



2016-17 Campus Improvement Plan

Quitman High School

School Name

Quitman Independent School District

District Name

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Mission Statement

Quitman Independent School District's Mission Statement

Quitman ISD will budget available resources to meet student, personnel, and facility needs of the district.
Quitman ISD will provide safe and secure facilities, transportation, and technology conducive to student success.
Quitman ISD will foster a positive work environment that encourages professional growth, teamwork, and high morale.
Quitman ISD will promote and maintain strong business, community, and family relationships.
Quitman ISD will advocate for the well-rounded education of every child in the district.

Quitman High School's Mission Statement

Quitman High School; its staff, students, parents and community are committed to developing individuals who will become integral members of our global society. To this end, we will promote academic excellence by fostering a safe environment that nurtures success, maximizes achievement and encourages responsible service to others.

Quitman High School Campus Improvement Plan

Comprehensive Needs Assessment

In accordance with state and federal legislative requirements, the staff at Quitman High School conducted a comprehensive needs assessment for the 2016-17 school year. The needs assessment was conducted to identify gaps in the areas listed below. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Campus Demographics

The staff at Quitman High School include 40 teachers, 4 paraprofessionals, and 2 administrators. The student population is 77.3% White, 1.2% African American, 16.2% Hispanic, 0% Asian, and .6% Native American. Additionally, the campus serves 47.4% economically disadvantaged students, 6.9% special education students, and .3% Limited English Proficient students. Attendance rates include 95.0% African American, 96.6% Hispanic, 95.6% White, and 95.3% economically disadvantaged. The most current data indicate the campus has a 16.8% mobility rate.

The following data were reviewed in relation to campus demographics:

TxEIS Student Data Management System and the 2015-2016 Texas Academic Performance Report (TAPR)

Upon review of these data, several findings were noted. These findings include:

The attendance rate for the 2015-2016 school year was up slightly from last year's 95.86 average to 95.9 this year. The campus is above the state average attendance rate of 95.7%.

The drop-out rate at QHS is .3% and well below the state average of 2.1%.

Our campus mobility rate is slightly higher than district and state rates.

The campus is 44.9% At-Risk.

Areas of need include:

We need to identify ways of improving student attendance.

We need to continue monitoring attendance to move beyond the state average.

We need to continue identifying Economically Disadvantaged students and work effectively with them, as well as students who move in and out of the district.

We need to identify G/T students and continue to serve them.

Student Achievement

The following data were reviewed in relation to Student achievement:

Summary Reports of released End of Course information, TAPR, DMAC data, Benchmark scores

Upon review of these data, several findings were noted. These findings include:

Continued improvement in student results in End of Course Exams

Areas of need include:

Writing across several academic disciplines

Increased rigor in all core classes and integrating higher level thinking skills into daily classroom assignments and assessments

Increased staff development opportunities as they relate to best practices instruction

School Culture, Climate, and Organization

The following data were reviewed in relation to School Culture, Climate, and Organization:

Weekly Campus Leadership Team meetings, Discipline Referrals, Parent conferences

Upon review of these data, several findings were noted. These findings include:

The average class size is 13.9 in ELA, 14.8 in Languages Other than English, 15.3 in Math, 19.1 in Science and 13.7 in Social Studies classes. All of these are below state and district averages except science.

Campus leadership teams are viewed as important and integral in helping the campus to maintain organization.

There is a positive correlation between discipline referrals and attendance rates.

Improving teacher morale is an area of need.

Areas of need include:

The campus will increase the role of department chairs to help support the campus assistant principal and principal in organization. The campus leadership will work to continue to improve campus culture and teacher morale. Teachers need training in effective classroom management techniques and contacting parents. More incentives and positivity is needed to improve teacher morale.

Staff Quality, Recruitment, and Retention

The following data were reviewed in relation to Staff Quality, Recruitment, and Retention:

Texas Academic Performance Report , Employee records

Upon review of these data, several findings were noted. These findings include:

Our goal is to continue to attract quality teachers to Quitman High School.

