

QUITMAN COUNTY SCHOOLS PK - 8
2023-2024 SCHOOL IMPROVEMENT PLAN

SIGNATURES:

Principal _____ Kimberly Parks _____ Date _____

Title I Director _____ Shirley Fair Johnson _____ Date _____

Committee Members

Name	Position/Role	Signature
Shirley Fair Johnson	Title I Coordinator	
Kimberly Parks	Principal	
Michael Coley	Assistant Principal	
Courtney Murphy	Assistant Principal	
Deidre Brown	RTI/PBIS Coordinator	
Jerome Upshaw	Transportation Director	
Sekeithia Lewis	Nutrition Director	
Mattie Johnson	HR Coordinator	
	Family & Community Engagement Coordinator	
Clay Johnson	Teacher	

Gabriel Johnson	Teacher	
Demetria Harris	Teacher	
Name	Position/Role	Signature

**QUITMAN COUNTY ELEMENTARY SCHOOL
2023 - 2024 SCHOOL IMPROVEMENT PLAN**

The Schoolwide Plan is based on a comprehensive needs assessment (CNA) of the entire school that considers information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

SYSTEMS OF IMPROVEMENT:
COHERENT INSTRUCTIONAL SYSTEM
EFFECTIVE LEADERSHIP
FAMILY & COMMUNITY ENGAGEMENT
PROFESSIONAL CAPACITY
SUPPORTIVE LEARNING ENVIRONMENT

GOAL	ACTION STEP	SYSTEM OF IMPROVEMENT	ARTIFACTS THAT MEASURE IMPLEMENTATION	ARTIFACTS THAT MEASURE EFFECTIVENESS	WHO IS RESPONSIBLE	TIMELINE
To increase the percentage of all students grades 3 through 8 who score at the Developing Level or Higher (Developing, Proficient or Distinguished) on ELA GMAS by 10% by the end of FY24 as measured by the 2024 GMAS ELA scores.	Provide coaching during collaborative planning to ensure standard alignment with the use of core curriculum with fidelity and success criteria aligned with learning intentions in all subjects.	Coherent Instructional system	Revised Collaborative Planning meeting agenda document Collaborative planning meeting sign-in sheets Lesson Plans	Walkthrough Data Collaborative Planning Rubric	Teachers Co-Teachers Instructional Coaches RESA Specialist REAS Content Specialist Administration RTI/MTSS Coordinator	Weekly during collaborative planning meetings
	Monitor the delivery of effective Tier 1 Instruction in all ELA classrooms by conducting walkthroughs and providing feedback.	Effective Leadership	Walkthrough Schedule Leadership Team Agenda TKES Platform	Walkthrough Data Feedback	Administration MTSS/RTI Coordinator	Weekly Walkthroughs Weekly Leadership Team Meeting Report Outs
	Provide professional learning opportunities for ELA teachers with a specific focus on Literacy and Writing.	Professional Capacity	ELA Lesson Plans with specific literacy and writing focus area in plans PL Support from RESA Content Specialists; Coaching support during weekly collaborative planning (specific focus - Evaluate writing using samples and rubrics)	Lesson Plans Assessment Data, Benchmark Data, Walkthrough Data Collaborative Planning agenda, minutes, Collaborative Planning Audit	Teachers Co-Teachers Instructional Coaches, SIS, SES RESA ELA Specialist, Administration, RTI/MTSS Coordinator	Scheduled PL Weekly Collaborative Planning Meetings Weekly Coaching Cycle Meetings

				Coaching Cycle Support during weekly Cycle Meetings				
	Teachers will ensure that 100 percent of their students in grades K-8 will participate in Accelerated Reader/AR and maintain a minimum 80% AR test average.	Coherent Instruction	AR data given during Collaborative Planning, Grade Level Team, and Leadership Team Meetings Monthly (4 ½ wk or every 9 wks) Lexile Monitoring Document (must create) Lesson plan with entry form for monitoring of Lexile growth every 4 ½ wk or every 9 wks (Fridays)				Weekly AR Reports – Monitoring 4 ½ WK / 9 WK Monitoring & Reporting AR Data Weekly review of lesson plans with feedback and support for data driven planning	

