

**QUITMAN COUNTY ELEMENTARY SCHOOL  
2022-2023 SCHOOL IMPROVEMENT PLAN**

**SIGNATURES:**

Principal \_\_\_\_\_ Date July 1, 2022

Title 1 Director \_\_\_\_\_ Date July 1, 2022

**Committee Members**

Name	Position/Role	Signature
Shirley Fair Johnson	Title I Coordinator	
Jonathan Curry	Principal	
Deidre Brown	RTI/PBIS Coordinator	
Jerome Upshaw	Transportation Director	
Sekeithia Lewis	Nutrition Director	
Mattie Johnson	HR Coordinator	
Demetria Norris	Family & Community Engagement Coordinator	
Clay Johnson	Teacher	
Courtney Murphy	Teacher	
Demetria Harris	Teacher	

Name	Position/Role	Signature

**QUITMAN COUNTY ELEMENTARY SCHOOL  
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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 who score at the Developing Level or Higher (Proficient or Distinguished) on ELA GMAS by 3% by the end of FY23 (from 24% to 25%) *the aim is to move students from Beginning	Conduct universal screener 3 times per year	Coherent instructional system	Screener calendar	Star assessment data reports—analyzed during the benchmark times	Principals, RTI Coordinator	Throughout the year 2022-2023 (BOY, MOY, EOY)
	Provide evidence-based PL to instructional staff and school leaders	Professional capacity	Study group calendars, Learning plans, Prior-approval forms, Sign in sheets, PL packets	Observations, Assessment data, Redelivery form	Principals, PL Coordinator, Academic coaches, RTI Coordinator, Teachers	Throughout the year 2022-2023
	Provide parent and family workshops (Literacy, GMAS)	Family & community engagement	Calendar, Agenda, Sign in sheet	Sign in sheet, Assessments (Beacon & Star)	Principals, FCE Coordinator	Throughout the year 2022-2023
	Academic coaches will model effective lessons to teachers	Professional capacity	Study group calendars, Learning plans	Observations, Evaluations	Principals, Teachers, Academic Coaches	Throughout the year 2022-2023
	Provide after-school and or Saturday School intervention workshops/blitz and or classes for students	Coherent instructional system	Remediation plans, Learning plans	Observations, Assessment data	Principals, Teachers, Paraprofessionals, Academic coaches, After school coordinator	Throughout the year 2022-2023

GOAL	ACTION STEP	SYSTEM OF IMPROVEMENT	ARTIFACTS THAT MEASURE IMPLEMENTATION	ARTIFACTS THAT MEASURE EFFECTIVENESS	WHO IS RESPONSIBLE	TIMELINE
To increase each school's most recent star climate rating by 1 star (from 3 to 4; highest score is 5)	Provide for family & community input and involvement through parent workshops, input meetings	Family & community engagement	Calendar, Agenda, Sign in sheet	Sign in sheet, Assessments (Beacon & Star)	Principals, FCE Coordinator	Throughout the year 2022-2023
	Provide evidence-based PL to instructional and school leaders regarding student social, emotional, and behavior	Professional capacity	Study group calendars, Learning plans calendars, PBIS team meetings, RTI/MTSS trainings, Prior-approval forms, Sign in sheets	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
	Provide parent and family workshops regarding PBIS	Family & community engagement	Calendar, Agenda, Facebook page, Sign in sheet	Observations, PBIS rewards data, discipline data, RTI academic & behavior tier data	Principals, PBIS coordinator, FCE Coordinator	Throughout the year 2022-2023
	Signing bonuses/retention bonuses for effective teachers	Professional capacity	Signed Agreements/ Contracts	TKES evaluations, Observations	HR Coordinator, Federal programs Coordinator, Principals	Throughout the year 2022-2023
	Purchase PBIS software & implement throughout the year	Supportive learning environment	Purchase order, payment voucher packet	PBIS rewards data, discipline data, RTI academic & behavior tier data	Principals, PBIS Coordinator	Throughout the year 2022-2023
	Implement social emotional character development program with student	Supportive learning environment	Purchase order, Calendar	Discipline data, PBIS data	Principals, School counselors,	Throughout the year 2022-2023

					PBIS Coordinator	
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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 who score at the Developing Level or Higher (Proficient or Distinguished) on math GMAS by 3% by the end of FY23 (from 29% to 30%) *the aim is to move students from Beginning	Conduct universal screener 3 times per year	Coherent instructional system	Screener calendar	Star assessment data reports—analyzed during the benchmark times	Principals, RTI Coordinator	Throughout the year 2022-2023 (BOY, MOY, EOY)
	Provide evidence-based PL to instructional staff and school leaders	Professional capacity	Study group calendars, Learning plans, Prior-approval forms, Sign in sheets, PL packets	Observations, Assessment data, Redelivery form	Principals, PL Coordinator, Academic coaches, RTI Coordinator, Teachers	Throughout the year 2022-2023
	Provide parent and family workshops (math, GMAS)	Family & community engagement	Calendar, Agenda, Sign in sheet	Sign in sheet, Assessments (Beacon & Star)	Principals, FCE Coordinator	Throughout the year 2022-2023
	Academic coaches will model effective lessons to teachers	Professional capacity	Study group calendars, Learning plans	Observations, Evaluations	Principals, Teachers, Academic Coaches	Throughout the year 2022-2023
	Provide after-school and or Saturday School intervention workshops/blitz and or classes for students	Coherent instructional system	Remediation plans, Learning plans	Observations, Assessment data	Principals, Teachers, Paraprofessionals, Academic coaches, After school coordinator	Throughout the year 2022-2023

**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 9<sup>th</sup> 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.