QHS faculty consists of 39% of teachers with more than 11 years' experience. Additionally, 19.2% of the faculty holds a Master's degree.

The faculty consists of 48.3% male and 51.7% female. Additionally, QHS faculty is 97.9% white and 2.1% African American.

Areas of need include:

Recruiting diverse faculty and staff to better represent the demographics of our campus.

Family and Community Involvement

The following data were reviewed in relation to Family and Community Involvement:

Campus Leadership Meetings

QHS Facebook page

Parent/Student/Faculty concerns and complaints

Upon review of these data, several findings were noted. These findings include:
QHS has a strong family and community involvement

Areas of need include:

We will continue to improve our Community Relations Plan to effectively integrate our community into the school.

Continue to improve communication between staff, parents and students through Parent/Family nights, Senior nights, social media

2015-16 English I STAAR Results												
Student Group	Number Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced	
			2016 Standard		Final Recommended		2016 Standard		Final Recommended		Final Recommended	
			#	%	#	%	#	%	#	%	#	%
All Students	83	4025	18	22	32	39	65	78	51	61	3	4
Hispanic/Latino	9	3617	3	33	5	56	6	70	4	44	0	0
White	68	4060	15	22	26	38	53	75	42	62	3	4
At-Risk	40	3797	14	35	22	55	26	65	18	45	0	0
Economically Disadvantaged	42	3912	9	21	19	45	33	74	23	55	0	0

2015-16 English II STAAR Results												
Student Group	Number Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced	
			2016 Standard		Final Recommended		2016 Standard		Final Recommended		Final Recommended	
			#	%	#	%	#	%	#	%	#	%
All Students	77	4077	15	20	40	53	62	81	36	47	5	6
Hispanic/Latino	10	3847	4	40	7	70	6	62	3	30	0	0

2015-16 English II STAAR Results												
Student Group	Number Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced	
			2016 Standard		Final Recommended		2016 Standard		Final Recommended		Final Recommended	
			#	%	#	%	#	%	#	%	#	%
White	59	4138	8	14	28	47	51	80	31	53	5	8
At-Risk	35	3876	14	40	28	80	21	60	7	20	2	6
Economically Disadvantaged	34	4011	7	21	23	68	27	76	11	32	3	9

2015-16 Algebra I STAAR Results												
Student Group	Number Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced	
			2016 Standard		Final Recommended		2016 Standard		Final Recommended		Final Recommended	
			#	%	#	%	#	%	#	%	#	%
All Students	87	4015	15	17	43	49	72	83	44	51	22	25
Hispanic/Latino	9	3925	0	0	7	78	9	100	2	22	1	11
White	71	4043	13	18	32	45	58	82	39	55	20	28
At-Risk	42	3752	11	26	32	76	31	74	10	24	2	5
Economically Disadvantaged	43	3915	9	21	25	58	34	79	18	42	6	14

2015-16 Biology STAAR Results												
Student Group	Number Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced	
			2016 Standard		Final Recommended		2016 Standard		Final Recommended		Final Recommended	
			#	%	#	%	#	%	#	%	#	%
All Students	80	4054	6	8	35	44	74	93	44	56	9	11
Hispanic/Latino	8	3873	2	25	4	50	6	75	4	50	0	0
White	65	4086	4	6	27	42	61	94	38	58	9	14
At-Risk	36	3820	6	17	26	72	30	83	10	28	0	0
Economically Disadvantaged	39	3918	6	15	23	59	33	85	16	41	1	3

2015-16 U.S History STAAR Results												
Student Group	Number Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced	
			2016 Standard		Final Recommended		2016 Standard		Final Recommended		Final Recommended	
			#	%	#	%	#	%	#	%	#	%
All Students	77	4133	1	1	24	32	76	99	52	68	12	16
Hispanic/Latino	22	4092	0	0	8	36	22	100	14	64	3	14
White	50	4184	0	0	14	28	50	96	36	72	8	16
At-Risk	34	3951	1	3	18	53	33	97	16	47	0	0
Economically Disadvantaged	37	4067	1	3	16	43	36	93	21	57	7	19

Goals and Strategies

Subject Area: Student Success

District Priority: Quitman ISD will budget available resources to meet student, personnel, and facility needs of the district

Campus Performance Objective: Quitman HS will create a culture for success for all stakeholders.

