergarten

Status: Completed

Campus	PK School Type	Assessment Name	Academic Domain	# of students who took Asmnts in BOY		% Proficient BOY		% Not Proficient BOY		# of students who took Asmnts in EOY		% Proficient EOY		% Not Proficient EOY		# of students who took both BOY & EOY	Change in % Proficient from BOY to EOY
				BOY	BOY	%	%	EOY	EOY	%	%						
MAN EL	Public Pre-K	CIRCLE CLI English	ELR	48	48	52.08	47.92	0	0	0.00	0.00	0	0	0.00	0.00	0	0.00
			ELW	48	48	91.67	8.33	0	0	0.00	0.00	0	0	0.00	0.00	0	0.00
			HW	48	48	89.58	10.42	0	0	0.00	0.00	0	0	0.00	0.00	0	0.00
			LC	48	48	77.08	22.92	0	0	0.00	0.00	0	0	0.00	0.00	0	0.00
			M	48	48	85.42	14.58	0	0	0.00	0.00	0	0	0.00	0.00	0	0.00
MAN EL	Public Pre-K	CIRCLE CLI English	ELR	0	0	0.00	0.00	49	49	63.27	36.73	0	0	0.00	0.00	0	0.00
			ELW	0	0	0.00	0.00	49	49	83.67	16.33	0	0	0.00	0.00	0	0.00
			HW	0	0	0.00	0.00	49	49	77.55	22.45	0	0	0.00	0.00	0	0.00
			LC	0	0	0.00	0.00	49	49	75.51	24.49	0	0	0.00	0.00	0	0.00
			M	0	0	0.00	0.00	49	49	77.55	22.45	0	0	0.00	0.00	0	0.00

2025 Closing the Gap Performance Targets

2025 Closing the Gap Performance Targets for (034907001) - Queen City H S						Calculated on June 5th, 2025 at 4:47PM
Component	Points Earned	Points Possible	Score	Weight	Weighted Points	
Academic Achievement	17	28	60.7	55.6	33.7	
Growth or Graduation: Chosen Component (Federal Graduation Status)	16	16	100.0	11.1	11.1	
English Language Proficiency	0	4	0.0	0.0	0.0	
Student Quality or Student Success: Chosen Component (CCMR)	15	16	93.8	33.3	31.2	
Closing the Gaps Domain Raw Score					76	
Closing the Gaps Domain Scale Score					91	
Closing the Gaps Domain Letter Score					A	

Academic Achievement: STAAR Performance Status at Meets Grade Level or above standard															
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Eco Dis	SpEd (Current)	SpEd (Former)	Cont Enrolled	Component Points
Reading 2023-27 Interim	44	32	36	62	43	74	45	58	32	20	33	13	30	46	
Reading 2028-32 Next Interim	53	43	47	68	53	78	54	65	43	33	44	28	42	55	
Reading 2038 Long Term	72	66	68	81	72	87	73	79	66	60	67	57	65	73	
Reading 2024	63	45	55	69	100	.	.	38	49						
Reading 2025	58	29	67	63	-	-	-	63	45	-	44	23	100	55	
	79	6	6	62	0	0	0	5	39	0	35	5	2	57	
	137	21	9	98	1	0	0	8	86	0	79	22	2	104	
Points	3			3					3						9
Met Minimum Size	Yes	Yes	No	Yes	No	No	No	No	Yes	No	Yes	Yes	No	Yes	
Mathematics 2023-27 Interim	38	26	35	48	37	72	41	44	31	31	32	15	33	40	
Mathematics 2028-32 Next Interim	48	38	46	57	48	77	51	53	43	43	43	29	44	50	
Mathematics 2038 Long Term	69	63	68	74	69	86	71	72	66	66	66	58	67	70	
Mathematics 2024	31	9	57	33	.	.	.	20	32						
Mathematics 2025	43	33	60	40	-	100	-	100	38	-	33	27	-	34	
	27	3	3	18	0	1	0	2	17	0	13	3	0	13	
	63	9	5	45	1	1	0	2	45	0	39	11	0	38	
Points	3			2		4			3						8
Met Minimum Size	Yes	No	No	Yes	No	No	No	No	Yes	No	Yes	Yes	No	Yes	
Total Academic Achievement Component Points															17

Student Growth															
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Eco Dis	SpEd (Current)	SpEd (Former)	Cont Enrolled	Component Points
Reading 2023-27 Interim	69	65	66	72	68	81	70	72	64	60	65	45	63	70	

2025 Closing the Gap Performance Targets

County-District Number: 034907 District Name: QUEEN CITY ISD

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Reading 2028-32 Next Interim	78	75	76	80	77	85	78	80	74	70	75	55	73	78	
Reading 2038 Long Term	95	95	95	95	95	95	95	95	94	90	95	75	93	95	
Reading 2024	58	69	47	58	100	.	.	41	54						
Reading 2025	60	57	62	61	50	-	-	50	52	-	52	48	100	57	
	73	9	5	54	1			4	39		36	10	2	55	
	122	16	8	89	1	0	0	8	74	0	68	21	2	95	
Points	1	0	0	1	0	0	0	0	0	0	0	0	0	0	2
Met Minimum Size	Yes	Yes	No	Yes	No	No	No	No	Yes	No	Yes	Yes	No	Yes	
Mathematics 2023-27 Interim	76	74	77	73	74	87	72	73	75	77	75	64	73	77	
Mathematics 2028-32 Next Interim	82	81	83	80	81	90	80	80	82	83	82	74	80	83	
Mathematics 2038 Long Term	95	95	95	95	95	95	95	95	95	95	95	94	95	95	
Mathematics 2024	71	72	88	66	.	.	.	88	65						
Mathematics 2025	92	85	80	94	-	-	-	100	87	-	88	82	-	92	
	47	7	3	35				2	32		29	9		32	
	51	8	4	37	0	0	0	2	37	0	33	11	0	35	
Points	3	0	0	3	0	0	0	0	3	0	0	0	0	0	9
Met Minimum Size	Yes	No	No	Yes	No	No	No	No	Yes	No	Yes	Yes	No	Yes	
Total Growth Component Points															

4 Year Federal Graduation Rate (Chosen Component)															
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Eco Dis	SpEd (Current)	SpEd (Former)	Cont Enrolled	Component Points
(2023-27) Interim	90	86.3	88.1	93.8	87.4	96.7	88.3	90.8	86.5	80	86.7	79.7	NA	NA	
(2028-32) Next Interim	92.7	90.2	91.4	95.2	90.9	97.1	91.5	93.2	90.3	86	90.5	85.8	NA	NA	
(2038) Long Term	98	98	98	98	98	98	98	98	98	98	98	98	NA	NA	
2023 Previous Year Graduated	98.6	100	100	98.1	100	100	.	100	97.7						
2024 Graduated	99	100	100	99	-	-	-	100	100	-	98	100	-	-	
	86	10	1	67	0	0	0	8	43	0	41	11	0	0	
	87	10	1	68	0	0	0	8	43	0	42	11	0	0	
Points	4	4	0	4	0	0	0	0	4	0	0	0	0	0	16
Met Minimum Size	Yes	Yes	No	Yes	No	No	No	No	Yes	No	Yes	Yes	No	No	
Total Federal Graduation Component Points															16

English Language Proficiency															
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Eco Dis	SpEd (Current)	SpEd (Former)	Cont Enrolled	Component Points
Total English Language Proficiency Component Points															0

School Quality (CCMR)

2025 Closing the Gap Performance Targets
 County-District Number: 034907 District Name: QUEEN CITY ISD
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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Eco Dis	SpEd (Current)	SpEd (Former)	Cont Enrolled	Component Points
(2023-27) Interim	63	47	60	71	58	84	51	63	56	51	56	64	45	67	
(2028-32) Next Interim	73	57	70	79	68	88	61	73	66	61	66	74	55	76	
(2038) Long Term	93	77	90	95	88	95	81	93	86	81	86	94	75	95	
Prior Year Rate	97	100	100	96	100	100	.	100	95						
2025 Rate	94	100	100	93	-	-	-	100	93	-	93	100	-	97	
	84	10	1	65	0	0	0	8	42	0	40	13	0	69	
	89	10	1	70	0	0	0	8	45	0	43	13	0	71	
Points	4	4	0	3	0	0	0	0	4	0	0	0	0	0	15
Met Minimum Size	Yes	Yes	No	Yes	No	No	No	No	Yes	No	Yes	Yes	No	Yes	
Total School Quality (CCMR) Component Points															15

Student Success (STAAR Only No CCMR)															
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Eco Dis	SpEd (Current)	SpEd (Former)	Cont Enrolled	Component Points
(2023-27) Interim	47	36	42	58	45	74	47	56	39	38	38	23	43	49	
(2028-32) Next Interim	57	46	52	68	55	81	57	66	49	48	48	33	53	59	
(2038) Long Term	77	66	72	88	75	95	77	86	69	68	0.68	53	73	79	
Prior Year Rate	53	34	53	58	67	100	.	41	45						
2025 Average of Performance Levels	56	43	56	59	25	67	-	58	49	-	49	30	75	55	
Above Approaches Standard	299	38	22	225	1	1	0	12	182	0	171	27	4	211	
	347	53	26	248	4	1	0	15	226	0	208	54	4	250	
Points	3	3	3	3	0	0	0	3	3	0	0	0	0	0	12
Met Minimum Size	Yes	Yes	Yes	Yes	No	No	No	Yes	Yes	No	Yes	Yes	No	Yes	
Total Student Success (STAAR Only No CCMR) Component Points															

Domain 1 - Details for (034907) Queen City ISD

2024 - 2025 Student Achievement for (034907) QUEEN CITY ISD

The Texas Education Agency (TEA) has now released the final 2025 Accountability Manual with the official A-F methodology for 2024-2025. OnDataSuite has updated the A-F calculations to align with the finalized approach. Please review A-F update log for specifics on changes made. The current reports can reliably indicate expected A-F ratings, though final official ratings will still come from TEA after all data is certified.

District Score 82

Total Enrollment of 636
 For more details on schools and weights see Student Achievement Domain - Summary

STAAR for 2024 - 2025														
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Econ Dis	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
All														
Percent of Tests														
% at Did Not Meet GL Standard or Above	24%	49%	26%	17%	50%	0%		39%	33%		32%	58%	17%	22%
% at Approaches GL Standard or Above	76%	51%	74%	83%	25%	100%		61%	67%		68%	42%	83%	78%
% at Meets GL Standard or Above	49%	24%	44%	55%	25%	33%		43%	38%		39%	17%	53%	50%
% at Masters GL Standard	21%	11%	19%	24%	25%	0%		16%	14%		14%	6%	23%	22%
Number of Tests														
# at Did Not Meet GL Standard or Above	302	97	14	158	2	0	0	31	273	0	243	154	13	210
# at Approaches GL Standard or Above	978	100	40	785	1	3	0	49	547	0	512	110	65	735
# at Meets GL Standard or Above	622	47	24	515	1	1	0	34	311	0	295	45	41	469
# at Masters GL Standard	270	21	10	225	1	0	0	13	118	0	108	17	18	208
Total Tests	1281	197	54	943	4	3	0	80	821	0	755	264	78	945
Reading														
Percent of Tests														
% at Did Not Meet GL Standard or Above	24%	48%	26%	18%	100%	0%		35%	34%		33%	58%	19%	24%
% at Approaches GL Standard or Above	76%	52%	74%	82%	0%	100%		65%	66%		67%	42%	81%	76%
% at Meets GL Standard or Above	52%	27%	58%	57%	0%	0%		56%	40%		41%	19%	56%	53%
% at Masters GL Standard	21%	12%	16%	23%	0%	0%		18%	14%		14%	8%	25%	22%
Number of Tests														
# at Did Not Meet GL Standard or Above	121	36	5	67	1	0	0	12	109	0	95	61	6	88
# at Approaches GL Standard or Above	379	39	14	303	0	1	0	22	209	0	195	45	26	285
# at Meets GL Standard or Above	260	20	11	210	0	0	0	19	127	0	118	20	18	198
# at Masters GL Standard	103	9	3	85	0	0	0	6	46	0	41	8	8	82
Total Tests	500	75	19	370	1	1	0	34	318	0	290	106	32	373
Mathematics														
Percent of Tests														
% at Did Not Meet GL Standard or Above	26%	57%	33%	19%	0%	0%		39%	36%		35%	59%	17%	25%
% at Approaches GL Standard or Above	73%	43%	67%	81%	0%	100%		61%	64%		65%	41%	83%	75%

Domain 1 - Details for (034907) Queen City ISD
 County-District Number: 034907 District Name: QUEEN CITY ISD
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% at Meets GL Standard or Above	42%	19%	33%	47%	0%	50%	36%	32%	33%	18%	50%	43%		
% at Masters GL Standard	19%	6%	27%	22%	0%	0%	18%	12%	12%	6%	23%	19%		
Number of Tests														
# at Did Not Meet GL Standard or Above	113	36	5	61	0	0	0	11	99	0	89	56	5	78
# at Approaches GL Standard or Above	314	27	10	258	0	2	0	17	178	0	162	39	25	230
# at Meets GL Standard or Above	178	12	5	150	0	1	0	10	89	0	83	17	15	131
# at Masters GL Standard	82	4	4	69	0	0	0	5	34	0	30	6	7	60
Total Tests	428	63	15	319	1	2	0	28	278	0	251	95	30	308
Science														
Percent of Tests														
% at Did Not Meet GL Standard or Above	19%	44%	15%	12%	100%		38%	28%		27%	61%	13%	16%	
% at Approaches GL Standard or Above	81%	56%	85%	88%	0%		62%	72%		73%	39%	87%	84%	
% at Meets GL Standard or Above	50%	26%	46%	57%	0%		31%	40%		42%	12%	53%	50%	
% at Masters GL Standard	16%	12%	8%	18%	0%		8%	10%		10%	2%	20%	15%	
Number of Tests														
# at Did Not Meet GL Standard or Above	43	15	2	20	1	0	0	5	41	0	37	25	2	27
# at Approaches GL Standard or Above	180	19	11	142	0	0	0	8	105	0	101	16	13	139
# at Meets GL Standard or Above	111	9	6	92	0	0	0	4	59	0	58	5	8	83
# at Masters GL Standard	35	4	1	29	0	0	0	1	15	0	14	1	3	25
Total Tests	223	34	13	162	1	0	0	13	146	0	138	41	15	166
Social Studies														
Percent of Tests														
% at Did Not Meet GL Standard or Above	19%	40%	29%	11%	0%		60%	30%		29%	55%	0%	17%	
% at Approaches GL Standard or Above	81%	60%	71%	89%	100%		40%	70%		71%	45%	100%	83%	
% at Meets GL Standard or Above	56%	24%	29%	68%	100%		20%	46%		47%	14%	0%	58%	
% at Masters GL Standard	38%	16%	29%	46%	100%		20%	29%		30%	9%	0%	42%	
Number of Tests														
# at Did Not Meet GL Standard or Above	25	10	2	10	0	0	0	3	24	0	22	12	0	17
# at Approaches GL Standard or Above	105	15	5	82	1	0	0	2	55	0	54	10	1	81
# at Meets GL Standard or Above	73	6	2	63	1	0	0	1	36	0	36	3	0	57
# at Masters GL Standard	50	4	2	42	1	0	0	1	23	0	23	2	0	41
Total Tests	130	25	7	92	1	0	0	5	79	0	76	22	1	98

College, Career and Military Readiness (ODS) for 2024 - 2025			
	Count/	Credit	Percent
Total			
Total Graduates	88		100%
Total Credit for CCMR Criteria	84		96%
Texas Success Initiative (TSI) Criteria			
Met TSI in both ELA/Reading and Math	61		69%
ELA/Reading			
Met TSI criteria for at least one indicator	77		88%
Met TSI assessment criteria	0		0%
Met TSI ACT criteria	29		33%
Met TSI SAT criteria	2		2%
Earned credit for a college prep course	56		64%
Math			

College, Career and Military Readiness (TEA) for 2024 - 2025			
	Count/	Credit	Percent
Total			
Total Graduates	88		99%
Total Credit for CCMR Criteria	84		96%
Texas Success Initiative (TSI) Criteria			
Met TSI in both ELA/Reading and Math	66		74%
ELA/Reading			
Met TSI criteria for at least one indicator	77		87%
Met TSI assessment criteria	0		0%
Met TSI ACT criteria	31		35%
Met TSI SAT criteria	3		3%
Earned credit for a college prep course	56		63%
Math			

Domain 1 - Details for (034907) Queen City ISD
 County-District Number: 034907 District Name: QUEEN CITY ISD
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Met TSI criteria for at least one indicator	63	72%
Met TSI assessment criteria	4	5%
Met TSI ACT criteria	11	13%
Met TSI SAT criteria	2	2%
Earned credit for a college prep course	48	55%
AP/IB Examination		
Met criterion score on AP/IB exam in any subject	0	0%
Dual Course Credit		
Earned credit for at least 3 hours in ELA or Math or 9 hours in any s	37	42%
Industry Based Credit		
Earned and industry-based certification from approved list	14	16%
Level I or Level II Cert		
Earn a Level I or Level II certificate (from THECB)	0	0%
Associate's Degree		
Earned an associates degree while in high school	0	0%
OnRamps		
Complete an OnRamps course and earn three hours of college cred	0	0%
Graduated with Completed IEP and Workforce Readiness		
Received graduation type code of 04,05,54, or 55	0	0%
Advanced Grad Plan & Sped		
Graduate under an advanced degree plan and be identified as a cu	13	15%

Met TSI criteria for at least one indicator	0	0%
Met TSI Assessment Criteria	8	9%
Met TSI ACT Criteria	14	16%
Met TSI SAT Criteria	2	2%
Earned credit for a college prep course	48	54%
AP/IB Examination		
Met criterion score on AP/IB exam in any subject	0	0%
Dual Course Credit		
Earned credit for at least 3 hours in ELA or Math or 9 hours in any subject	37	42%
Industry Based Credit		
Earned and industry-based certification from approved list	40	45%
Level I or Level II Cert		
Earn a Level I or Level II certificate (from THECB)	2	2%
Associate's Degree		
Earned an associates degree while in high school	0	0%
OnRamps		
Complete an OnRamps course and earn three hours of college credit	0	0%
Graduated with Completed IEP and Workforce Readiness		
Received graduation type code of 04,05,54, or 55	0	0%
Advanced Grad Plan & Sped		
Graduate under an advanced degree plan and be identified as a current s	13	15%

Graduation Rate Data Table for 2024 - 2025											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL +	Special Ed
4-Year Graduation Rate (Gr 9-12): Class of 2024											
% Graduated	98.9%	100.0%	100.0%	98.5%				100.0%	98.9%		100.0%
# Graduated	86	10	1	67	0	0	0	8	86	0	11
Total in Class	87	10	1	68	0	0	0	8	87	0	11
5-Year Graduation Rate (Gr 9-12): Class of 2023											
% Graduated	98.6%	100.0%	100.0%	98.1%	100.0%	100.0%		100.0%	98.6%		100.0%
# Graduated	70	10	2	53	1	1	0	3	70	0	8
Total in Class	71	10	2	54	1	1	0	3	71	0	8
6-Year Graduation Rate (Gr 9-12): Class of 2022											
% Graduated	98.5%	100.0%	100.0%	98.2%				100.0%	98.5%		100.0%
# Graduated	65	8	2	54	0	0	0	1	65	0	9
Total in Class	66	8	2	55	0	0	0	1	66	0	9
Annual Dropout Rate (Gr 9-12): SY 2023 - 2024											
% Dropped Out	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		0.0%	0.0%	0.0%	0.0%
# Dropped Out	0	0	0	0	0	0	0	0	0	0	0
# of Students	313	48	13	228	2	2	0	20	173	1	49

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Strengths

The vision, mission, goals, and belief statements of the district are focused on high expectations for everyone, and our students and staff are aligned to this concept. At Queen City ISD, surveys indicate that our district staff believe that their suggestions and input are valued.