GOAL	ACTION STEP	SYSTEM OF IMPROVEMENT	ARTIFACTS THAT MEASURE IMPLEMENTATION	ARTIFACTS THAT MEASURE EFFECTIVENESS	WHO IS RESPONSIBLE	TIMELINE
To increase the percentage of all students grades 3 through 8 who score at the Developing Level or Higher (Proficient or Distinguished) on MATH GMAS by 10% by the end of FY24 as measured by the 2024 Math GMAS scores.	Provide coaching during collaborative planning to ensure standard alignment with the use of core curriculum with fidelity and success criteria aligned with learning intentions in all subjects.		Revised Collaborative Planning meeting agenda document Collaborative planning meeting sign-in sheets Lesson Plans	Sign in sheet, Assessments (Beacon & Star)	Principals, FCE Coordinator	Throughout the year 2022-2023
	Monitor the delivery of effective Tier 1 Instruction in all Math classrooms by conducting walkthroughs and providing feedback.		Walkthrough Schedule Leadership Team Agenda TKES Platform	Observations, PBIS rewards data, discipline data, RTI academic & behavior tier data	Principals, PBIS coordinator, FCE Coordinator	Throughout the year 2022-2023
	Provide Professional Learning opportunities for Math teachers with a specific focus on the new Math Standards.		Math Lesson Plans PL Support from bi-weekly meetings with RESA Content Specialists; Attend Unit Construction PL and Interdisciplinary PL; Coaching support during weekly collaborative planning Coaching Cycle Support during	Observations, PBIS rewards data, discipline data, RTI academic & behavior tier data, Redelivery form	Principals, PL Coordinator, Academic coaches, RTI Coordinator, Counselors, PBIS team, Teachers	Throughout the year 2022-2023

Teachers in grades 9-12 will ensure that 100% of students participate in IXL Math and maintain a minimum 80% assessment average on math skills.	Coherent Instruction	weekly Cycle Meetings Istation reports / data given during Collaborative Planning Meeting and Leadership Team Meetings Monthly (4 ½ wk or every 9 wks) Lexile Monitoring Document (must create) Lesson plan with entry form for monitoring of Lexile growth every 4 ½ wk or every 9 wks on Fridays (???) Monitor Lexile growth related to math performance				Weekly AR & IXL Reports – Monitoring 4 ½ WK / 9 WK Monitoring & Reporting AR & IXL Data Weekly review of lesson plans with feedback and support for data driven planning

QUESTIONS. PLEASE PROVIDE A NARRATIVE FOR EACH QUESTION BELOW.

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.

The district sought advice from individuals in different ways. Stakeholders were notified beforehand about meetings—in person and virtual—by posting meeting announcements on Facebook, district website, and sending flyers home to parents & guardians. Stakeholders completed surveys (staff, student, parents). Staff members attend district/school leadership retreats. School Faculty meetings are held throughout the school year. Title I parent meetings, Community Partners' monthly meetings (Family connections, Rotary club), Parent cabinet, Student cabinet, Shepard cabinet, and Teacher advisory cabinet meetings are held throughout the school year.,

Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.

The district's goal is to recruit Highly Qualified teachers. The school will ensure that students are not served at disproportionate rates in the following ways:
Ineffective teachers=teachers are monitored via a professional development plan; teachers are required to attend PL provided by RESA, teachers are provided a teacher mentor
out-of-field teachers=teachers are required to attend PL provided by RESA to get support, etc; teachers are provided with the opportunity to enroll in RESA's TAPP program; teachers are provided a teacher mentor
inexperienced teachers= teachers are required to attend PL provided by RESA to get support, etc; teachers are provided with the opportunity to enroll in RESA's TAPP program; teachers are provided a teacher mentor

2. Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).

The Title I Instructional program includes the following:

one instructional paraprofessional, one intervention teacher, instructional software programs used for intervention and benchmark

testing, instructional resources and support, PL resources and support, after school & Saturday school remedial program (people, resources)

3. If applicable, provide a description of how teachers, in constation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.

Not Applicable

4. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

The school will support, coordinate, and integrate services with early childhood programs at the school level in the following ways:

The PreK summer transition program for rising Kindergarteners operates in the elementary building

PreK orientations, parent meetings, assessments, and all Bright from the start activities take place in the elementary building

The district along with community partners have established a Literacy task force to support early childhood programs

The Family engagement coordinator regularly sends meeting Invitations to parents

The school offers after school and summer school programs

The school has an Academic coach who provides support to early childhood teachers & staff

5. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increases student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.

Middle grades to high school: The school will institute a transition program for rising 9th graders. The initial planning meeting is scheduled for November of each year. Students participate in our annual College & Career Day.

High school to postsecondary education: The initial planning meeting is scheduled for November of each year. Students participate in our annual College & Career Day. The school provides opportunities for students to take dual enrollment classes. Work based learning opportunities are provided to all 12-grade students. Career pathways (Business & Technology, Finance, and Criminal Justice) are offered to

students in grades 10-12. School counselors counsel students regarding their career aptitude and interests using YouScience.

6. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.

The school will continue to use Positive behavior interventions & supports (PBIS), the classroom discipline plan, and Rules, rituals & routines. These procedures are posted in every classroom. The school uses a Progressive discipline plan. Students Check in before school and Check out at the end of the day with staff. Students are also assigned mentors.

7. Use the space below to provide additional narrative regarding the school's improvement plan.