Formative Evaluation: STAAR EOC Assessment results, TSI, SAT and ACT scores

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
1 The Campus Leadership Team will assume shared responsibilities to insure teacher accountability in the area of lesson planning, grading, and communication. These standards will be met at the highest attainable level within each department.	Principal Assistant Principal Department Chairs	August-May	Checklist and data recorded in teacher notebooks.	Dept head meeting time TxEIS records		General Fund General Fund	
2 We will continue to provide specialized instruction for students who have not successfully passed an End of Course Exam	Principal Assistant Principal Teachers	August-May	End of Course Results	STAAR Remediation classes Summer Remediation		State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY) State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	
3 We will provide data-driven instruction to help Hispanic students successfully pass the U.S. History End of Course Exam.	Principal Social Studies Chair Teacher	August-May	Benchmark Data	DMAC and TAG Staff time Compensatory education		General Fund General Fund General Fund	
4 As a campus, we will write across the curriculum to improve student performance in the areas of short answer and composition.	Principal Department Chairs	August-May	Benchmark Data, Department Chair Accountability	Staff time Training at ESC and other Travel time		General Fund General Fund General Fund	
5 We will create a structured tutorial program to address student's academic needs throughout the school year. We will maximize our time in homeroom period, before, and after school.	Principal Assistant Principal Teachers	August-May	Report Cards, Benchmark Data	Staff time Computer lab access		General Fund General Fund	

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
6 We will create a culture in which all students will take a TSI, ACT, and/or SAT test before they graduate high school.	Principal Assistant Principal Counselor Teachers Paraprofessionals Administrative Assistants Parents	August-May	College Board Reports	Staff time Travel time Computer lab access After school Prep Courses Social Media		General Fund General Fund General Fund General Fund	
7 Encourage enrollment in and communicate with parents about Advanced Placement courses and Dual Credit courses offered through Tyler Junior College.	Principal Assistant Principal Counselor Teachers	August-May	Enrollment data provided by Tyler Junior College and Student Course Selection	Staff training in summer and during school year Social media Counselor training and meetings			
8 QHS will offer an alternative education setting for students who desire to graduate early from high school to enter the job market.	Principal DAEP Principal Assistant Principal Counselor Teacher	August-May	Personal Graduation Plans	Computer access Odyssey/Plato programs Study Island Teacher time		State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY) State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY) State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY) State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	
9 Teachers will communicate with parents on a regular basis and document interactions on a Parent Contact Log	Department Chairs Teachers	August-May	Teacher Notebook	Staff time			

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
10 QHS will strive to win an academic U.I.L. District Championship by utilizing all student and teacher resources.	Principal Assistant Principal Department Chairs Teachers Paraprofessionals Administrative Assistants Parents Community	August-May	U.I.L. Academic Competition	Staff time School wide assemblies Social media			

Goals and Strategies

Subject Area: Faculty and Staff

District Priority: Quitman ISD will foster a positive work environment that encourages professional growth, teamwork, and high morale.

Campus Performance Objective: Quitman HS will comply with all federal and state mandates to insure that quality teachers are providing instruction to our students.