However, despite our best efforts, continued school shootings leave public school students and staff feeling vulnerable.

The district has put in place a police force with officers at each campus not only as deterrents for "would be" offenders but as a proactive approach to stopping any threat before it can occur. We have a safety committee that meets on a bi-monthly basis after events, drills, and/or lockdowns and reviews audits and procedures after any incident on a campus. It is comprised of local law enforcement, key leadership staff, and community members. The district also utilizes the behavior threat assessment process as a means of identifying and evaluating behaviors detrimental to a positive and safe school environment for all.

Our staff works closely with children in need and provides counseling, supplies, and donations of food and clothing when needed. Most of our secondary students are in extracurricular activities, a reflection of their satisfaction with the school culture and climate.

Knowing that students are healthier and have a better sense of well-being and belonging when productively engaged with their peers, principals at all campuses develop systems to ensure students are involved in extracurricular activities. At all three campuses, we utilize the National Archery in Schools Program, and our students are very competitive. Annually, they qualify for championship tournaments at the state and national level. In addition to football, volleyball, basketball, softball, and baseball, QCISD also offers tennis, golf, cheer, and bass fishing. Our band typically competes at the state level and places in the top 6. In tennis, we've had students placing in the top two spots at the state level over the past 4 years. Our bass fishing teams typically weigh in the top spots at local and regional tournaments, and our cheer group competes annually. In the last four years, they have ranked in the top 6 in the state. In grades 7-12, we have a robust agricultural program, and our students show their project animals, often placing in the top sales rank. In the lower grades, QCISD partners with Agrilife systems through the 4-H program and compete with various projects both locally and regionally. Our middle school is a major competitor within TMSCA and UIL.

STRENGTHS: Surveys indicate that our students, staff, and parents feel well-protected and safe on our campuses.

School Culture and Climate Weaknesses

While many upgrades have been made, some issues with aging facilities will be a major focus over the next few years.

Comprehensive Needs Assessment

School Culture and Climate Needs

With recent school shootings, we need to stay vigilant and focused on procedures and practices that increase safety. Our committee realizes that training, frequent evaluation and reflection, a high degree of communication and collaboration, and consistent implementation of our procedures and policies related to safety and overall well-being create the highest deterrent to unsafe actors and actions that potentially impact our schools.

Address aging facilities.

Continue to increase staff quality and effectiveness through recruitment and retention and maintaining a culture of continuous growth.

Ensure we are fully engaged with our students and their families to increase effectiveness.

School Culture and Climate Summary

Overall, the community, students, and staff are proud stakeholders in our district where pride runs deep.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Most teachers score in the “proficient” range on their evaluations. Principals give feedback and coaching to help them grow.

Teachers attend high-quality training at Region 8, conferences, and curriculum specific training. This training helps them build skills and meet the needs of students and families.

New teachers are given a mentor, and grade-level teams meet often to plan together. Staff, administrators, and families complete surveys about training needs. Student test results are also reviewed. These two things help decide what training we offer each year.

Our annual staff training includes topics like:

- Sharon Wells math
- Bluebonnet Reading
- Scottish Rite

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths (Continued)

- Gifted and Talented (GT)
- English as a Second Language (ESL)
- Active engagement strategies
- End-of-Course (EOC) preparation
- Subject-area alignment across grade levels
- Classroom discipline and management strategies and techniques
- Technology use
- Responding to trauma
- Health and safety
- Parent and family involvement

This year we are also adding training on bullying and reporting responsibilities, based on parent surveys.

Follow-up happens through classroom observations and PLC meetings. This helps us see if the training improves teaching, student safety, and family engagement. Adjustments are made when needed.

Our principals focus on pathways for our paraprofessionals.

Staff Quality, Recruitment and Retention Weaknesses

We have identified teacher turnover at our elementary school as an area to address.

Staff Quality, Recruitment and Retention Needs

We must continue to facilitate and engage in a continuous growth model to develop our staff and improve instruction for all students.

Available substitute teachers are few making it difficult to maintain the level of instruction needed for our students to perform at their highest level.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary

We need to keep recruitment and retention of effective teachers at the top of our priority list.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

Disaggregated STAAR Data
Special Programs Evaluations
Special Student Populations
Staff Development
Staff/Parents/Community/ Business members involved w/SBDM

Curriculum, Instruction and Assessment Strengths

Many factors have contributed to our academic success including robust curriculum and effective instruction resulting from timely professional development.

Staff and administrators were surveyed on professional development needs. This survey and our student achievement scores drive our professional development. Curricula, special programs, subject area vertical alignment, discipline, safety, technology, and best practices are all part of our annual staff development training. Our PK teachers are given the opportunity to attend the Frog Street conference.

In recent years, the district has made great strides in improving our instruction, thus improving our assessment results. In some areas we have seen an increase in rigor and the quality of instruction on all campuses.

The district uses DMAC and OnData Suite to disaggregate and analyze BOY, MOY, EOY and local formative assessments to form data-driven instruction. This information allows us to form intervention groups and meet student needs.

We have two reading interventionists and two math interventionists for our earliest learners as well as a dedicated dyslexia therapist.

Throughout the year, formative assessments and progress monitoring inform instruction and differentiation strategies. The monitoring process

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths (Continued)

for the curriculum includes vertical and grade-level meetings by campus. The results are disaggregated and analyzed to drive instruction.

We use the 3 Tier model of intervention with grades K-5. K-4 Students receive 120 minutes of uninterrupted instruction for math and reading. Tier 2 students identified for accelerated instruction receive an additional 30-40 minutes of instruction based on needs identified through Map testing, readiness testing, and STAAR results.

Our district school day has been extended by 30 minutes to provide extra time to accommodate the MTSS model. Tier 3 includes students who are identified with a learning disability, and instruction is given according to their IEPs.

Students also use supplemental resources for acceleration in math and reading.

Curriculum, Instruction and Assessment Weaknesses

The district is focused on first best instruction in the Tier I setting this year.

A root cause analysis identified a weakness with our reading curriculum in K-4 and replaced it this year.

The district is investigating root cause for performance in math and identified Tier I curriculum at the middle school to be a possible factor. PD and coaching are in place to address.

Curriculum, Instruction and Assessment Needs

We need to continue to focus on identifying root causes for any performance drops and addressing them with PD and coaching.

Curriculum, Instruction and Assessment Summary

While we have a good academic program, the district is hyper focused on growing it into a **strong** academic program that meets the needs of all student groups. Our goal this year is 90, 60, 30 for all performance areas and an increase in our student growth measures by at least one letter grade. After evaluating all data together with our staff,

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

families, and community, we feel this is the best path forward to bridge gaps in learning and have student outcomes that indicate a strong academic program.

Texas Education Agency
2025 STAAR Performance
 QUEEN CITY H S (034907001) - QUEEN CITY ISD - CASS COUNTY

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	137	69	84	63	353	
Approaches GL or Above	110	58	78	58	304	86%
Meets GL or Above	79	28	49	48	204	58%
Masters GL	23	14	10	33	80	23%
Total Percentage Points						167%
Component Score						56

Texas Education Agency
2025 STAAR Performance
 QUEEN CITY H S (034907001) - QUEEN CITY ISD - CASS COUNTY

Data Table: Accountability Groups

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus ^
All Subjects									
Percent of Tests									
At Approaches GL Standard or Above	86%	75%	85%	90%	17%	*	-	80%	81%
At Meets GL Standard or Above	58%	34%	62%	63%	17%	*	-	67%	48%
At Masters GL Standard	23%	23%	23%	23%	17%	*	-	27%	18%
Number of Tests									
At Approaches GL Standard or Above	304	40	22	228	**	*	-	12	186
At Meets GL Standard or Above	204	18	16	158	**	*	-	10	111
At Masters GL Standard	80	12	6	57	**	*	-	4	42
Total Tests	353	53	26	252	**	*	-	15	229
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	80%	67%	78%	86%	*	-	-	75%	74%
At Meets GL Standard or Above	58%	29%	67%	64%	*	-	-	63%	45%
At Masters GL Standard	17%	19%	11%	16%	*	-	-	25%	11%
Number of Tests									
At Approaches GL Standard or Above	110	14	7	83	*	-	-	**	64
At Meets GL Standard or Above	79	6	6	62	*	-	-	**	39
At Masters GL Standard	23	4	1	16	*	-	-	**	10
Total Tests	137	21	9	97	*	-	-	**	87
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	84%	78%	80%	88%	*	*	-	*	81%
At Meets GL Standard or Above	41%	33%	60%	38%	*	*	-	*	36%
At Masters GL Standard	20%	22%	40%	20%	*	*	-	*	21%
Number of Tests									
At Approaches GL Standard or Above	58	7	4	44	*	*	-	*	38
At Meets GL Standard or Above	28	3	3	19	*	*	-	*	17
At Masters GL Standard	14	2	2	10	*	*	-	*	10
Total Tests	69	9	5	50	*	*	-	*	47
Science									
Percent of Tests									
At Approaches GL Standard or Above	93%	83%	100%	97%	*	-	-	*	89%

Texas Education Agency
2025 STAAR Performance
 QUEEN CITY H S (034907001) - QUEEN CITY ISD - CASS COUNTY

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus ^
At Meets GL Standard or Above	58%	33%	63%	64%	*	-	-	*	53%
At Masters GL Standard	12%	25%	13%	8%	*	-	-	*	11%
Number of Tests									
At Approaches GL Standard or Above	78	10	8	57	*	-	-	*	51
At Meets GL Standard or Above	49	4	5	38	*	-	-	*	30
At Masters GL Standard	10	3	1	5	*	-	-	*	6
Total Tests	84	12	8	59	*	-	-	*	57
Social Studies									
Percent of Tests									
At Approaches GL Standard or Above	92%	82%	*	96%	*	-	-	*	87%
At Meets GL Standard or Above	76%	45%	*	85%	*	-	-	*	66%
At Masters GL Standard	52%	27%	*	57%	*	-	-	*	42%
Number of Tests									
At Approaches GL Standard or Above	58	9	*	44	*	-	-	*	33
At Meets GL Standard or Above	48	5	*	39	*	-	-	*	25
At Masters GL Standard	33	3	*	26	*	-	-	*	16
Total Tests	63	11	*	46	*	-	-	*	38

Texas Education Agency
2025 STAAR Performance
 QUEEN CITY H S (034907001) - QUEEN CITY ISD - CASS COUNTY

Data Table: Additional Student Groups

Additional Student Groups														
	All Students	Econ Disadv	Non-Econ Disadv	G/T	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
All Subjects														
Percent of Tests														
At Approaches GL Standard or Above	86%	83%	91%	97%	-	-	48%	100%	85%	89%	100%	*	100%	-
At Meets GL Standard or Above	58%	48%	72%	90%	-	-	21%	83%	55%	65%	67%	*	63%	-
At Masters GL Standard	23%	16%	33%	48%	-	-	16%	17%	23%	23%	11%	*	13%	-
Number of Tests														
At Approaches GL Standard or Above	304	176	128	28	-	-	27	6	221	83	9	*	8	-
At Meets GL Standard or Above	204	103	101	26	-	-	12	5	144	60	6	*	5	-
At Masters GL Standard	80	34	46	14	-	-	9	1	59	21	1	*	1	-
Total Tests	353	213	140	29	-	-	56	6	260	93	9	*	8	-
Reading/Language Arts (RLA)														
Percent of Tests														
At Approaches GL Standard or Above	80%	75%	88%	92%	-	-	39%	*	78%	88%	*	-	*	-
At Meets GL Standard or Above	58%	44%	77%	92%	-	-	22%	*	55%	67%	*	-	*	-
At Masters GL Standard	17%	8%	30%	54%	-	-	17%	*	17%	15%	*	-	*	-
Number of Tests														
At Approaches GL Standard or Above	110	60	50	12	-	-	9	*	81	29	*	-	*	-
At Meets GL Standard or Above	79	35	44	12	-	-	5	*	57	22	*	-	*	-
At Masters GL Standard	23	6	17	7	-	-	4	*	18	5	*	-	*	-
Total Tests	137	80	57	13	-	-	23	*	104	33	*	-	*	-
Mathematics														
Percent of Tests														
At Approaches GL Standard or Above	84%	81%	88%	*	-	-	58%	*	83%	86%	*	-	*	-
At Meets GL Standard or Above	41%	33%	54%	*	-	-	25%	*	33%	57%	*	-	*	-
At Masters GL Standard	20%	16%	27%	*	-	-	25%	*	15%	33%	*	-	*	-
Number of Tests														
At Approaches GL Standard or Above	58	35	23	*	-	-	7	*	40	18	*	-	*	-
At Meets GL Standard or Above	28	14	14	*	-	-	3	*	16	12	*	-	*	-
At Masters GL Standard	14	7	7	*	-	-	3	*	7	7	*	-	*	-
Total Tests	69	43	26	*	-	-	12	*	48	21	*	-	*	-
Science														
Percent of Tests														
At Approaches GL Standard or Above	93%	91%	97%	100%	-	-	55%	*	94%	90%	*	-	*	-

Texas Education Agency
2025 STAAR Performance
 QUEEN CITY H S (034907001) - QUEEN CITY ISD - CASS COUNTY

Additional Student Groups														
	All Students	Econ Disadv	Non-Econ Disadv	G/T	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
At Meets GL Standard or Above	58%	54%	67%	80%	-	-	27%	*	56%	67%	*	-	*	-
At Masters GL Standard	12%	9%	17%	20%	-	-	9%	*	11%	14%	*	-	*	-
Number of Tests														
At Approaches GL Standard or Above	78	49	29	5	-	-	6	*	59	19	*	-	*	-
At Meets GL Standard or Above	49	29	20	4	-	-	3	*	35	14	*	-	*	-
At Masters GL Standard	10	5	5	1	-	-	1	*	7	3	*	-	*	-
Total Tests	84	54	30	5	-	-	11	*	63	21	*	-	*	-
Social Studies														
Percent of Tests														
At Approaches GL Standard or Above	92%	89%	96%	100%	-	-	50%	-	91%	94%	*	*	-	-
At Meets GL Standard or Above	76%	69%	85%	100%	-	-	10%	-	80%	67%	*	*	-	-
At Masters GL Standard	52%	44%	63%	86%	-	-	10%	-	60%	33%	*	*	-	-
Number of Tests														
At Approaches GL Standard or Above	58	32	26	7	-	-	5	-	41	17	*	*	-	-
At Meets GL Standard or Above	48	25	23	7	-	-	1	-	36	12	*	*	-	-
At Masters GL Standard	33	16	17	6	-	-	1	-	27	6	*	*	-	-
Total Tests	63	36	27	7	-	-	10	-	45	18	*	*	-	-

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked regardless of size.

^ This is a new accountability group introduced in 2023; it includes students who are Econ Disadv, EB/EL (Current & Monitored), Special Ed (Current), or Highly Mobile.

★ This is an additional student group introduced in 2023; it includes students who are Foster, Homeless, or Migrant.

Texas Education Agency
2025 STAAR Performance
 J K HILEMAN EL (034907101) - QUEEN CITY ISD - CASS COUNTY

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	107	107	-	-	214	
Approaches GL or Above	86	81	-	-	167	78%
Meets GL or Above	56	48	-	-	104	49%
Masters GL	17	25	-	-	42	20%
Total Percentage Points						147%
Component Score						49

Texas Education Agency
2025 STAAR Performance
 J K HILEMAN EL (034907101) - QUEEN CITY ISD - CASS COUNTY

Data Table: Accountability Groups

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus ^
All Subjects									
Percent of Tests									
At Approaches GL Standard or Above	78%	46%	100%	82%	-	-	-	88%	69%
At Meets GL Standard or Above	49%	27%	67%	51%	-	-	-	50%	38%
At Masters GL Standard	20%	0%	50%	22%	-	-	-	13%	12%
Number of Tests									
At Approaches GL Standard or Above	167	12	6	142	-	-	-	7	90
At Meets GL Standard or Above	104	7	4	89	-	-	-	4	50
At Masters GL Standard	42	0	3	38	-	-	-	1	15
Total Tests	214	26	6	174	-	-	-	8	130
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	80%	54%	*	84%	-	-	-	*	72%
At Meets GL Standard or Above	52%	31%	*	55%	-	-	-	*	43%
At Masters GL Standard	16%	0%	*	18%	-	-	-	*	9%
Number of Tests									
At Approaches GL Standard or Above	86	7	*	73	-	-	-	*	47
At Meets GL Standard or Above	56	4	*	48	-	-	-	*	28
At Masters GL Standard	17	0	*	16	-	-	-	*	6
Total Tests	107	13	*	87	-	-	-	*	65
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	76%	38%	*	79%	-	-	-	*	66%
At Meets GL Standard or Above	45%	23%	*	47%	-	-	-	*	34%
At Masters GL Standard	23%	0%	*	25%	-	-	-	*	14%
Number of Tests									
At Approaches GL Standard or Above	81	5	*	69	-	-	-	*	43
At Meets GL Standard or Above	48	3	*	41	-	-	-	*	22
At Masters GL Standard	25	0	*	22	-	-	-	*	9
Total Tests	107	13	*	87	-	-	-	*	65

Texas Education Agency
2025 STAAR Performance
 J K HILEMAN EL (034907101) - QUEEN CITY ISD - CASS COUNTY

Data Table: Additional Student Groups

Additional Student Groups														
	All Students	Econ Disadv	Non-Econ Disadv	G/T	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
All Subjects														
Percent of Tests														
At Approaches GL Standard or Above	78%	72%	84%	100%	-	-	55%	90%	78%	79%	70%	-	70%	-
At Meets GL Standard or Above	49%	42%	55%	89%	-	-	25%	63%	49%	45%	60%	-	60%	-
At Masters GL Standard	20%	13%	26%	78%	-	-	5%	37%	20%	18%	30%	-	30%	-
Number of Tests														
At Approaches GL Standard or Above	167	75	92	18	-	-	33	27	137	30	7	-	7	-
At Meets GL Standard or Above	104	44	60	16	-	-	15	19	87	17	6	-	6	-
At Masters GL Standard	42	13	29	14	-	-	3	11	35	7	3	-	3	-
Total Tests	214	104	110	18	-	-	60	30	176	38	10	-	10	-
Reading/Language Arts (RLA)														
Percent of Tests														
At Approaches GL Standard or Above	80%	77%	84%	100%	-	-	57%	93%	80%	84%	80%	-	80%	-
At Meets GL Standard or Above	52%	46%	58%	89%	-	-	27%	67%	52%	53%	60%	-	60%	-
At Masters GL Standard	16%	10%	22%	67%	-	-	3%	33%	17%	11%	20%	-	20%	-
Number of Tests														
At Approaches GL Standard or Above	86	40	46	9	-	-	17	14	70	16	4	-	4	-
At Meets GL Standard or Above	56	24	32	8	-	-	8	10	46	10	3	-	3	-
At Masters GL Standard	17	5	12	6	-	-	1	5	15	2	1	-	1	-
Total Tests	107	52	55	9	-	-	30	15	88	19	5	-	5	-
Mathematics														
Percent of Tests														
At Approaches GL Standard or Above	76%	67%	84%	100%	-	-	53%	87%	76%	74%	60%	-	60%	-
At Meets GL Standard or Above	45%	38%	51%	89%	-	-	23%	60%	47%	37%	60%	-	60%	-
At Masters GL Standard	23%	15%	31%	89%	-	-	7%	40%	23%	26%	40%	-	40%	-
Number of Tests														
At Approaches GL Standard or Above	81	35	46	9	-	-	16	13	67	14	3	-	3	-
At Meets GL Standard or Above	48	20	28	8	-	-	7	9	41	7	3	-	3	-
At Masters GL Standard	25	8	17	8	-	-	2	6	20	5	2	-	2	-
Total Tests	107	52	55	9	-	-	30	15	88	19	5	-	5	-

Texas Education Agency
2025 STAAR Performance
J K HILEMAN EL (034907101) - QUEEN CITY ISD - CASS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked regardless of size.
- ^ This is a new accountability group introduced in 2023; it includes students who are Econ Disadv, EB/EL (Current & Monitored), Special Ed (Current), or Highly Mobile.
- ★ This is an additional student group introduced in 2023; it includes students who are Foster, Homeless, or Migrant.

Texas Education Agency
2025 STAAR Performance
 MORRIS UPCHURCH MIDDLE (034907041) - QUEEN CITY ISD - CASS COUNTY

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	256	258	139	67	720	
Approaches GL or Above	185	178	102	47	512	71%
Meets GL or Above	125	103	62	25	315	44%
Masters GL	63	43	25	17	148	21%
Total Percentage Points						136%
Component Score						45

Texas Education Agency
2025 STAAR Performance
MORRIS UPCHURCH MIDDLE (034907041) - QUEEN CITY ISD - CASS COUNTY

Data Table: Accountability Groups

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus ^
All Subjects									
Percent of Tests									
At Approaches GL Standard or Above	71%	42%	55%	80%	-	*	-	53%	59%
At Meets GL Standard or Above	44%	19%	18%	52%	-	*	-	35%	32%
At Masters GL Standard	21%	8%	5%	25%	-	*	-	14%	13%
Number of Tests									
At Approaches GL Standard or Above	512	50	**	418	-	*	-	30	276
At Meets GL Standard or Above	315	22	**	269	-	*	-	20	150
At Masters GL Standard	148	9	**	130	-	*	-	8	61
Total Tests	720	118	**	521	-	*	-	57	466
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	72%	49%	57%	79%	-	*	-	59%	60%
At Meets GL Standard or Above	49%	24%	43%	54%	-	*	-	55%	36%
At Masters GL Standard	25%	12%	14%	29%	-	*	-	18%	18%
Number of Tests									
At Approaches GL Standard or Above	185	20	**	147	-	*	-	13	101
At Meets GL Standard or Above	125	10	**	100	-	*	-	12	60
At Masters GL Standard	63	5	**	53	-	*	-	4	30
Total Tests	256	41	**	185	-	*	-	22	167
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	69%	37%	43%	79%	-	*	-	50%	59%
At Meets GL Standard or Above	40%	15%	0%	49%	-	*	-	27%	30%
At Masters GL Standard	17%	5%	0%	20%	-	*	-	18%	9%
Number of Tests									
At Approaches GL Standard or Above	178	15	**	148	-	*	-	11	99
At Meets GL Standard or Above	103	6	**	91	-	*	-	6	50
At Masters GL Standard	43	2	**	37	-	*	-	4	15
Total Tests	258	41	**	187	-	*	-	22	169
Science									
Percent of Tests									
At Approaches GL Standard or Above	73%	41%	60%	83%	-	-	-	56%	61%

Texas Education Agency
2025 STAAR Performance
MORRIS UPCHURCH MIDDLE (034907041) - QUEEN CITY ISD - CASS COUNTY

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus ^
At Meets GL Standard or Above	45%	23%	20%	52%	-	-	-	22%	33%
At Masters GL Standard	18%	5%	0%	23%	-	-	-	0%	10%
Number of Tests									
At Approaches GL Standard or Above	102	9	3	85	-	-	-	5	54
At Meets GL Standard or Above	62	5	1	54	-	-	-	2	29
At Masters GL Standard	25	1	0	24	-	-	-	0	9
Total Tests	139	22	5	103	-	-	-	9	89
Social Studies									
Percent of Tests									
At Approaches GL Standard or Above	70%	43%	*	83%	-	-	-	*	54%
At Meets GL Standard or Above	37%	7%	*	52%	-	-	-	*	27%
At Masters GL Standard	25%	7%	*	35%	-	-	-	*	17%
Number of Tests									
At Approaches GL Standard or Above	47	6	*	38	-	-	-	*	22
At Meets GL Standard or Above	25	1	*	24	-	-	-	*	11
At Masters GL Standard	17	1	*	16	-	-	-	*	7
Total Tests	67	14	*	46	-	-	-	*	41

Texas Education Agency
2025 STAAR Performance
 MORRIS UPCHURCH MIDDLE (034907041) - QUEEN CITY ISD - CASS COUNTY

Data Table: Additional Student Groups

Additional Student Groups														
	All Students	Econ Disadv	Non-Econ Disadv	G/T	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
All Subjects														
Percent of Tests														
At Approaches GL Standard or Above	71%	60%	89%	100%	-	-	33%	79%	75%	62%	57%	-	57%	-
At Meets GL Standard or Above	44%	34%	60%	95%	-	-	12%	44%	47%	36%	33%	-	33%	-
At Masters GL Standard	21%	14%	32%	77%	-	-	3%	15%	22%	17%	24%	-	24%	-
Number of Tests														
At Approaches GL Standard or Above	512	267	245	57	-	-	50	38	387	125	31	-	31	-
At Meets GL Standard or Above	315	149	166	54	-	-	18	21	241	74	18	-	18	-
At Masters GL Standard	148	61	87	44	-	-	5	7	114	34	13	-	13	-
Total Tests	720	444	276	57	-	-	150	48	517	203	54	-	54	-
Reading/Language Arts (RLA)														
Percent of Tests														
At Approaches GL Standard or Above	72%	62%	90%	100%	-	-	35%	71%	76%	64%	70%	-	70%	-
At Meets GL Standard or Above	49%	37%	68%	95%	-	-	13%	41%	53%	39%	35%	-	35%	-
At Masters GL Standard	25%	19%	34%	85%	-	-	6%	18%	27%	18%	25%	-	25%	-
Number of Tests														
At Approaches GL Standard or Above	185	98	87	20	-	-	19	12	136	49	14	-	14	-
At Meets GL Standard or Above	125	59	66	19	-	-	7	7	95	30	7	-	7	-
At Masters GL Standard	63	30	33	17	-	-	3	3	49	14	5	-	5	-
Total Tests	256	159	97	20	-	-	54	17	180	76	20	-	20	-
Mathematics														
Percent of Tests														
At Approaches GL Standard or Above	69%	59%	86%	100%	-	-	30%	82%	72%	61%	45%	-	45%	-
At Meets GL Standard or Above	40%	31%	55%	90%	-	-	13%	47%	43%	34%	30%	-	30%	-
At Masters GL Standard	17%	9%	29%	62%	-	-	2%	12%	18%	13%	20%	-	20%	-
Number of Tests														
At Approaches GL Standard or Above	178	95	83	21	-	-	16	14	131	47	9	-	9	-
At Meets GL Standard or Above	103	50	53	19	-	-	7	8	77	26	6	-	6	-
At Masters GL Standard	43	15	28	13	-	-	1	2	33	10	4	-	4	-
Total Tests	258	161	97	21	-	-	54	17	181	77	20	-	20	-
Science														
Percent of Tests														
At Approaches GL Standard or Above	73%	62%	91%	100%	-	-	33%	85%	78%	61%	60%	-	60%	-

Texas Education Agency
2025 STAAR Performance
 MORRIS UPCHURCH MIDDLE (034907041) - QUEEN CITY ISD - CASS COUNTY

Additional Student Groups														
	All Students	Econ Disadv	Non-Econ Disadv	G/T	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
At Meets GL Standard or Above	45%	35%	60%	100%	-	-	7%	46%	47%	39%	30%	-	30%	-
At Masters GL Standard	18%	11%	29%	91%	-	-	0%	15%	17%	19%	20%	-	20%	-
Number of Tests														
At Approaches GL Standard or Above	102	52	50	11	-	-	10	11	80	22	6	-	6	-
At Meets GL Standard or Above	62	29	33	11	-	-	2	6	48	14	3	-	3	-
At Masters GL Standard	25	9	16	10	-	-	0	2	18	7	2	-	2	-
Total Tests	139	84	55	11	-	-	30	13	103	36	10	-	10	-
Social Studies														
Percent of Tests														
At Approaches GL Standard or Above	70%	55%	93%	100%	-	-	42%	*	75%	50%	*	-	*	-
At Meets GL Standard or Above	37%	28%	52%	100%	-	-	17%	*	40%	29%	*	-	*	-
At Masters GL Standard	25%	18%	37%	80%	-	-	8%	*	26%	21%	*	-	*	-
Number of Tests														
At Approaches GL Standard or Above	47	22	25	5	-	-	5	*	40	7	*	-	*	-
At Meets GL Standard or Above	25	11	14	5	-	-	2	*	21	4	*	-	*	-
At Masters GL Standard	17	7	10	4	-	-	1	*	14	3	*	-	*	-
Total Tests	67	40	27	5	-	-	12	*	53	14	*	-	*	-

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked regardless of size.

^ This is a new accountability group introduced in 2023; it includes students who are Econ Disadv, EB/EL (Current & Monitored), Special Ed (Current), or Highly Mobile.

★ This is an additional student group introduced in 2023; it includes students who are Foster, Homeless, or Migrant.

Texas Education Agency
2025 STAAR Performance
 QUEEN CITY H S (034907001) - QUEEN CITY ISD - CASS COUNTY

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	137	69	84	63	353	
Approaches GL or Above	110	58	78	58	304	86%
Meets GL or Above	79	28	49	48	204	58%
Masters GL	23	14	10	33	80	23%
Total Percentage Points						167%
Component Score						56

Texas Education Agency
2025 STAAR Performance
 QUEEN CITY H S (034907001) - QUEEN CITY ISD - CASS COUNTY

Data Table: Accountability Groups

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus ^
All Subjects									
Percent of Tests									
At Approaches GL Standard or Above	86%	75%	85%	90%	17%	*	-	80%	81%
At Meets GL Standard or Above	58%	34%	62%	63%	17%	*	-	67%	48%
At Masters GL Standard	23%	23%	23%	23%	17%	*	-	27%	18%
Number of Tests									
At Approaches GL Standard or Above	304	40	22	228	**	*	-	12	186
At Meets GL Standard or Above	204	18	16	158	**	*	-	10	111
At Masters GL Standard	80	12	6	57	**	*	-	4	42
Total Tests	353	53	26	252	**	*	-	15	229
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	80%	67%	78%	86%	*	-	-	75%	74%
At Meets GL Standard or Above	58%	29%	67%	64%	*	-	-	63%	45%
At Masters GL Standard	17%	19%	11%	16%	*	-	-	25%	11%
Number of Tests									
At Approaches GL Standard or Above	110	14	7	83	*	-	-	**	64
At Meets GL Standard or Above	79	6	6	62	*	-	-	**	39
At Masters GL Standard	23	4	1	16	*	-	-	**	10
Total Tests	137	21	9	97	*	-	-	**	87
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	84%	78%	80%	88%	*	*	-	*	81%
At Meets GL Standard or Above	41%	33%	60%	38%	*	*	-	*	36%
At Masters GL Standard	20%	22%	40%	20%	*	*	-	*	21%
Number of Tests									
At Approaches GL Standard or Above	58	7	4	44	*	*	-	*	38
At Meets GL Standard or Above	28	3	3	19	*	*	-	*	17
At Masters GL Standard	14	2	2	10	*	*	-	*	10
Total Tests	69	9	5	50	*	*	-	*	47
Science									
Percent of Tests									
At Approaches GL Standard or Above	93%	83%	100%	97%	*	-	-	*	89%

Texas Education Agency
2025 STAAR Performance
 QUEEN CITY H S (034907001) - QUEEN CITY ISD - CASS COUNTY

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus ^
At Meets GL Standard or Above	58%	33%	63%	64%	*	-	-	*	53%
At Masters GL Standard	12%	25%	13%	8%	*	-	-	*	11%
Number of Tests									
At Approaches GL Standard or Above	78	10	8	57	*	-	-	*	51
At Meets GL Standard or Above	49	4	5	38	*	-	-	*	30
At Masters GL Standard	10	3	1	5	*	-	-	*	6
Total Tests	84	12	8	59	*	-	-	*	57
Social Studies									
Percent of Tests									
At Approaches GL Standard or Above	92%	82%	*	96%	*	-	-	*	87%
At Meets GL Standard or Above	76%	45%	*	85%	*	-	-	*	66%
At Masters GL Standard	52%	27%	*	57%	*	-	-	*	42%
Number of Tests									
At Approaches GL Standard or Above	58	9	*	44	*	-	-	*	33
At Meets GL Standard or Above	48	5	*	39	*	-	-	*	25
At Masters GL Standard	33	3	*	26	*	-	-	*	16
Total Tests	63	11	*	46	*	-	-	*	38