Formative Evaluation:

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
1 Each new teacher will have a campus mentor to assist them in grasping campus culture, policies and procedures, and other requirement by the district.	Principal Assistant Principal Department Heads	Aug-May	New teacher meetings	Providing time for mentors to meet with new staff			
2 Faculty Meetings that promote best practice in classroom instruction.	Principal Assistant Principal Department Chairs	August-May	Surveys, teacher walk-throughs, formative evaluations	Providing a positive environment during staff meeting times			
3 All teachers sponsoring extra-curricular activities that follow U.I.L. guidelines will be fully aware of the rules required for student participation.	Principal Assistant Principal Department Chairs Teachers	August-May	Feedback from U.I.L. Academic Campus Coordinator				
4 Administrators will conduct walk-throughs and formal evaluations to determine best practice in specific content areas.	Principal Assistant Principal	August-May	T-TESS	Staff time			
5 The campus administration will support and encourage teacher development within their specific content.	Principal Assistant Principal Department Chair	August-August	District Training, Campus Training, Region 7 ESC, TEA, etc.	Staff time			
6 Employee of the Month	Principal Assistant Principal Teachers/Staff	September-May	Monthly recipients	Staff time			
7 Positivity cards	Principal	August-may	Weekly recipients	Staff time			

Goals and Strategies

Subject Area: Business, Community, and Family Relationships

District Priority: Quitman ISD will promote and maintain strong business, community, and family relationships

Campus Performance Objective: Quitman HS will develop a community relations plan that fosters student success by incorporating the community into our school.

Formative Evaluation:

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
1 Identify and screen all persons visiting the campus	Main office staff	On-going	Visitor log-in	Periodic safety training Air phones			
2 Drug testing will be conducted at random for students participating in U.I.L. events and driving on campus. Our goal is to have drug free student body.	Principal Assistant Principal Administrative Assistant U.I.L. Directors	August-May	Test results	Melody's Southwest Consortium		General Fund	
3 Students and staff members will be prepared for all emergency situations that could occur during the school day.	Principal Assistant Principal Teachers Administrative Assistants Counselor	August-May	Log of emergency drills.	Staff time			
4 Parents will have the opportunity to monitor their child's academic progress through Parent Portal.	Counselor Teachers Parents	August-May	Records of parents accessing Parent Portal.	Staff time Gradebook Parent portal			
5 We will present school assemblies that challenge students both intellectually and emotionally. We will help them become well rounded individuals.	Principal Assistant Principal Counselor Nurse Department Chairs	August-May	Work with the Campus Leadership Team to formulate a plan of implementation.	Staff time			
6 All students will follow the Student Code of Conduct and adhere to all guidelines within the Student Handbook.	Principal Assistant Principal Teachers	August-May	Discipline referrals that are documented.	Staff time			

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
7 Creative methods to reward students for academic success, good behavior, and positive attendance.	Principal Assistant Principal Counselor Department Chairs	August-May	Plan activities accordingly, each Six Weeks. Monitor numbers of students that are participating in this.				
8 Student organizations will positively impact the relationship between campus and community.	Teachers	August-May	Program success and community involvement.				
9 Enhance communication between school and community outlets.	Principal Assistant Principal Department Chairs Teachers Administrative Assistants Counselor	August-August	Social media, newspaper, radio				

Goals and Strategies

Subject Area: Technology and Safety

District Priority: Quitman ISD will provide safe and secure facilities, transportation and technology conducive to student success.

Campus Performance Objective: Quitman HS will implement useful technology to enhance student learning outcomes.

Formative Evaluation:

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
1 All student computers will be in working condition and labs will be open to students in need.	Director of Technology Paraprofessionals Principal Assistant Principal	August-May	Inventory of equipment and effective scheduling to maximize usage	Computers in classrooms and labs Training for teachers and students			
2 Continue to train staff in the use of testing software, TEKS Resource Guide, DMAC, TXEIS Gradebook, iPad training, Google applications, and Microsoft Office products	Principal Assistant Principal Teachers Director of Technology Administrative Assistants in Technology	August-August	Effective implementation should see progress relating to student success academically.	Staff time Inservice trainings			
3 Participate in Red Ribbon Week activities	Student body Student council Faculty/Staff	October	Week's activities	Staff/student time			
4 Implement Principal's Advisory Committee comprised of students	Principal Assistant Principal	September-May	Discuss and address student concerns				

Goals and Strategies

Subject Area: Well Rounded Students

District Priority: Quitman ISD will advocate for the well-rounded education of every student in the district

Campus Performance Objective: Quitman HS graduates will be prepared to enter the job market, technical school, college, or the military.