Texas Education Agency
2025 STAAR Performance
 QUEEN CITY H S (034907001) - QUEEN CITY ISD - CASS COUNTY

Data Table: Additional Student Groups

Additional Student Groups														
	All Students	Econ Disadv	Non-Econ Disadv	G/T	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
All Subjects														
Percent of Tests														
At Approaches GL Standard or Above	86%	83%	91%	97%	-	-	48%	100%	85%	89%	100%	*	100%	-
At Meets GL Standard or Above	58%	48%	72%	90%	-	-	21%	83%	55%	65%	67%	*	63%	-
At Masters GL Standard	23%	16%	33%	48%	-	-	16%	17%	23%	23%	11%	*	13%	-
Number of Tests														
At Approaches GL Standard or Above	304	176	128	28	-	-	27	6	221	83	9	*	8	-
At Meets GL Standard or Above	204	103	101	26	-	-	12	5	144	60	6	*	5	-
At Masters GL Standard	80	34	46	14	-	-	9	1	59	21	1	*	1	-
Total Tests	353	213	140	29	-	-	56	6	260	93	9	*	8	-
Reading/Language Arts (RLA)														
Percent of Tests														
At Approaches GL Standard or Above	80%	75%	88%	92%	-	-	39%	*	78%	88%	*	-	*	-
At Meets GL Standard or Above	58%	44%	77%	92%	-	-	22%	*	55%	67%	*	-	*	-
At Masters GL Standard	17%	8%	30%	54%	-	-	17%	*	17%	15%	*	-	*	-
Number of Tests														
At Approaches GL Standard or Above	110	60	50	12	-	-	9	*	81	29	*	-	*	-
At Meets GL Standard or Above	79	35	44	12	-	-	5	*	57	22	*	-	*	-
At Masters GL Standard	23	6	17	7	-	-	4	*	18	5	*	-	*	-
Total Tests	137	80	57	13	-	-	23	*	104	33	*	-	*	-
Mathematics														
Percent of Tests														
At Approaches GL Standard or Above	84%	81%	88%	*	-	-	58%	*	83%	86%	*	-	*	-
At Meets GL Standard or Above	41%	33%	54%	*	-	-	25%	*	33%	57%	*	-	*	-
At Masters GL Standard	20%	16%	27%	*	-	-	25%	*	15%	33%	*	-	*	-
Number of Tests														
At Approaches GL Standard or Above	58	35	23	*	-	-	7	*	40	18	*	-	*	-
At Meets GL Standard or Above	28	14	14	*	-	-	3	*	16	12	*	-	*	-
At Masters GL Standard	14	7	7	*	-	-	3	*	7	7	*	-	*	-
Total Tests	69	43	26	*	-	-	12	*	48	21	*	-	*	-
Science														
Percent of Tests														
At Approaches GL Standard or Above	93%	91%	97%	100%	-	-	55%	*	94%	90%	*	-	*	-

Texas Education Agency
2025 STAAR Performance
 QUEEN CITY H S (034907001) - QUEEN CITY ISD - CASS COUNTY

Additional Student Groups														
	All Students	Econ Disadv	Non-Econ Disadv	G/T	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
At Meets GL Standard or Above	58%	54%	67%	80%	-	-	27%	*	56%	67%	*	-	*	-
At Masters GL Standard	12%	9%	17%	20%	-	-	9%	*	11%	14%	*	-	*	-
Number of Tests														
At Approaches GL Standard or Above	78	49	29	5	-	-	6	*	59	19	*	-	*	-
At Meets GL Standard or Above	49	29	20	4	-	-	3	*	35	14	*	-	*	-
At Masters GL Standard	10	5	5	1	-	-	1	*	7	3	*	-	*	-
Total Tests	84	54	30	5	-	-	11	*	63	21	*	-	*	-
Social Studies														
Percent of Tests														
At Approaches GL Standard or Above	92%	89%	96%	100%	-	-	50%	-	91%	94%	*	*	-	-
At Meets GL Standard or Above	76%	69%	85%	100%	-	-	10%	-	80%	67%	*	*	-	-
At Masters GL Standard	52%	44%	63%	86%	-	-	10%	-	60%	33%	*	*	-	-
Number of Tests														
At Approaches GL Standard or Above	58	32	26	7	-	-	5	-	41	17	*	*	-	-
At Meets GL Standard or Above	48	25	23	7	-	-	1	-	36	12	*	*	-	-
At Masters GL Standard	33	16	17	6	-	-	1	-	27	6	*	*	-	-
Total Tests	63	36	27	7	-	-	10	-	45	18	*	*	-	-

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

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^ This is a new accountability group introduced in 2023; it includes students who are Econ Disadv, EB/EL (Current & Monitored), Special Ed (Current), or Highly Mobile.

★ This is an additional student group introduced in 2023; it includes students who are Foster, Homeless, or Migrant.

Comprehensive Needs Assessment

Family and Community Involvement

Family and Community Involvement Strengths

Queen City ISD is continually adding measures to improve parent and family engagement. Our district recognizes the link between campus and district success and a strong partnership with stakeholders.

Queen City parents take advantage of many opportunities for involvement with the school district, and we are working to more effectively document and compile data to measure parental involvement.

In grades K-5 each teacher is required to have two parent-teacher conferences per year. All other grade levels are required to meet with parents one time per year. Our middle and HS campuses work to engage parents in family activities throughout the year to provide meaningful opportunities for staff and parents to interact. While these activities look a little different than our “sit down” meetings with parents in grades K-5, we feel they achieve the purpose and intent of engagement while being appropriate to the grade levels they serve. Examples are in each PFE policy located on our website.

On all campuses, parents and community members serve on decision-making committees that drive change at the campuses.

Most of our parents attend Meet the Teacher Night in the fall and Open House Activities in the Spring.

Veterans Day programs are well-attended by local veterans and family members of performing students.

We ask parents and community members to serve on our School Health Advisory Committee (SHAC) and Parent Advisory Councils.

Local businesses provide donations for district activities and scholarships for our Senior class.

The online gradebook keeps parents informed of their child's grades and attendance and we utilize report cards as a means of communication about STAAR performance access, TAPR access, and other important information about school activities.

Parents receive information about school events through our notification system, school website, and social media accounts. We also review parent and community feedback on social media to understand how families feel about school activities and programs. When comments indicate confusion or concern, we reach out to clarify misunderstandings and address any needs.

Each campus has a communication and resource station with practical tips and advice for homework success, mental, emotional, and physical

Comprehensive Needs Assessment

Family and Community Involvement Strengths (Continued)

well being, internet safety, and various other issues facing students and families.

Each campus hosts an award ceremony at the end of the year for parents, as well as kindergarten, 8th grade and high school graduation ceremonies.

Over the summer we provide a summer library in an effort to close the literacy slide that research indicates occurs over the summer and to provide families with opportunities to read together.

Our parent surveys indicate that they feel a connection to the school and appreciate its work. As Queen City ISD continues to grow and flourish, we will continue to make efforts to ensure that every parent feels welcome and connected to our schools.

Family and Community Involvement Weaknesses

While our parents are strong supporters of most activities in the district, parent attendance at committee meetings continues to be an area where we have to constantly work on strategies to engage attendance.

Family and Community Involvement Needs

We continue to monitor and adjust our practices for keeping families engaged in the educational process and documenting our efforts.

Higher attendance by parents and community members at committee meetings is needed.

Family and Community Involvement Summary

Parent and Community Engagement is an integral part of our Bulldog DNA, but the district is always looking for ways to increase this area of stakeholder involvement.

School Context and Organization

Comprehensive Needs Assessment

School Context and Organization Strengths

Central office staff members accommodate the overall staffing and financial needs of the district as funds are available.

The district federal funding sources supplement our state and local funds to meet the needs of all students. The campus schoolwide programs will consolidate funds in the following way: federal, state, and local.

Instructional supports, classroom facilities, materials, and technologies are in place. Schedules are designed around student need and include small class sizes. Additional instructional time has been set aside for low-performing students.

Several of our campus teachers serve on the district decision-making committee, and the district central office has an open-door policy concerning ideas and opinions. Teachers provide input on types of assessments to be used and the calendar for assessment.

The high volume of transfer students from surrounding districts speaks highly of the good reputation and culture of our district.

School Context and Organization Weaknesses

Monthly meetings have allowed us to identify procedural weaknesses in meeting the requirements of the local, state, and federal governing bodies.

School Context and Organization Needs

Structured time for central office personnel to continue to provide instructional training at the campuses is needed.

School Context and Organization Summary

Our central office and leadership cabinet collaborate at a high level to identify the needs of the district and to put processes and procedures in place to address those needs. Monthly meetings allow us to understand the needs of the district and to put provisions in place. This model is proving to be very effective in creating a solution oriented culture.

Comprehensive Needs Assessment

Technology

Technology Strengths

Queen City ISD teachers and administration have continued to push forward into the world of “Digital Natives.”

For the most part, our staff has eagerly embraced new technologies and are working tirelessly to come up with new and innovative ways to improve their classroom instruction.

We have invested a lot of time, money, and energy into creating 21st Century classrooms using laptops, interactive Panels, and a variety of other instructional technologies to enhance and assess student learning.

We have a district Technology team of 3 to aid teachers in the classrooms with technical expertise in the planning and implementation of effective instructional technology.

Our network allows for instant access for instructional use but is also monitored for appropriate use. This is critical since much of our curriculum is technology-based.

Technology Weaknesses

Timeliness of rostering of students and staff in programs continues to be problematic.

Because we are a rural district, some of our families do not have ready access to internet in their homes. The challenge of having such a digital footprint for learning is maintaining equity in the learning environment when there is little access away from school.

Technology Needs

We need to remain vigilant in monitoring students' online footprint, to teach students of the importance of managing their online footprint, and the safe and appropriate use of new technologies such as AI.

Comprehensive Needs Assessment

Technology Needs (Continued)

We need to engage and collaborate with families so that learning in the online world does not become a barrier.

We need to continue to educate our families and students about responsible use of the internet.

Technology Summary

Technology acquisitions need to be maintained as a regular item on the district/campus budgets. Grant funds should continue to be explored to alleviate the increasing technological demands.

Continued support, education, training, and monitoring of online access and application use is critical to keep students and their information safe and protected.

QUEEN CITY ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A comprehensive needs assessment will be conducted annually by the District Site-Based Committee to identify educational strengths and weaknesses in student performance on state and federal achievement indicators and other appropriate measures that affect student performance such as school culture, staff quality, curriculum and instruction, safety, parent and family engagement, school context and organization, and technology. (Target Group: All) (Strategic Priorities: 1,2,3) (ESF: 1,1.2,2.2.1,3,3.1,3.2,3.3,3.4)	State and Federal Program Director	Annually	(L)Local	Criteria: Summative STAAR Performance Data; Formative Benchmark Performance Data; Stakeholder Feedback Data 09/22/25 - Completed
2. To provide data-driven, targeted instruction, disaggregated data for all student groups including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students served in special education programs will be utilized from NWEA Map, DMAC, Lead4Ward, and On Data Suite reports on previous STAAR results, benchmarks and CCMR data will be used when planning instruction. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,3) (ESF: 1,1.1,1.2,3,3.3,4,4.1,5,5.1,5.2,5.3,5.4)	Campus Principal, Superintendent	September, January, May	(L)Local	Criteria: STAAR Performance Reports; Benchmark Performance Data; CCMR 09/22/25 - On Track
3. Students who may be at risk for academic failure will be identified as early as possible in the year and targeted, specific interventions will be put in place. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: AtRisk,PRE K) (Strategic Priorities: 2) (ESF: 5,5.3,5.4)	Campus Principal, Counselor	October, January, March	(L)Local	Criteria: Formative-Entries into PEIMS of At-Risk status is evident every nine weeks Summative BOY and EOY Spreadsheets from Counselors that include at-risk documentation. 09/22/25 - On Track
4. At all campuses, administrators and teachers will decide on the appropriate use of academic assessments, and in-school interventions will be scheduled for students	Campus Principal, Superintendent	Oct.,Dec.,March, May	(L)Local	Criteria: Performance results on BOY, MOY, EOY 09/22/25 - On Track

QUEEN CITY ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
scoring below proficiency levels on these assessments. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: ECD,AtRisk) (Strategic Priorities: 2) (ESF: 1,3,4,5)				
5. Math instruction, with an emphasis on investigations and concrete models where applicable, will be maintained in K-12. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 1,1.2,2.1,3.1,3.2,3.3,4.1,5)	Campus Principal	Oct.,Dec., May	(F)Special Education Idea B, (S)Instructional Materials Allotment	Criteria: Performance on BOY, MOY, EOY 09/22/25 - On Track
6. In addition to the regular core classes, grades K- 12 will have intervention time built into the schedule for at-risk (both state and locally identified) students (including identified special ed students) falling below state proficiency levels. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All,W,AA,ECD,SPED,M,F,AtRisk,Dys) (Strategic Priorities: 1,2) (ESF: 1,1.1,1.2,2.1,3.1,3.3,4.1,5)	Campus Principal	Oct.,Dec.,March, May	(F)Special Education Idea B, (F)Title I, Part A, (S)Special Education, (S)State Comp - Amt, (S)State Comp FTE	Criteria: Campus Rtl process evaluation and student performance on STAAR and Benchmark Assessments 09/22/25 - On Track
7. Students with disabilities who have not performed successfully on state assessments will receive an intensive program of instruction designed to meet their individual academic needs. When designing the program, greater emphasis will be placed on the General Abilities Index profile. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: SPED,Dys) (Strategic Priorities: 2) (ESF: 1.2,2,3.4,4,5)	Campus Principal, Director of Special Services	Oct.,Dec.,May	(F)Special Education Idea B, (S)Special Education	Criteria: Performance Data 09/22/25 - On Track
8. To help students meet the challenging state academic standards, reading and math interventionists will serve students in grades K-12 who are performing below grade level with timely, individualized and/or small group instruction and progress monitoring. (Title I SW Elements: 1.1,2.5,2.6,3.1) (Target Group:	Campus Principal, Superintendent	August	(S)State Comp - Amt	Criteria: HR records Schedules 09/22/25 - On Track

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
AtRisk) (Strategic Priorities: 2) (ESF: 1.2,2.1,3.2,3.3,4.1,5)				
9. To strengthen academic programs and improve school conditions for student learning, teachers in elementary, middle school and high school will be required to attend and implement applicable, intensive, and sustained math, ELA, science, and social studies professional development. (Title I SW Elements: 1.1,2.1,2.2,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 1,2,3) (ESF: 1,2,3,4,5,5.1,5.2,5.3,5.4)	Campus Principal, Director of Special Services, Superintendent	August, Jan., May	(F)Special Education Idea B, (F)Title I, Part A, (L)Local, (S)Instructional Materials Allotment	Criteria: Certificates Conference Agendas Purchase Orders 09/22/25 - On Track
10. To promote blended learning and fluency in math, reading, writing, science, and social studies, Google Classroom, eSpark, Renaissance Accelerated Reader, Bluebonnet, Social Studies Weekly, Flocabulary, IXL, and SW Math, TXGuide, TxTracts, HMH, Pearson, Writable, and TEKS Resource will be used to assess and provide differentiated and individualized instruction. (Title I SW Elements: 2.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 4)	Campus Principal, Director of Special Services, Superintendent	Oct., February, May	(S)Instructional Materials Allotment, (S)Special Education	Criteria: Performance Assessments Purchase Orders Usage Logs 09/22/25 - On Track
11. Inclusion settings are available for our K-12 students if appropriate according to their individualized educational plans and are staffed with appropriately certified teachers to provide additional assistance to meet the challenging state academic standards. (Target Group: SPED) (Strategic Priorities: 2) (ESF: 2)	Campus Principal, Director of Special Services	January, May	(F)Special Education Idea B, (L)Local, (S)Special Education	Criteria: Teaching certificates Master Schedules
12. Writing across the curriculum wherein teachers of all subjects require appropriate constructed response structure and good mechanics will be implemented district-wide to strengthen the academic program and improve	Campus Principal, Curriculum Director	Oct.,Dec., May	(L)Local, (S)Instructional Materials Allotment	Criteria: Work Samples TTESS Evaluation 09/22/25 - On Track

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
school conditions for student learning. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 4,5,5.1,5.2)				
13. Teachers will use quintile and Map reports to identify students who could potentially score "Masters Grade Level" and utilize a goal-setting process with the student and the parent to encourage students to reach their maximum capacity. The GT teacher especially will encourage her students to reach this level. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: GT,K,1st,2nd,3rd,4th,5th,6th,7th ,8th,9th,10th) (Strategic Priorities: 2) (ESF: 1.2,3.4,4,5)	Campus Principal, GT Coordinator	Oct., February, May	(L)Local, (S)Gifted and Talented	Criteria: Quintile Reports 09/22/25 - On Track

QUEEN CITY ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. To provide a well-rounded instruction program for all students that enhances achievement, multiple opportunities to participate in fine arts programs will be offered during the school day, and extra-curricular activities will be afforded to all students. A separate music teacher in elementary, band teachers in both middle and high school, and a theater arts teacher in high school will be provided by the district. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2)	Campus Principal, Superintendent	August	(L)Local	Criteria: Master Schedule
2. To provide a well-rounded program of instruction, a health and wellness program including opportunities for physical activity, counseling, and nutrition services for PreK3 - 12th grades will be maintained. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.3)	Campus Principal, Counselor, Director of Special Services, School Nurse	January, May	(L)Local	Criteria: Master Schedule Counselor Schedules Curriculum Guides Cafeteria Menus
3. A full continuum of special education services will be provided for all disabled students. (Target Group: SPED) (Strategic Priorities: 2) (ESF: 5,5.1,5.3,5.4)	Campus Principal, Director of Special Services	January, May	(F)Medicaid, (F)Special Education Idea B, (F)Special Education IDEA B Preschool, (L)Local, (S)Special Education	Criteria: Student Schedules IEPs
4. Appropriately certified teachers will be assigned to students being served in the Credit Recovery Program, the Disciplinary Alternative Education Program (DAEP), homebound programs, and Pregnancy Related Services (PRS), and these teachers will provide accelerated instruction to enable students to stay on grade level and to prevent dropouts. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 1.2,2,3.3,5.4)	Campus Principal, Director of Special Services, State and Federal Program Director	January, May	(F)Title I, Part A, (S)Special Education, (S)State Comp - Amt	Criteria: Certificates Master Schedules Facilitation Records/Email
5. To ensure a smooth transition from early childhood programs to kindergarten, the district will provide full-day PreK programs for 3 and 4-	Campus Principal, Director of Special Services	August, January	(F)Special Education IDEA B Preschool, (S)Instructional Materials Allotment, (S)Special	Criteria: Master Schedules Certificates

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>year-olds and PPCD (Preschool Program for Children with Disabilities) students with appropriately certified teachers who will support, coordinate, and integrate early learning experiences and services enabling these young students to meet academic standards for elementary school. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: ECD,SPED,AtRisk,PRE K) (Strategic Priorities: 2) (ESF: 1.2,2.1,3.4,4,5.3,5.4)</p>			Education, (S)State Comp - Amt	
<p>6. PreK and PPCD teachers will receive annual high-quality professional development on providing instruction that builds academic readiness skills, develops background knowledge, increases self-regulation, and introduces academic vocabulary to prepare every student for the transition to kindergarten. (Title I SW Elements: 2.6) (Target Group: PRE K) (Strategic Priorities: 2) (ESF: 1.2,2.1,3.1,5.1,5.2)</p>	Campus Principal	August, May	(L)Local, (S)State Comp - Amt	Criteria: Purchase Orders PD Certificates PD Agendas
<p>7. Two on-staff dyslexia therapists will screen students for and serve students identified with dyslexia and other struggling student readers in grades Kinder and up. They will manage all aspects of coordination for the screening process and ensure the district is operating within the operating guidelines. (Target Group: All,Dys,K,1st) (Strategic Priorities: 2) (ESF: 2.1,3.3,4.1,5.4)</p>	Campus Principal, State and Federal Program Director, Superintendent	August, February, May	(F)Special Education Idea B, (L)Local, (S)Special Education	Criteria: PEIMS coding for screening and identification Certifications Performance Data
<p>8. To provide additional educational assistance to students, paraprofessionals (under the direction of the teacher) will offer small group or one-on-one instruction in classroom, library settings, and, where needed, supply personal care for students. (Target Group: All,ECD,EB,SPED,AtRisk,Dys,PRE K,K,1st,2nd,3rd,4th,5th,6th,7th)</p>	Campus Principal, Director of Special Services, State and Federal Program Director, Superintendent	August, May	(F)Special Education Idea B, (F)Title I, Part A, (L)Local, (S)Special Education, (S)State Comp - Amt	Criteria: Staff schedules

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
,8th,9th,10th,11th,12th) (Strategic Priorities: 2) (ESF: 1.2,3.2,3.3,5.1,5.3,5.4)				
9. An English as a Second Language (ESL) program for Emergent Bilingual (EB) students will be available in any grade, and summer school for EB students will be offered. (Title I SW Elements: 2.2,2.5) (Target Group: ESL) (Strategic Priorities: 2) (ESF: 1.2,3.3,3.4,4.1,5,5.1,5.3,5.4)	Campus Principal, Counselor, ESL Coordinator, Superintendent	August, January, May	(L)Local	Criteria: Schedules PEIMS Reports LPAC minutes
10. Home language surveys will be used to identify migrant students, and they will be served according to their individual needs; services will include summer school. (Title I SW Elements: 2.2) (Target Group: Migrant) (Strategic Priorities: 2) (ESF: 3.3)	Campus Principal, State and Federal Program Director	August, June	(L)Local	Criteria: Home Language Surveys PEIMS reports
11. At-risk students will be identified and served -- with various services such as summer school, pregnancy-related services, computer-assisted instruction, and accelerated instruction -- according to individual needs. (Target Group: AtRisk) (Strategic Priorities: 2) (ESF: 3.3,5.3,5.4)	Campus Principal, Counselor	nine weeks intervals	(S)State Comp - Amt	Criteria: PEIMS reports Academic Performance Reports ESY Schedules and Rosters
12. Any student who fails to score approaches or higher on STAAR or EOC will receive an intense program of accelerated instruction for at least 15 hours beyond their scheduled programming and in some cases 30 hours in a small group of 5 or fewer students (unless using an approved TEA program for increased ratio of student:teacher such as IXL) per instructor using evidence-based instructional materials. (Title I SW Elements: 2.2,2.6) (Target Group: AtRisk) (Strategic Priorities: 2) (ESF: 1.2,3.3,4.1,5.3,5.4)	Campus Principal, Counselor	August, December	(S)State Comp - Amt	Criteria: STAAR performance reports Schedules

QUEEN CITY ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. To facilitate effective transitions for students from high school to postsecondary education, the Career and Technical Education program (CTE) will be maintained and expanded when possible to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities, and offerings in CTE will include at least four offerings of higher level technology courses. (Title I SW Elements: 2.1,2.2) (Target Group: CTE) (Strategic Priorities: 3) (ESF: 1.2,2)	Campus Principal, Counselor, Superintendent	January, May	(L)Local, (S)CTE	Criteria: Master Schedule
2. To facilitate effective transitions for students from high school to postsecondary education, the district will coordinate with institutions of higher education to provide students with dual and concurrent enrollment opportunities. The district will offer stipends to encourage teachers to complete the coursework required for teaching dual credit courses. (Target Group: 8th,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 3.3)	Campus Principal, State and Federal Program Director	January, May	(L)Local	Criteria: Master Schedule Payroll
3. To facilitate effective transitions for students from middle school to high school, all eighth graders will attend the high school "Career Fair" (for help in course selection) and be provided with a guided tour of the campus in the late spring. (Target Group: 8th) (ESF: 3.3)	Campus Principal, Counselor	May	(L)Local	Criteria: Images from the event Course selection sheets
4. To increase blending learning time, technology application TEKS in grades K - 8 will be fully integrated with the regular curriculum and middle and high school technology application courses will provide the needed technology skills for entering the job market or higher education; textbook adoption evaluation rubrics will include a category for technology integration. (Title I SW Elements:	Campus Principal, State and Federal Program Director	January, May	(L)Local, (S)Instructional Materials Allotment	Criteria: New Teacher Orientation agenda Master Schedules Rubric for Evaluating Instructional Materials Purchase Orders for Instructional Materials

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
2.2,2.5) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 1.2,5.1)				
5. The gifted and talented program will utilize the State Performance Standards Project in grades K - 8 and a differentiated curriculum in the core content areas at the HS. In addition, high school students will enroll in a Project Based Research class for one year and ALC will be utilized to provide time for these students to meet together and produce GT-related products. (Target Group: GT) (Strategic Priorities: 3) (ESF: 3.3,3.4,4.1,5.1,5.3)	Campus Principal, Superintendent	January, May	(L)Local, (S)Gifted and Talented	Criteria: Meeting minutes Board Agenda GT Manual PEIMS reports
6. To incorporate experiential learning opportunities (such as welding & cosmetology) and promote skills attainment important to in-demand occupations and industries in the state, work-based learning opportunities with the Texarkana College and other workforce programs that provide students in-depth interaction with industry professionals will be offered for academic credit. (Target Group: CTE,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 1.2,3.3,5.3)	Campus Principal, Counselor, Superintendent	January, May	(L)Local, (S)CTE	Criteria: Master Schedule Memorandums of Understanding
7. To incorporate deep and meaningful TEKS application and learning , a STEAM program will be implemented in grades K-8. (Title I SW Elements: 1.1) (Target Group: All,K,1st,2nd,3rd,4th,5th,6th,7th ,8th) (Strategic Priorities: 2) (ESF: 3.1,3.3,5.1)	Campus Principal, Counselor, Superintendent	August, May	(L)Local	Criteria: Master Schedule

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. To reduce the overuse of discipline practices that remove students from the classroom, teachers will utilize prevention-based interventions such as awards for good behavior, redirection, and de-escalation techniques. The district will utilize a MTSS program to provide a PBIS-type school-wide behavioral program throughout. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 1.1,3.1,3.2,5.4)	Campus Principal, Counselor, Director of Special Services, State and Federal Program Director, Superintendent	January, May	(L)Local	Criteria: Behavioral screeners Emergent Tree Staff Rubrics for Self-Evaluation Behavioral RtI schedules Behavioral Caseload documents Summative-Discipline referrals
2. A Character Education and evidence-based integrated SEL program (Ripple Effects) will be used in grades PreK-12; good character will be promoted throughout the district. Counselors at each campus are responsible for providing lessons on their campuses. (Title I SW Elements: 2.5) (Target Group: All) (ESF: 1.2,3.1,3.3)	Campus Principal, Counselor, State and Federal Program Director, Superintendent	January, May	(L)Local	Criteria: Formative-Program Scheduling Summative-Reduction in discipline referrals
3. As a requirement of utilizing the E-Rate Program, age-appropriate internet safety training for students will be conducted at all campuses. (Target Group: All) (ESF: 3.1,3.2,3.3)	Campus Principal, Counselor	August	(L)Local	Criteria: Formative-Teacher/Librarian Confirmations of Internet Safety Training Summative-Number of internet Violations
4. To reduce the threat of student violence, a comprehensive developmental guidance plan will be used (and regularly updated) for conflict resolution and to generate tolerance, honesty, and concern for others, and to reduce the threat of student violence (including dating violence), bullying, and suicide. (Title I SW Elements: 2.2) (Target Group: All) (ESF: 3.1,3.3)	Campus Principal, Counselor	August, May	(L)Local	Criteria: Formative-Guidance Plan Summative- Fewer Discipline Referrals
5. In accordance with the district's trauma-informed policy, positive behavior interventions	Campus Principal, Counselor, Director of Special Services,	August	(L)Local	Criteria: Formative-Training Certificates and/or sign in

QUEEN CITY ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
and support, including those that integrate best practices on grief-informed and trauma-informed care, will be utilized; each campus will have an identified team trained annually in techniques and research-based practices for providing trauma-informed care. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3.1,3.3)	School Nurse			documents
6. The SHARS committee will establish a policy regarding the maintenance, administration, and disposal of opioid antagonists on each campus that serves students in grades 6-12. The policy will include a reporting requirement not later than the 10th day from the date of administration of the antagonist and that school personnel are trained in the administration of the antagonist. (Title I SW Elements: 2.1) (Target Group: All) (ESF: 3.1,3.3)	School Nurse, Superintendent	January	(L)Local	Criteria: Summative-Policy Formative-Meeting notes, agenda, sign-in sheet

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The high school will continue mandatory student drug testing for students participating in extra-curricular activities and for students obtaining a campus parking permit. (Target Group: 9th,10th,11th,12th) (ESF: 3.1,3.3)	Campus Principal, Counselor, Superintendent	August, January, May	(L)Local	Criteria: Formative-PO for contracted services Summative-Drug Testing reports
2. Students and teachers will participate in Safe and Drug-Free programs including Fentanyl abuse and poisoning awareness in grades 6-12 with a focus on suicide prevention, prevention of the abuse of and addiction to fentanyl, awareness of local school and community resources and processes involved in accessing those resources, and general health education that includes information about substance use and abuse. (Title I SW Elements: 2.6) (Target Group: All) (ESF: 1.2,3.1,3.3)	Campus Principal, Counselor	October	(L)Local	Criteria: Event flyers Postings on Social Media
3. Canine services will be used to identify banned substances and materials. (Title I SW Elements: 2.2) (Target Group: All) (ESF: 3.1,3.3)	Campus Principal, Counselor, Superintendent	August, January, May	(L)Local	Criteria: Purchase orders for services Records of visits

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. District policy addresses reporting requirements and consequences of sexual abuse by student or educator, including dating violence or other maltreatment of students. Counselors will be the "first responders" in providing services to help in the victim's recovery, and the steps in assist in recovery will be part of the counseling plan. (Title I SW Elements: 2.2) (Target Group: All) (ESF: 3.1,3.3)	Campus Principal, Counselor, Superintendent	August, May	(L)Local	Criteria: Summative-QCISD policy (online) Formative-Training certificates Procedural documentation
2. The district will maintain a positive relationship with local and area policemen, firemen, and federal entities (such as the Ark-Tex council of Governments) and, drawing on their expertise, conduct appropriate safety drills and training. This joint effort using federal, state, and local resources, will have safety awareness and an improved school climate as its goal. (Target Group: All) (ESF: 3.1,3.3,3.4)	Chief of Police, Superintendent	August, May	(L)Local	Criteria: Minutes of meetings Agendas Log of safety drills
3. The school nurse will provide health care services to the student body. (Target Group: All) (ESF: 3.3)	School Nurse	August, January, May	(F)Medicaid, (L)Local	Criteria: Payroll records Schedule
4. A School Health Advisory Council will meet at least 4 times per year and will analyze safety needs and make recommendations to the school board on health issues and curriculum when appropriate. (Title I SW Elements: 3.2) (Target Group: All) (ESF: 3.1,3.3)	School Nurse, Superintendent	January, June	(L)Local	Criteria: Meeting Notes Agenda Sign-In Sheet
5. As needed, bus monitors will be maintained to ensure student safety on bus routes. (Target Group: All,SPED) (ESF: 3.1,3.3)	Director of Special Services	August, January, March	(S)Special Education	Criteria: Bus monitor records Student Rosters Payroll records
6. Each campus will maintain at least one AED, and each campus will have the	School Nurse	August, January, May	(L)Local	Criteria: Purchase orders AED use by dates as logged by

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
appropriate staff trained. (Target Group: All) (ESF: 3.1,3.3)				the School Nurse Training Certificates
7. A review of playground equipment and facilities will be conducted at least annually. (Target Group: All,PRE K,K,1st,2nd,3rd,4th,5th,6th,7th ,8th) (ESF: 3.1)	Campus Principal, Superintendent	June	(L)Local	Criteria: Notes regarding findings.
8. Thrillshare, Twitter, Remind, QCISD website, and QCISD Facebook page will be utilized by the district and campuses for disseminating safety information. (Target Group: All) (ESF: 3.1,3.3,3.4)	Campus Principal, Chief of Police, District Communications Specialist, Superintendent	January, May	(L)Local	Criteria: Social Media Posts QCISD website Remind Notifications
9. QCISD will maintain a partnership with a neighboring district to improve the parent-student reunification process during emergency situations which require district evacuation such as intruder response activities. (Target Group: All) (ESF: 1.2,3.1,3.2)	Chief of Police, Superintendent	July	(L)Local	Criteria: Drill calendar Superintendent meeting notes
10. To increase protection for our students and staff, a Police Chief and security officers for each campus will be maintained by the district to ward off “would-be” offenders. (Target Group: All) (ESF: 3.1,3.3)	Chief of Police, Superintendent	August, May	(L)Local	Criteria: Payroll records Job Postings Contracts
11. The district will maintain physical safety features such as bollards, bulletproof glass and/or film and foyer enclosures with locking door systems at each campus to restrict and control access. Additionally, the district will add cameras, fencing, and other physical safety features to areas that have been identified as critical through ongoing safety evaluations and as required by the 88th legislature. (Target Group: All) (ESF: 3.1)	Chief of Police, Superintendent	August, January, May	(L)Local, (S)SAFE Grant, (S)Safety and Security Grant	Criteria: Purchase orders Installation Invoices

QUEEN CITY ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
12. The district will maintain silent panic alert technologies. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3.3)	Superintendent	January-August	(S)Safety and Security Grant, (S)SPAT Grant	Criteria: The superintendent in conjunction with the QCISD Chief of Police will ensure standards of safety inspection and timelines as dictated by TAC 19 Chap 61 Subchapter CC are met.
13. The district will maintain vape detection technologies and other barriers to vaping in the bathrooms at the High School and other areas that lend themselves to student vaping. The district is investigating the addition of such strategies at the middle school and adding the necessary technology infrastructure to support it. (Title I SW Elements: 1.1,2.2) (Target Group: All,5th,6th,7th ,8th,9th,10th,11th,12th) (ESF: 3.1,3.3)	Chief of Police, Superintendent	January, May	(L)Local	Criteria: Meeting Minutes Board minutes Safety and Security Team Minutes Purchase Orders
14. The district threat assessment team will meet at least 3 times per year to address situations that arise, identify concerns and threats, gather information from multiple sources related to threats and concerns, maximize skills and resources to address concerns and monitor outcomes with a goal of enhancing communication, collaboration, and coordination regarding threats to district safety and security. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3.1,3.2,3.4)	Chief of Police, Superintendent	August, January, June	(L)Local	Criteria: Meeting Minutes Meeting Agenda Sign-In Sheets