Formative Evaluation:

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
1 Provide access to Pre-AP and AP classes for students meeting criteria and continually look for ways to expand this program.	Counselor Principal Assistant Principal Teachers	August-May	Enrollment in Pre-AP and AP classes Class rosters	Master schedule AP summer conferences PreAP workshops		General Fund General Fund	
2 Provide opportunities for students to improve ACT/SAT scores by offering prep courses.	Counselor Principal Assistant Principal Teachers Consultants	August-May	Student ACT/SAT score results				
3 Students will have an opportunity to take the ASVAB to explore military career opportunities.	Counselor Principal Assistant Principal Teachers	August-May	Score reports	Time out of school day			
4 Continue to look for CTE courses that meet the needs of the future economy.	Principal Assistant Principal Counselor	August-May	Student survey, economic reports	Staff time			
5 Continue to investigate courses which provide endorsements in relevant areas of student interest	Principal Assistant Principal Counselor	August-May	Surveys, staff development ESC7 workshops, CTE consortium	Staff time ESC 7 in Kilgore			

Assurance Addendum

**Quitman High School
Quitman Independent School District**

CPOC Membership and Meetings

Membership Composition of the Campus Performance Objectives Council

Name of CPOC Member	Position
Tammy Abbott	Classroom Teacher
Rebecca Brown	Classroom Teacher
David Cross	Classroom Teacher
John Herring	Classroom Teacher
Ronnie Webber	Classroom Teacher
Maino Graham	Classroom Teacher
Stacey Patterson	Parent
David Dobbs	Parent
Vanessa Simpkins	Parent
Taylor Ory	Community Member
Kathy Gilbreath	Community Member
Denise Rebolini	Business Representative
Mcxie Hurst	Business Representative-
Amy Park	Non-teaching Professional
Greg Bower	District Representative
Keith Sparkman	Assistant Principal
Dana Hamrick	Principal

CPOC Meetings* for 2016-17

#	Date	Time	Location
1	October 26, 2016	4:00	HS Library
2	April 27, 2016	4:00	HS Library

* Policy requires a minimum of five meetings, one of which is dedicated to conducting a public hearing in late fall to publicize the school's newly-released AEIS statistics.

Assurance Addendum

**Quitman High School
Quitman Independent School District**

Staff Development

Date	Audience	Responsible for Planning	Purpose/Content
Various days during school year	Faculty	Principals and Teachers	Independent subject-specific professional development, Half-day on campus professional development in DMAC, Assessment, and any other issues deemed necessary by principal
8/19/2016	Faculty	Principal/Assistant Principal/Attendance Clerk/Secretary	Updates on changes for 2016-2017 school year, including faculty and student handbooks, discipline, attendance, testing, POs and Absent from Duty forms. District required trainings
8/18/2016	Faculty	Principal	Grade-reporting, T-TESS Professional Development and Goal Setting, Campus Planning
8/17/2016	Faculty	Principal/Assistant Principal/Campus Leadership Team	Vertical and horizontal alignment, DMAC Data breakdown to understand how students performed on STAAR test
8/16/2016	Faculty	Principal	Mandatory T-TESS training
8/15/2016	Faculty and Staff	Principal/Assistant Principal	Team building and Community involvement
8/10/2016	Faculty and Staff	Principal/Assistant Principal	STAAR Results, New Employee welcome, departmental meetings