QUEEN CITY ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. District and campus committees for hiring will identify, contact, interview, and recommend competent, certified job applicants, if available. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2)	Campus Principal, Superintendent	April	(L)Local	Criteria: Evidence of process including meeting notes, reviewed applications, interview schedules
2. District and campus committees will actively recruit appropriately certified, competent applicants, including minority applicants, by participating in job fairs and posting vacancies in multiple sites including local university bulletin boards, Electronic Application System, School Website, and participating in partnerships with EPPs. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2)	Campus Principal, Superintendent	June, August	(F)Title I, Part A	Criteria: Formative-EAS Application Summative-Percentage of appropriately certified teachers
3. The district will conduct an annual review of teacher certifications/service records and paraprofessional training/college hours to ensure that all meet state certification requirements. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 2)	Campus Principal, Superintendent	October, June	(L)Local	Criteria: Formative- BOY summary of certification report Summative-EOY summary of certification report
4. In order to attract and retain competent, appropriately certified personnel, the district will pay above state salary base pay according to legislative requirements (Local) and Title funds using transferability. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2)	Superintendent	July	(F)Title I, Part A, (F)Title II, Part A, (F)Title IV, Part A, (L)Local	Criteria: Formative-Teacher retention and recruitment policy and/or payroll records Summative-Percentage of appropriately certified teachers

QUEEN CITY ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. After conducting a district-wide needs assessment and survey, all campuses will have staff development options chosen by teachers and administrators in conjunction with parents and families to meet ESSA and state requirements. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 1.2,2,3,3.3,3.4,4,5)	Campus Principal, Superintendent	August	(F)Title I, Part A, (L)Local, (S)Special Education	Criteria: Formative-Professional Development Certificates Formative-Surveys Summative-Professional Development Calendar
2. The teaching staff will be provided opportunities to attend state conferences and workshops in the core content areas to encourage professional growth and meet ESSA requirements. (Title I SW Elements: 1.1,2.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 1.2,2,3,4,5)	Campus Principal, Superintendent	August, May	(F)Title I, Part A, (L)Local, (S)Instructional Materials Allotment, (S)Special Education	Criteria: Certificates of attendance Conference Agendas Performance data
3. Professional development for teachers, assistants, and administrators will be provided in the areas of technology, conflict resolution, discipline strategies/classroom management, student and staff safety, and student code of conduct. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,3)	Campus Principal, Chief of Police, Director of Special Services, Superintendent	August	(F)Special Education Idea B, (F)Title I, Part A, (S)Instructional Materials Allotment, (S)Special Education	Criteria: Professional Development Calendar Teacher Certificates of Attendance
4. All teachers will be given opportunities to improve their instruction to meet the academic needs of all students and broaden their knowledge of the diverse needs of their students, especially educationally disadvantaged students, African-American students, and historically low-performing student groups through professional development in all academic areas. Services are contracted through Region VIII ESC. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 2)	Campus Principal, Superintendent	October, January, March,	(F)Title I, Part A, (L)Local, (S)Instructional Materials Allotment, (S)Special Education	Criteria: Sign-In sheets Certificates of completion Summative: Performance Reports
5. PreK and PPCD teachers will receive annual high-quality professional development	Campus Principal	August, January, May	(F)Special Education IDEA B Preschool, (S)State Comp -	Criteria: Certificates of completion Conference Agendas

QUEEN CITY ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
on providing instruction that builds academic readiness skills, develops background knowledge, increases self-regulation, and introduces academic vocabulary to prepare every student for the transition to kindergarten. (Title I SW Elements: 2.1,2.5,2.6) (Target Group: SPED,PRES K) (Strategic Priorities: 1,2) (ESF: 5)			Amt, (S)State Comp FTE	Purchase Orders

QUEEN CITY ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Presentations on scheduling options and graduation plans to prepare students for success beyond high school will be given and information will be posted on the school website for students, parents, and staff; included will be information concerning the Teach for Texas Grant and the Toward Excellence, Access, and Success Grant (TEXAS), and other higher education financial aid opportunities and admission requirements. (Title I SW Elements: 2.3) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 3.1,3.3,3.4)	Campus Principal, Counselor	August, March, May	(L)Local	Criteria: Website postings Flyers Sign In Sheets Notices
2. Parents will be asked to serve on improvement plan committees including those for the campus and the district, and parent input will be sought as these plans are written. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (ESF: 3)	Campus Principal, State and Federal Program Director, Superintendent	August, March, June	(L)Local	Criteria: Sign in Sheets Agendas
3. Parent online access to their child's grades and attendance will be maintained. (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3.4)	Campus Principal, Counselor	August, January, March	(F)Title I, Part A	Criteria: Contracted Service agreement with ESC Parent notification
4. The district webpage will have links to accountability results, the ESSA report card, policy online, wellness policy, student handbooks, and other applicable information. (Target Group: All) (ESF: 3.4)	Campus Principal, District Communications Specialist, State and Federal Program Director, Superintendent	October, February	(L)Local	Criteria: Website Postings
5. Thrillshare Parent Notification system will be utilized to advise parents of any school closures and/or school emergency situations and to relay specific, timely announcements. (Target Group: All) (ESF: 3.3,3.4)	Campus Principal, State and Federal Program Director, Superintendent	August, January	(L)Local	Criteria: Purchase order for application Training Rosters and Schedule Any notifications
6. At the Title I meeting, parents of students at	Campus Principal	April	(L)Local	Criteria: Meeting agenda

QUEEN CITY ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>each campus will be asked to provide input on the various plans and goals of the campus. They will be informed of their right to be involved and their right to inform the principal of any barriers to their involvement in their child's education. (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3.1,3.4)</p>				<p>Sign in sheets Materials/Presentation</p>
<p>7. Research indicates that students lose literacy skills during the summer break and that consistent, year-round engagement in literacy activities equates to college success and higher paying jobs. Families will be provided with a summer literacy library with related reading activities to create support and opportunities for families to engage in literacy activities during the summer months to diminish the effect of "summer slide." (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3.4)</p>	<p>Campus Principal, Curriculum Director</p>	<p>September, May</p>	<p>(F)Rural and Low Income Grant</p>	<p>Criteria: Parental and student surveys indicate usage. Comparison of reading data from EOY to BOY</p>
<p>8. To engage families in the learning process and to decrease the gap between home and school as students and families prepare to move from elementary to middle school and middle school to high school, goal-oriented academic planners and transitional packs with tips and strategies for learning in the new environment will be provided to students entering the 5th grade and 9th grade at transition meetings set up before the end of their 4th and 8th grade years. (Title I SW Elements: 3.1) (Target Group: 5th,9th) (Strategic Priorities: 4) (ESF: 3.4)</p>	<p>Campus Principal</p>	<p>May, August</p>	<p>(F)Rural and Low Income Grant</p>	<p>Criteria: Survey</p>
<p>9. To engage and educate parents on their child's responsible technology use and to decrease the negative impacts of screen time, technology addiction, social media platforms including YouTube and TikTok, Message</p>	<p>Campus Principal</p>	<p>August, May</p>		<p>Criteria: Survey</p>

QUEEN CITY ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Boards and Blogs, Video Games, and Cyberbullying on the learning environment as well as our students' social-emotional regulation, the district will provide parents with an informational pamphlet in May to provide a foundation of support that closes the gaps between what is prescribed in the learning environment and students' online activities at home. (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3.4)				

QUEEN CITY ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Understanding that the current research on parental involvement indicates that predictors of student achievement in school include a home environment that encourages learning with expectations for the child to do well and parents who become involved in the child's education at school, the district has incorporated strategies to lower barriers to parent participation in the school's planning and the child's learning experiences. Parents are encouraged to contact teachers and principals and are welcomed at the school. An information center with parent and student support for learning topics will be maintained in the lobbies of each campus. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 3)</p>	<p>Campus Principal, Counselor, Superintendent</p>	<p>October, January, March</p>	<p>(F)Rural and Low Income Grant, (L)Local</p>	<p>Criteria: Access to Gradebook Thrillshare posts Parent meeting agendas Planning meeting agendas Purchase orders for materials</p>
<p>2. The following activities will be scheduled in the upper grades: Veterans Day Program, 5th grade orientation, Meet the Teacher Night, Pep Rallies, Book Fair (Middle School), Open House (Middle School), UIL Academic Award Ceremony, 8th-grade certificate program and 12th-grade graduation ceremonies, Interact Program, Senior Walk, End of Year Awards Banquets, Sr. Sunrise Breakfast, Fall bonfire and fireworks, Spring Softball Ice Cream Social, Community Wide pep rally, See You At the Pole, American Legion Boys and Girls State, pep rallies, book fairs, Jr/Sr Prom, Homecoming Event, Open House, ceremonial awards, and freshman orientation. (Title I SW Elements: 3.1) (Target Group: All) (ESF: 1.2,3)</p>	<p>Campus Principal, Counselor</p>	<p>October, January, April</p>	<p>(L)Local</p>	<p>Criteria: Website and Media postings Event Sign-In Sheets</p>
<p>3. Meet the Teacher Night and Meet the Bulldog Night will be scheduled and will be followed up with at least two more parent</p>	<p>Campus Principal</p>	<p>October, March</p>	<p>(L)Local</p>	<p>Criteria: Posts and informational flyers about the event</p>

QUEEN CITY ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>contacts by teachers throughout the year in which the Parent-School Compact will be discussed; contact method may be through email, telephone, letter, home visit, or school visit by parent (with transportation provided, if needed.) (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3.4)</p>				
<p>4. The following school activities will be scheduled in the lower grades: Veterans Day, Field Day, Carnival, Book Fairs, Ceremonial Awards, Open House, New Student/Parent Orientation, Character Program, Christmas Program, Grandparents' Day, Read Across America, Family Math Bingo Night, Cozy Christmas Movie Night, First Responders Celebration and display, spring play, and field trips. (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3.4)</p>	<p>Campus Principal</p>	<p>October, January, April</p>	<p>(L)Local</p>	<p>Criteria: Postings and Flyers about the event. Pictures from the event Sign In Sheets</p>
<p>5. Parent and Family Engagement plans and Parent-School Compacts made available in the lobbies of each campus, the website, and through parent/teacher conferences, developed with the input of parents, teachers, and administrators, will be maintained for the campuses and the district. (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3.4)</p>	<p>Campus Principal, State and Federal Program Director, Superintendent</p>	<p>October</p>	<p>(L)Local</p>	<p>Criteria: Website Posting Meeting Agenda Lobby Checks Meeting Notes</p>
<p>6. The elementary will continue its Pawsitive Partners, a parent volunteer program, and the high school will continue supporting its parent booster clubs for various organizations. (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3.4)</p>	<p>Campus Principal</p>	<p>October, January, March</p>	<p>(L)Local</p>	<p>Criteria: Sign in sheets Flyers Notices or FB posts Opportunity sheets</p>

QUEEN CITY ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. During freshman orientation at the high school, parents will be introduced to attendance policies as stated in the student handbook and then reminders of the policy will be given throughout their high school career, as needed. (Title I SW Elements: 3.1) (Target Group: 9th,10th,11th,12th) (ESF: 3.4)	Campus Principal, Counselor	August	(L)Local	Criteria: Sign in sheets Agenda Meeting Materials
2. Districtwide, when students are absent, calls will be made to the parent and attendance alerts through our automated system. (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3.1,3.4)	Campus Principal	August, May	(L)Local	Criteria: Purchase orders Call Logs Summative: Attendance records
3. The option for Saturday school may be offered as the need arises and summer school will be offered to help students meet attendance, course requirements, and to close gaps related to absenteeism. (Title I SW Elements: 2.6) (Target Group: All) (ESF: 3.3)	Campus Principal, Counselor	January, May	(S)State Comp - Amt, (S)State Comp FTE	Criteria: Summer school rosters and schedules Saturday school rosters and schedules Sign in sheets

QUEEN CITY ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Credit recovery will be offered for students in grades 9 - 12. (Title I SW Elements: 2.2,2.6) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 2) (ESF: 3.1,3.3,5.1)	Campus Principal, Counselor, Director of Instruction and Technology	Oct., Jan., March	(S)State Comp - Amt, (S)State Comp FTE	Criteria: Credit Recovery Roster Schedules Performance data for CR students
2. Qualifying students will be given college-release time and work-release time. (Target Group: 11th,12th) (Strategic Priorities: 3) (ESF: 5.1)	Campus Principal, Counselor	January, May	(L)Local	Criteria: College and Work Release Rosters
3. Students will be provided unique opportunities to participate in bass fishing, archery, and trap shooting. (Target Group: 3rd,4th,5th,6th,7th ,8th,9th,10th,11th,12th) (ESF: 3.4)	Campus Principal	January May	(L)Local	Criteria: Program Information/flyers Contest rosters
4. The district will provide homeless children and youths with counseling services, housing information, personal toiletry items, and tutoring services, as needed, to support their enrollment, attendance, and success. (Title I SW Elements: 1.1,2.1) (Target Group: AtRisk) (Strategic Priorities: 2) (ESF: 3.3)	Campus Principal, Counselor	August, January	(F)Title I, Part A, (L)Local	Criteria: Purchase Orders Grant application
5. Our counselors and principal leaders will serve to identify and provide appropriately natured programs for students residing in facilities for the neglected and delinquent who may enroll in our district (Target Group: FC) (ESF: 3.3)	Campus Assistant Principal, Campus Principal, Counselor	August, Jan., March	(L)Local	Criteria: Enrollment records (formative) Program Roster (summative)

Resources

Resource	Source
Cafeteria	Federal
Rural and Low Income Grant	Federal
Special Education Idea B	Federal
Special Education IDEA B Preschool	Federal
Title I, Part A	Federal
Title II, Part A	Federal
Title IV, Part A	Federal
Local	Local
CTE	State
Instructional Materials Allotment	State
Safety and Security Grant	State
State Comp - Amt	State
State Comp FTE	State

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

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

Public Notification of Nondiscrimination

Queen City Independent School District offers career and technical education programs in Agriculture, Food & Natural Resources, Law & Public Service, Arts, Audio Visual, Technology & Communications, Business, Finance and Marketing, and Information Technology. Admission to these programs is open to all students.

It is the policy of Queen City Independent School District not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of Queen City Independent School District not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

Queen City ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX Coordinator at 1015 Houston St., Queen City, Texas 75572 ddover@qcisd.net, 903-796-8256, and the Section 504 Coordinator at 1015 Houston St., Queen City, Texas 75572, hbolt@qcisd.net, Texas 75572, 903-796-8256

Methods of Administration (MOA)

Division of Review and Support
Office of Special Populations Monitoring

(512) 463-9414

2025-2026 QCISD

PARENT AND FAMILY ENGAGEMENT POLICY

What Is it?	<p>QCISD is committed to our vision. We strive to provide high-quality education individualized for each student by developing and maintaining relationships with families and the community. One way we continue to do this is by participating in the Title I, Part A State Program. This program provides funding for low socioeconomic schools. In return, we promise to meet the expectations laid out for us by the Texas Education Agency and the United States Department of Education.</p>		
Expectations & Objectives	<p>Parents and families are a child's first teacher. Children imitate what they experience in the home from the moment they are born. Therefore, a mutually beneficial relationship between school and home is in the best interest of every child. The expectation of our PFE Program is to foster communication and decision-making with parents about student performance and to collaboratively support learning. Our objectives are:</p> <p style="padding-left: 40px;">Effective two-way communication between the school environment and the home environment is linked to higher completion rates on homework, better attention and engagement during instructional tasks, increased participation by all parties, and improved interactions and relationships between parents, teachers, and students.</p> <p style="padding-left: 40px;">If a child's parents are more involved in school experiences, the child is more likely to have higher grades, improved behavior conducive to learning, better attendance, deeper/well rounded social skills, and higher adaption skills.</p> <p style="padding-left: 40px;">Learning together leads to better school and home life.</p> <p style="padding-left: 40px;">Being a life-long learner can prevent some health issues that often occur later in life.</p>		
QCISD will:	<p>Create a Parent Advisory Board on which parents will be included. This board will plan, develop, evaluate, and revise support and school improvement plans. They will:</p> <p style="padding-left: 40px;">Hold regular meetings where the Parent Advisory Board will seek input from families, community members and educators</p> <p style="padding-left: 40px;">Distribute this PFE Policy to parents and the community by:</p> <ul style="list-style-type: none"> ○ Annually posting it on our district website with an announcement on social media ○ Posting printed copies at local churches, public buildings (post office, library, City Hall), and other businesses ○ Sending a printed copy home with every student ○ Distributing printed copies at the school's annual meetings <p style="padding-left: 40px;">Have a representative at each school's annual Title I meeting.</p> <p style="padding-left: 40px;">Have a representative at campus PFE events.</p> <p style="padding-left: 40px;">Per request, provide the qualifications of a child's teacher.</p> <p style="padding-left: 40px;">Conduct evaluations of PFE events at each campus, collect the data, and report to the results to the campus.</p> <p style="padding-left: 40px;">Assist schools in the evaluation and revision of their PFE policy and school-parent compact.</p> <p style="padding-left: 40px;">Evaluate the District Parent and Family Program and its policy throughout the year and revise it as needed.</p> <p style="padding-left: 40px;">Provide professional development to district employees on the most effective PFE strategies.</p> <p style="padding-left: 40px;">Provide opportunities to parents to learn more about navigating our school system.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> Roles and Responsibilities Immunizations Attendance Parent-Teacher Communication Discipline Engagement Transitions Enrollment </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> Cultural Sensitivity Middle and High School Courses Post-Secondary Options College Entrance Exams Degree Plans Applications FAFSA </td> </tr> </table>	<ul style="list-style-type: none"> Roles and Responsibilities Immunizations Attendance Parent-Teacher Communication Discipline Engagement Transitions Enrollment 	<ul style="list-style-type: none"> Cultural Sensitivity Middle and High School Courses Post-Secondary Options College Entrance Exams Degree Plans Applications FAFSA
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At any time, you may fill out this short [survey](#) to provide feedback regarding your experience with QCISD. You may also access the survey by using the QR code below.



You may send suggestions directly to District Administration, Campus Administration, and the QCISD Board of Trustees by emailing communityinput@qcisd.net Or

You may contact a campus principal

jmcmellon@qcisd.net

asumpter@qcisd.net

mstringer@qcisd.net

For any questions related to our Special Education or 504 Program,

You may contact

jmcintosh@qcisd.net

If you require help translating this document, please call (903)796-8256 or send an email to shenderson@qcisd.net

Si necesita ayuda para traducir este documento, por favor llame al (903)796-8256, o envíe un correo electrónico a shenderson@qcisd.net.

Queen City ISD



2025-2026 Professional Development Plan

DMA(LOCAL) requires the school board each year to:

- Review the SBEC professional development clearinghouse (Appendix B).
- Approve the district's professional development plan which must meet all the requirements listed in law for a district's professional development policy.

Our Beliefs (modeled after Learning Forward-a professional group promoting effective professional development):

1. Professional learning improves educator effectiveness which is fundamental to student learning.
2. All educators have an obligation to improve their practice.
3. More students achieve when educators assume collective responsibility for student learning.
4. Successful leaders create and sustain a culture of learning.
- s. Effective school systems commit to continuous improvement for all adults and students.

Our Mission

Our professional development mission is to provide quality professional learning opportunities and support for all employees to meet the needs of a growing and changing student population. We support this mission by promoting continuous professional growth in a supportive environment to enhance the knowledge and skills of all staff. The goal of our professional development program is to raise the levels of student achievement throughout the district.

To support our beliefs and mission, our professional development program commits to the following:

- Establishing district expectations and standards in professional growth for all staff
- Providing quality professional growth opportunities for all staff members relevant to their position and role in the district.
- Planning purposeful, professional growth opportunities based on district and individual goals that will maximize student achievement.
- Promoting a supportive environment that develops the desire to improve one's craft through continuous learning.
- Engaging and incorporating parent and family feedback into our annual professional development plan.

District Professional Development Norms

Norms are the standards or expectations by which individuals have agreed to operate while working together. Norms help to maximize the productivity and effectiveness in a positive setting and ensure that individuals are respected. They place responsibility on individuals for expected behavior helping to build community in the group and, at the same time, allow for risk taking (TSDS, 2006).

The following district norms have been established to guide our professional learning activities:

- Be on time
- Bring individual devices with login information on hand, when required
- Engage in learning through listening, discussing and participating
- Exhibit professional behaviors by collaborating with others and respecting diverse opinions
- Commit to utilize new learning to benefit the students and staff we serve.

District Initiatives

1. Career and Technology Education: Teachers in the CTE Department and the CTE Advisory Group will meet at least twice yearly to align program goals and focus on Industry-Based Certifications.
2. Cross-curricular writing: ELAR teachers will provide guidance to other campus core content area teachers for development of cross-curricular writing activities.
3. Data disaggregation: Campuses will reinforce data disaggregation processes and training to establish more effective methodology for addressing student instructional strengths and weaknesses.
4. Safety training: Staff members will continue to reflect upon the effectiveness of safety drills and will update protocols according to findings. Training for those using/handling hazardous chemicals will be in place for teachers (lab science), custodians, maintenance staff, and any other applicable employees.

Professional Development Waiver Days

Each summer, employees (who are not 12-month employees) are required to complete three days of professional development prior to the start of the school contract year. Employees are to complete certain assigned online trainings (such as Bloodborne Pathogens, etc.) in EduHero and other professional development as approved by the employee's supervisor. Employees will not receive a stipend for these three days but will have the following designated Professional Development Waiver Days off during the 2025-2026 school year:

- May 22, 26, and May 27

The following are not acceptable for the purpose of earning credit for Professional Development Waiver Days:

- Teaching summer school;
- Attending college courses;
- Attending any training if a district stipend is paid to the teacher; and/or
- Educational vacation travel or trips during the summer.
- Professional development NOT approved by the Office of the Assistant Superintendent of Curriculum and Instruction.
- Professional development NOT tied to improved student outcomes.

Annually, all applicable staff members must obtain these 18 hours including the online compliance courses to fulfill Professional Development Waiver Day requirements.

Once training has been completed, teachers/employees are responsible for submitting the Waiver Day Record sheet (Appendix C) to their principal or supervisor.

Teachers

District professional development for teachers will be aligned to the T-TESS domains and four areas of focus identified through the strategic planning process. These four focus areas include brain-based learning strategies, creativity, student engagement, and innovative practices. These areas are aimed at transforming classrooms into innovative learning labs that challenge, engage, and excite students.

Professional Development sessions will be aligned to implementation of the curriculum (TEKS) and will support Departments/Grade Level Teams. Most of the sessions will be held between August 1 and August 12, but some sessions may be scheduled at other times throughout the year. See your Campus Inservice Schedule.

1. Each year, teachers need to assess their technology skill level and attend applicable sessions to address any areas of identified needs.
2. Teachers should be fully aware of the particulars of their curriculum whether online or in text format.

New Teachers

Induction, as defined by Dr. Phil Schlechty is, "the systems through which new members to the organization are brought to understand and embrace the norms and values they must understand and embrace to be full members of the organization."

This would include systems at both the campus and district level. Induction support may include, but is not limited to:

- Grade Level Team Leader/Department Chair Support (during meetings, conference times, etc.)
- Campus Administrators (During Pre-Conference and Post-Conferences, during campus meetings)
- District Orientation
 - o Participation in the Region 8 ESC New Teacher Institute
 - o T-TESS Training and Support
 - o Purposeful Planning with the TEKS Resource
 - o Ascender Gradebook
 - o DMAC
 - o Parent Conferencing
 - o Curriculum and Assessment Training
 - o Frontline System
 - o Special Education Services Orientation
 - o Orientation for Technology Acceptable Use

Administrators

Administrators, including the superintendent, directors, campus principals, and coordinators are expected to participate in high quality professional learning that is relevant and based on an administrator's years of experience and includes opportunities to attend local, state and national conferences.

Administrator Professional Development will include:

- Content driven by district data and principal feedback and facilitated by both district and out of district presenters.
- Job-embedded to include webinars and other technology delivery methods.
- Induction and mentoring program for first year administrators
- Feeder pattern collaboration
- Supporting TEKS Resource System at the Campus Level
- T-TESS
- T-PESS
- TIA

- Admission, Review, and Dismissal for Special Programs

Grade Span Relevant

- Elementary-PreKindergarten High Quality Guidelines and ECDS Guidelines for PreK and Kinder
- High School-CTE, UIL
- Relevant Discipline and Legislative Updates
- ESC New Administrators Cohort if new campus administrator

The design of the administrator professional learning includes meetings to ensure that principals have up-to-the-minute information and guidance from the USDE, TEA, and Region 8 ESC in order to effectively make decisions to impact their campuses. The expectation is the learning gained from administrator sessions will be used effectively to support teachers and improve student achievement outcomes.

Activities Include:

1. Classroom Walk-Throughs and Observations (using the T-TESS Rubric to Guide Observations)
2. Using Data to support the Campus Improvement Plan and the work of department/grade level teams
3. PLC meetings are intentional and focused on student outcomes and program alignment
4. Accountability Updates
5. Administrator Meetings
6. Compliance with Special Program Activities

Counselors

Counselors play a critical role in our schools in providing guidance and support for students, parents, and teachers. Substance abuse prevention, violence prevention, discipline, bullying, and student leadership are some of the topics they address. At the elementary and middle school, they also support the campus testing program. At the high school, they serve as main point of contact for House Bill 5 and Graduation Plans.

Counselor support may include, but is not limited to:

- Participation in the counselor training through Region 8 ESC or other entities.
- Texas School Procedures Resources
- Workshops that support the implementation of current legislation
- Training for Administration of the STAAR/EOCs Tests
- Admission, Review, and Dismissal for Special Programs
- RtI

Testing Coordinators

The secure and accurate administration of the STAAR test is an important responsibility. Campus/District Testing Coordinators will participate each year in the Region 8 District/Campus Testing Coordinator training. Campus testing personnel will be trained by the Campus Testing Coordinator.

Instructional Paraprofessionals

All instructional paraprofessional staff will participate in district/campus professional development days as deemed appropriate to their job description. This professional development will correspond with the existing workday.

For example, on district professional development days when subject specific learning has been designed, instructional paraprofessionals are to attend these sessions along with their classroom teachers. If the instructional paraprofessional should assist with instruction during multiple subject areas, the campus principal will assign them to a session.

Professional learning opportunities will be identified by collaborating with campus and district administrators, as well as by administering periodic needs assessment surveys. Learning will be designed and facilitated by both district and out of district resources.

Instructional paraprofessionals are to be trained in all Special Education requirements including proper restraints and confidentiality rules.

All instructional paraprofessionals will attend ESC 8 High Quality Paraprofessional Training scoring an 80 or better on the exit assessment. Certificates must be submitted to the Office of Assistant Superintendent of State and Federal Programs, Special Education Director, and the HR department.

Support Staff

Staff development will be implemented according to state requirements and overseen by the department directors.

Substitute Teachers

Substitute Teacher Orientation training is required before any substitute teacher can work in the district. This orientation will include safety training commiserate with any safety training provided for staff in the area of active shooters, and each attendee will receive a Substitute Teacher Handbook.

APPENDIX A

Trainings/Professional Development in Statute

Note: M – mandatory, E – encouraged, O – optional

Training/Citation	Audience	Notes	M	E	O
Administration of Epinephrine Auto-Injectors <i>TEC §38, Subchapter E, Section 38.210 (b)</i>	If a district adopts a policy under Section 38.208(a) then one or more school personnel members or volunteers on each campus of a district or open-enrollment charter school that adopts a policy for the administration of epinephrine auto-injectors	How to recognize the signs and symptoms of anaphylaxis, administer an epinephrine auto-injector, implement emergency procedures, and properly dispose of used or expired epinephrine auto-injectors. Provided in formal training setting or online and completed annually.	X		
Administration of opioid antagonist <i>Subchapter E-1, TEC §38.222(c) and TEC §38.224(b)</i>	Each district that serves students in grades 6 -12 must adopt a policy under Section 38.221 and one or more school personnel members or volunteers on each campus must be authorized and trained to administer opioid antagonist.	How to recognize the signs and symptoms of an opioid-related drug overdose, administer an opioid antagonist, implement emergency procedures if necessary, and properly dispose of used or expired opioid antagonists.	X		
Administrator appraiser training <i>TAC, Title 19, §150.1024 (b)</i> <i>TAC, Title 19, §150.1005 (c) (d)</i>	Administrators	Before conducting appraisals, an appraiser must satisfactorily complete the T-TESS appraiser training and pass the examination and have completed ILT, ILD, or AEL certification training.	X		
Assessment instrument administration <i>TEC, §39.0304 (a), (b), (c); TAC, §101.3031 (a) (D)(ii); (c)</i>	School district employees involved in the administration of assessment instruments administered under Section 39.023.	May include a qualifying component. Language in TEC is permissive, i.e., the Commissioner may require training. Part of the language in TAC is mandatory, i.e., the commissioner shall require training activities to ensure that testing personnel have the necessary skills and knowledge required to administer assessment instruments in a valid, standardized, and secure manner; received annual training in test security and test administration procedures.	X		X
Bible Course Training <i>TEC, §21.459 and TEC, §28.011 (f)</i>	Teachers of elective Bible courses. A course under this section may only be taught by a teacher who holds a certificate that qualifies them to teach at the grade level at which the course is offered and has successfully completed the training outlined in TEC, §21.459.	The Commissioner shall make available training materials and other teacher training resources through access to in-service training.			X
Bleeding Control Stations <i>TEC, §38.030(b)(3)</i>	School district police officer commissioned under Section 37.001 or school security personnel, school resource officer, other district or school personnel who may be reasonably expected to use a bleeding control station.	Agency approved training on the use of a bleeding control station using nationally recognized evidence-based guidelines. Training may be online.	X		
Blood Borne Pathogen Control <i>TAC, Title 25, Part 1, Chapter 96.201; Health & Safety Code, Chapter 81.303(2)</i>	All school personnel	Legislation passed in 1999 requires districts to develop a blood borne pathogen control exposure plan including awareness training in exposure control.	X		
Bilingual Education/ESL <i>TAC, Title 19, §89.1245 (d)(e)(f)</i>	Teachers of bilingual education and ESL programs that are not fully certified.	The Commissioner of Education shall encourage school districts to cooperate with colleges and universities to provide training for teachers assigned to the bilingual education and/or ESL programs. The Texas Education Agency shall develop, in collaboration with education service centers, resources for implementing bilingual education and ESL training programs.		X	
Cardiopulmonary Resuscitation <i>TEC, §33.086</i>	Head director of school marching band; head coach or chief sponsor of extracurricular athletic activity, including cheerleading.	Must maintain and submit proof of certification in first aid and cardiopulmonary resuscitation issued by the American Red Cross, the American Heart Association, or another organization that provides equivalent training and certification.	X		
Civil Rights Training <i>USDA, FNS Instruction Number 113-1, XI</i>	Frontline food service staff and those that supervise frontline staff.	Civil rights training in compliance and complaints on an annual basis.	X		
Classroom Management <i>TEC, §21.055(b),(d-1)</i>	New employees receiving a school district teaching permit	Complete 20 hours of classroom management training and comply with continuing education requirements determined by the district board of trustees.	X		
Cybersecurity Training <i>TEC, §11.175(g); Section 2054.5191, Government Code</i>	Notwithstanding Section 2054.5191, Government Code, only the district's Cybersecurity Coordinator is required to complete the training under Section 2054.5191, Government Code on an annual basis. Other school employees required to complete the training shall do so as determined by the district.	Complete a cybersecurity training program certified under Section 2054.519, Government Code.	X		
Concussion Training <i>TEC, §38.154 (b-1), (c)</i>	Each member of the concussion oversight team. The school nurse may be a member of the concussion oversight team if requested by the school nurse. Athletic trainers must obtain continuing education training.	Training must be from an approved provider and must the evaluation, treatment, and oversight of concussions.	X		
Diabetes <i>Texas Health and Safety Code, §168.005</i>	School employees acting as unlicensed diabetes care assistants.	Provided before the beginning of the school year. If a school nurse is assigned to a campus, the school nurse shall coordinate the training of school employees acting as unlicensed diabetes care assistants.	X		
Disciplinary Procedures <i>TEC, §37.0181 (a) (b)</i>	Principal or other appropriate administrator who oversees student discipline	Training on the distinction between a discipline management technique under Section 37.002(a) and Section 37.002(b). Training must be received every three years. May be provided in coordination with ESCs through the use of distance	X		

Dyslexia <i>TAC, §74.28(d)(e)</i>	Teachers who screen and treat students with dyslexia and related disorders. Classroom teachers and administrators of districts that are recipients of a grant under TEC, §29.027.	learning. Training on instructional strategies described in the “Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders” Grant funds under TEC, §29.027 used to pay for training for classroom teachers and administrators in meeting the needs of students with dyslexia strategies or to intervention staff resulting in appropriate credentialing related to dyslexia.	X	
Texas English Language Proficiency Assessment System <i>TEC, §29.056(b)</i> <i>TEC, §21.4571</i>	Professionals or paraprofessionals who administer English language proficiency tests.	Training required by the test publisher The Commissioner may not require an employee to complete the training or online calibration activities that has previously successfully completed such training.	X	
Extracurricular Athletic Activity Training Program <i>TEC, §33.202 and TAC, §76.1003</i>	Coaches, trainers, sponsors of extracurricular athletic activities. Director of the marching band.	Emergency action planning, communicating with 9-1-1, recognizing symptoms of potentially catastrophic injuries.	X	
Food Allergy Training <i>TEC, §38.0151; Commissioner of DSHS guidelines</i>	Awareness training for all staff; comprehensive training for food allergy management team.	Training on anaphylaxis and emergency response to anaphylactic reactions. See https://www.dshs.texas.gov/schoolhealth/pdf/FoodAllergyGuide.pdf	X	
Gifted/Talented <i>TAC, §89.2</i>	Teachers that provide instruction and services that are part of the program for gifted/talented students. Administrators and counselors who have authority for program decisions.	Minimum of 30 hours. Must be completed within one semester. Minimum of six hours annually. Must include the nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students.	X	
Hazardous chemicals <i>Texas Health and Safety Code, §502.009</i>	Employees who use or handle hazardous chemicals (including science lab teachers).	Must provide an education and training program with information on interpreting labels and SDSs, use of protective equipment, first aid.	X	
HIPAA <i>Texas Health and Safety Code, §181.101</i>	Employees where information is necessary to carry out duties.	Training on state and federal law concerning protected health information. Completed not later than the 90 th day after the employee is hired.	X	
Illegal Steroid Use <i>TEC, §33.091 (c-1)</i>	Each district employee who serves as an athletic coach at or above the 7 th grade for an extracurricular athletic activity.	Health effects of steroid use.	X	
Implementing an Aligned Curriculum <i>TEC, §21.451+ (b)</i>	Public school teachers and administrators	Training relating to implementing curriculum and instruction that is aligned with the foundation curriculum and standards and expectations for college readiness.		X
Instruction of Students with Disabilities <i>TEC, §21.451 (d)(2)(a)(b); TEC, §21.054</i>	Educators who work primarily outside of special education and do not possess the knowledge and skills necessary to implement IEPs.	Training that is evidence based as defined by Section 8101 Every Child Succeeds Act.	X	
Investment Training <i>Texas Government Code, §2256.008</i>	Chief financial officer and the investment officer. If the district does not participate in investment funds methods treasurer, CFO, or investment officers are excluded.	Attend one training session from an independent source approved by the governing body containing 10 hours of instruction within 12 months after assuming duties. Must receive at least 8 hours of training not less than once in a two-year period.	X	
Literacy Achievement Academies <i>TEC, §21.4552</i> <i>TEC §28.0062</i>	Teachers who provide reading instruction to students in any grade level.	The required trainings are different for teachers who provide reading instruction in K-3 than those in grade 4-5 and those in grades 6-8 and those that teach mathematics, science, or social studies. The training is required of teachers who provide instruction in reading, mathematics, science, or social studies at a campus that fails to satisfy any standard under Section 39.054(e0) on the reading assessment instrument.	X	X
Mathematics Achievement Academies <i>TEC, §21.4553</i>	Teachers who provide mathematics instruction to students in any grade level.	Training in effective and systematic instructional practices in mathematics, including problem solving, the place value system, whole number operations, and fractions and mathematical instruction techniques that, through scientific testing, have been proven effective.		X
Mental Health Training <i>TEC §22.904</i>	Any district employee who regularly interacts with students.	Evidence-based training that includes recognition and support of children who experience a mental health or substance use issue that may impose a threat to school safety.	X	
Mentor Training <i>TEC, §21.458(b)(1)(2); TAC, §153.1011 (b)(1)(B) and (b)(3)</i>	Administrators and mentor teachers for classroom teachers with less than two years teaching experience	Research-based mentor and induction training program approved by the Commissioner. The mentoring program is optional; training is mandatory if the district assigns mentors. Administrators training in implementing the program.	X	X
Migrant New Generation System (NGS) <i>PL 107-110, Title I, Part C, Section 1304(a)(6)(B); Texas Manual for the Identification and Recruitment of Migrant Students</i>	All personnel sharing responsibility for implementing NGS activities.	Before November 15.	X	
Migrant Identification and Recruitment (ID&R) <i>PL 107-110, Title I, Part C, Section 1304; Texas Manual for the Identification and Recruitment of Migrant Students</i>	All recruiters and designated SEA reviewers for the Migrant Education Program.	Training and certification offered by the Regional Education Service Centers. Must be before October 15 or before recruitment efforts begin.	X	
Multi-hazard Emergency Operations Plan <i>TEC, §37.108 (a)(1) and (c-2)(4)</i>	School district employees including substitute teachers	Training in responding to an emergency. Document type of training, number of employees trained, and person conducting the training.	X	
Open-enrollment Charter Schools Board Members and Officers Training	Members of the governing board of open-enrollment charter schools and officers of open-enrollment charter schools.	Training in basic school law including school finance; health and safety issues; requirements related to the use of public funds; and, other requirements related to	X	

<i>TEC §12.123</i>		the public such as open meetings.			
Open Records Requirements <i>Texas Government Code, §552.012</i>	Officer for public information.	Requirements of the law. Training not less than one hour and not more than two hours regarding responsibilities of the governmental body under this chapter.	X		

Training/Citation	Audience	Notes	M	E	O
P-TESS Orientation <i>TAC, §150.1025</i>	Principals new to district or that have never been appraised with the T-PESS	Prior to or in conjunction with the pre-evaluation conference. The training shall include all state and local appraisal policies.	X		
Positive Behavior Program <i>TEC, Title 2, Subtitle G, Chapter 37, Subchapter A, §37.0013</i>	All staff if the district adopts a positive behavior program.	Annually districts that develop and implement a positive behavior program as defined by TEC, §37.0013 may conduct training on the program adopted.			X
Positive and proactive behavior management <i>TAC, §103.1201 (3)(h)(2) and (3)(i)</i>	DAEP staff	Must target prevention and intervention and focus on positive and proactive behavior management strategies. Annual requirement. Procedures for reporting abuse, neglect, or exploitation of students.	X		
Reporting Child Abuse and Neglect/Sexual Abuse of Children/Sex Trafficking <i>TAC, §61.1051 (c) (d); TEC, §38.0041 (b) (1); §38.0041 (c) (1) (2); §38.030; §38.036</i>	Each year as part of new employee orientation.	Copies of Board Policy must be distributed at the beginning of each school year and must address methods for increasing teacher awareness of issues regarding sexual abuse of children, sex trafficking, and other maltreatment of children. Training must address how grief and trauma affect student learning and behavior.	X		
School board member training and orientation <i>TEC, §11.159; TAC, §61.1</i>	Any interested person including current and prospective board members in the orientation. Board members and superintendent in team building	Training by Regional Education Service Centers or any registered provider. Training includes orientation sessions, annual team-building session, at least 10 hours of continuing education in first year of service and at least 5 hours in subsequent years of service. Specific training requirements are found in TAC, §61.1 and TEC §11.159.	X		
School District Peace Officer Training Curriculum <i>TEC, §37.0812</i> <i>Occupations Code, §1701.2515262 and §1701.263</i>	School district peace officers commissioned by a district or school resource officers that provide law enforcement in the district.	A district may not contract for the provision of active shooter response training unless the training provider is certified under Section 1701.2512, Occupation Code.	X		
School Readiness <i>TAC, §102.1002(a)(10)(D)</i>	Grantees of the Prekindergarten Early Start Grant Program	Joint professional development that focus on proven school readiness components.			X
Seizure Disorders <i>TEC §38.033</i>	School nurse or school district employee whose duties include regular contact with students.	A TEA approved online course of instruction regarding managing students with seizure disorders.	X		
Suicide Prevention and Bullying <i>TEC, §38.351</i> <i>TEC, §21.451 (d)(3); (d-1); (d-2); (d-3)</i>	All new district and open-enrollment charter school educators annually and to existing school district and open-enrollment charter school educators on a schedule adopted by the TEA by rule.	Suicide prevention training to be selected from a list of recommended best practice-based programs and research-based practices provided by the Department of State Health Services (DSHS) in coordination with the TEA.	X		
Superintendent Continuing Education <i>TEC §21.054(h); Human Resources Code §42.002</i>	Superintendents	2.5 hours every five years on identifying and reporting potential victims of sexual abuse, human trafficking, and other maltreatment of children.	X		
Teen Dating Violence <i>TEC, §37.0831 (b) (2)</i>	Teachers and administrators	School districts must adopt and implement a dating violence policy which must address "training for teachers and administrators."	X		
T-TESS orientation <i>TAC, §150.1006</i>	Teachers new to the district or teachers who have never been appraised under the T-TESS	No later than the final day of the first three weeks of school and at least three weeks before the first observation.	X		
Use of an automated external defibrillator <i>TEC, §22.902(a)(c)</i> <i>TEC, §21.4515</i> <i>Section 779.001, Health and Safety Code</i>	District employees and volunteers. School nurse, assistant school nurse, athletic coach or sponsor, physical education instructor, marching band director, cheerleading coach, other school employee specified by the Commissioner and student athletic trainers must participate.	Must receive and maintain certification in the use of an automated external defibrillator. School districts to make training available to employees and volunteers.	X		X
Use of digital devices <i>TEC, §38.0231 (a)(H)</i>	Classroom teachers	Training regarding digital device use in the classroom to ensure implementation of the best practices.			X
Use of restraint <i>TAC, §89.1053 (d)</i>	School employees, volunteers, independent contractors.	A core team of personnel on each campus must be trained and must contain an administrator or designee. Personnel using restraint in an emergency must receive training within 30 school days after the use of restraint.	X		
Use of time-out <i>TAC, §89.1053 (h)</i>	General or special education personnel who implement time-out based on requirements in a students' IEP	Within 30 school days of being assigned the responsibility of implementing time-out.	X		

NOTES:

1. **TEC, Chapter 21, Section 21.451 outlines staff development requirements for school districts. Among those requirements are that the staff development must be designed to improve education in the district and must be predominantly campus-based and proactive instructional planning with inclusive and evidence-based practices. Several topics that may be a part of the district staff development offerings are listed. It also may include what is permissible under law including opinions of the United States Supreme Court regarding prayer in public schools. Those trainings listed in Section 21.451 that are mandatory are included in the chart above.**

2. TEC, Chapter 11, Section 11.252 states that the district improvement plan must include provisions for “staff development for professional staff of the district” as a “strategy for improvement of student performance.”
3. TEC, Chapter 21, Section 21.054 outlines continuing education requirements for educators, including classroom teachers, principals, and counselors. Section 21.0541 allows an educator to receive continuing education credit for completion of a course on the use of an automated external defibrillator. The 2021 Legislative session deleted requirements regarding mental health issues including grief and trauma from the continuing education requirements, however, it was moved to TEC, Chapter 38, Section 38.036. The 2023 Legislative session changed the phrase “...not more than 25 percent...” to “...at least 25 percent...”
4. TEC, Chapter 38, Section 38.0041 (c) requires training in sexual abuse, sex trafficking, and other maltreatment of children with significant cognitive disabilities as part of the new employee orientation.
5. TAC, Title 19, Part 2, Chapter 97, Subchapter EE, Division 1 describes the various trainings required of campuses/districts in need of improvement.
6. Many grants require grantees to participate in specified Professional Development activities.

APPENDIX B

Clearinghouse

Continuing Education and Training Clearinghouse Purpose: The Clearinghouse includes best practices and industry recommendations for the frequency for training of educators and other school personnel.

Professional Development Best Practices: [Effective Schools Framework](#)

Topics Outlined in SB 1267	Statutory Provisions	Required Trainings with Embedded Best Practices	Required Personnel	Recommended Frequency
<p>1. Suicide Prevention</p>	<ul style="list-style-type: none"> • 21.451(d)(3)(A) and (d-1)(1)(A) for the frequency and population, and (d-2) for the program/content • 21.451(d-1)(1)(B) and 38.351 states that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers • 38.351(h) states school districts to provide suicide prevention training (minus elementary campuses if sufficient funding not available) • 21.451(d-1)(2) states that the training may include two or more topics listed together 	<p>Suicide Prevention, Intervention and Postvention</p>	<p>School counselors, teachers, nurses, administrators, and other staff as well as law enforcement officers and social workers who regularly interact with students.</p>	<ul style="list-style-type: none"> • Job embedded or as part of a professional learning community <p style="text-align: center;"><i>OR</i></p> <ul style="list-style-type: none"> • *Annually
<p>Strategies for establishing and maintaining positive relationships among students, including conflict resolution</p>	<ul style="list-style-type: none"> • 21.451(d)(3)(B) and (d-1)(1)(A) for the frequency and population and (B) for the program/content • 38.351 states that training programs are to be developed by the agency in coordination with 	<p>Building Skills Related to Managing Emotions, Establishing and Maintaining</p>	<p>Teachers, school counselors, principals, and all other appropriate personnel.</p>	<ul style="list-style-type: none"> • Job embedded or as part of a professional learning community <p style="text-align: center;"><i>OR</i></p>

Topics Outlined in SB 1267	Statutory Provisions	Required Trainings with Embedded Best Practices	Required Personnel	Recommended Frequency
	<p>the Health and Human Services Commission and Education Service Centers</p> <ul style="list-style-type: none"> 21.451(d-1)(2) states that the training may include two or more topics listed together 	<p>Positive Relationships, and Responsible Decision-Making</p>		<ul style="list-style-type: none"> *Annually
<p>Preventing, identifying, responding to, and reporting incidents of bullying</p>	<ul style="list-style-type: none"> 21.451(d)(3)(C) and (d-1)(1)(A) for the frequency and population and (B) for the program/content 38.351 states that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers 21.451(d-1)(2) states that the training may include two or more topics listed together 	<p>Positive Youth Development</p> <p>Bullying and Cyberbullying</p>	<p>Teachers, school counselors, principals, and all other appropriate personnel.</p>	<ul style="list-style-type: none"> Job embedded or as part of a professional learning community <p>OR</p> <ul style="list-style-type: none"> *Annually
<p>Safety training program</p>	<ul style="list-style-type: none"> 33.202(b) for the frequency and population and (c) for the certification of participants and the content. (a) requires the UIL to develop the program 	<p>UIL Safety Training</p>	<p>Coaches, trainers, sponsors for an extracurricular activity, director responsible for school marching band.</p>	<ul style="list-style-type: none"> Job embedded or as part of a professional learning community <p>OR</p> <ul style="list-style-type: none"> *Annually
<p>Increasing awareness of issues regarding sexual abuse, sex trafficking, and other</p>	<ul style="list-style-type: none"> 38.0041(c)(1)(A) for the frequency and (B) population. (2) for the program/content 38.0041(a) requires each district and charter school to adopt a 	<p>Human Trafficking</p>	<p>All employees</p> <p>Part of new employee orientation.</p>	<ul style="list-style-type: none"> Job embedded or as part of a professional learning community

Topics Outlined in SB 1267	Statutory Provisions	Required Trainings with Embedded Best Practices	Required Personnel	Recommended Frequency
maltreatment of children	<p>policy to be included in the district improvement plan and (b)(1) requires that policy to include methods using resources developed by the agency under 38.004.</p> <ul style="list-style-type: none"> 38.004 states that the agency shall develop and update a child abuse training program. 			<p><i>OR</i></p> <ul style="list-style-type: none"> *Annually
increasing awareness and implementation of trauma-informed care	<ul style="list-style-type: none"> 38.036(c)(1)(B) and (C) for frequency, and 38.036(d) for population 38.036(c)(1) and 38.351 state that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers 	<p><u>Grief Informed and Trauma Informed Training</u></p>	<p>All staff in the school district.</p> <p>Part of new employee orientation.</p>	<ul style="list-style-type: none"> Job embedded or as part of a professional learning community <p><i>OR</i></p> <ul style="list-style-type: none"> *Annually
Administration of an epinephrine auto- injector	<ul style="list-style-type: none"> 38.210(b)(1) and (2) for program content and format and (3) for frequency. states that if a district or charter school or private school adopts a policy under 38.208(a), they are responsible for the training, and points to (c) which states that the Health and Human Services Commission, with advice from the Texas Dept of State Health Services appointed committee in 	<p><u>Epinephrine Auto- Injector Training</u></p>	<p>School personnel and volunteers who are authorized and trained.</p>	<ul style="list-style-type: none"> Job embedded or as part of a professional learning community <p><i>OR</i></p> <ul style="list-style-type: none"> *Annually

Topics Outlined in SB 1267	Statutory Provisions	Required Trainings with Embedded Best Practices	Required Personnel	Recommended Frequency
	38.207 (38.202 role and composition of the committee) which states that they advise on the training required, must develop rules regarding maintenance and administration of epinephrine injectors, and that the rules must state the amount of training required for school personnel.			

Clearinghouse section:
Texas Constitution and Statutes: For the complete language of the statutory provisions listed above, see [Texas Constitutions and Statutes](#).

Additional Resources: [TASB School District Training Chart](#), [Texas School Mental Health Toolkit](#), [Texas Model for Comprehensive School Counseling, 5th edition](#), [Criteria for Success in Job Embedded Professional Development](#).

Continuing Professional Education Requirements: [Continuing Professional Education Information](#)

*Although several organizations recommended annual training in this topic, they did not submit research or supporting evidence supporting the recommendation

APPENDIX C

Summer 2025 Waiver Day Record for Teachers

Name: _____ Campus: _____

Please do not turn this in or any of your certificates until you have done all 18 hours!

All paperwork due May 1

Online ProDev (Required for all) available June 1st - Please complete all courses listed in your account - Returning employees- 3 hrs , NEW employees 5 hrs	No certificates required- Admin will print transcript*	____ hrs
GT Training Update (6 hrs Required for Core Teachers, 3 hrs Optional for Others) Date(s)Completed: _____	Attach certificates	____ hrs
GT Training for New Teachers (30-hour requirement for core teachers)	Attach certificates	____ hrs

Please List Other Trainings Below You Have Completed

Name of Training	Provider	Completion Date	Credit Hours

**Be sure to attach your certificates and/or sign-in sheets* List on back if necessary*

Total Hours (18 or more) Completed _____

Your Signature _____

Summer 2025 Waiver Day Record for Paraprofessionals/Other Employees

*****Due Date: Waiver Days/Hours Completed by July 31 or your first paid day of the school year! *****

Name: _____ Campus: _____

- Please do not turn this in or any of your **certificates** until you have done all 18 hours!
 - All dates should have a certificate attached for documentation!
- If working/training on campus, schedule day with your supervisor. Clock in and note in the comments: "Waiver Day"

All paperwork due May 1

Online ProDev (Required for all) available June 1st - Please complete all courses listed in your account -Returning employees- 3 hrs , NEW employees 5 hrs	No certificates required- Admin will print transcript*	____ hrs
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Please List Other Trainings/Workdays Below You Have Completed

Name of Training/Dates of Workdays	Provider	Completion Date	Credit Hours

**Be sure to attach your certificates and/or sign-in sheets* List on back if necessary*

Total Hours (18 or more) Completed _____

Your Signature _____