

**QUITMAN COUNTY HIGH SCHOOL
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 | |

**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 |
|---|---|--------------------------------------|--|---|---|---|
| <p>To increase the percentage of all high school students, grades 9 through 12 who score at the Developing Level or Higher (Developing, Proficient or Distinguished) on ELA EOCT by 10% by the end of FY24 as measured by the 2024 ELA EOCT scores.</p> | <p>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.</p> | <p>Coherent Instructional system</p> | <p>Revised Collaborative Planning meeting agenda document Collaborative planning meeting sign-in sheets Lesson Plans</p> | <p>Walkthrough Data Collaborative Planning Rubric</p> | <p>Teachers Co-Teachers Instructional Coaches RESA Specialist REAS Content Specialist Administration RTI/MTSS Coordinator</p> | <p>Weekly during collaborative planning meetings</p> |
| | <p>Monitor the delivery of effective Tier 1 Instruction in all high school ELA classrooms by conducting walkthroughs and providing feedback.</p> | <p>Effective Leadership</p> | <p>Walkthrough Schedule Leadership Team Agenda TKES Platform</p> | <p>Walkthrough Data Feedback</p> | <p>Administration MTSS/RTI Coordinator</p> | <p>Weekly Walkthroughs Weekly Leadership Team Meeting Report Outs</p> |
| | <p>Provide professional learning opportunities for ELA teachers and paraprofessionals with a specific focus on Literacy and Writing.</p> | <p>Professional Capacity</p> | <p>ELA Lesson Plans with specific writing and literacy focus area in plans PL Support from RESA Specialists; Coaching support during weekly collaborative planning (specific focus - Evaluate writing using samples and rubrics) Coaching Cycle Support during</p> | <p>Lesson Plans Assessment Data, Benchmark Data, Walkthrough Data Collaborative Planning agenda, minutes, Collaborative Planning Audit</p> | <p>Teachers Co-Teachers Instructional Coaches, SIS, SES RESA ELA Specialist, Administration, RTI/MTSS Coordinator</p> | <p>Scheduled PL Weekly Collaborative Planning Meetings Weekly Coaching Cycle Meetings</p> |

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| | <p>Teachers in grades 9-12 will ensure that 100% of students participate in IXL ELA and maintain a minimum 80% assessment average at the Mastery Level on ELA skills .</p> | <p>Coherent Instruction</p> | <p>weekly Cycle Meetings</p> <p>IXL ELA reports / data given during Collaborative Planning, Grade Level Team, and Leadership Team Meetings</p> <p>Lesson plan with entry form for monitoring of Lexile growth every 4 ½ wk or every 9 wks on Fridays</p> | | | <p>Weekly IXL ELA Reports – Monitoring</p> <p>4 ½ WK / 9 WK Monitoring & Reporting IXL ELA Data</p> <p>Weekly review of lesson plans with feedback and support for data driven planning</p> |
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| GOAL | ACTION STEP | SYSTEM OF IMPROVEMENT | ARTIFACTS THAT MEASURE IMPLEMENTATION | ARTIFACTS THAT MEASURE EFFECTIVENESS | WHO IS RESPONSIBLE | TIMELINE |
|---|---|-----------------------------|--|---|---|---|
| <p>To increase the percentage of all high school students grades 9 through 12 who score at the Developing Level or Higher (Proficient or Distinguished) on MATH EOCT by 10% by the end of FY24 as measured by the MATH EOCT scores.</p> | <p>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.</p> | | <p>Calendar, Agenda, Sign in sheet</p> | <p>Sign in sheet, Assessments (Beacon & Star)</p> | <p>Principals, FCE Coordinator</p> | <p>Throughout the year 2023 - 2024</p> |
| | <p>Monitor the delivery of effective Tier 1 Instruction in all Math classrooms by conducting walkthroughs and providing feedback.</p> | | <p>Calendar, Agenda, Facebook page, Sign in sheet</p> | <p>Observations, PBIS rewards data, discipline data, RTI academic & behavior tier data</p> | <p>Principals, PBIS coordinator, FCE Coordinator</p> | <p>Throughout the year 2023 – 2024</p> |
| | <p>Provide Professional Learning opportunities for Math teachers with a specific focus on the new Math Standards.</p> | | <p>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 weekly Cycle Meetings</p> | <p>Observations, PBIS rewards data, discipline data, RTI academic & behavior tier data, Redelivery form</p> | <p>Principals, PL Coordinator, Academic coaches, RTI Coordinator, Counselors, PBIS team, Teachers</p> | <p>Throughout the year 2023 – 2024</p> |
| | <p>Teachers in grades 9-12 will ensure that 100% of students participate in IXL Math and maintain a minimum</p> | <p>Coherent Instruction</p> | <p>IXL reports / data given during Collaborative Planning Meeting</p> | | | <p>Weekly IXL MATH Reports – Monitoring</p> |

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| | 80% assessment average at the Mastery Level on math skills. | | <p>and Leadership Team Meetings</p> <p>Lesson plan with entry form for monitoring of Lexile growth every 4 ½ wk or every 9 wks on Fridays</p> <p>To monitor the overall Math performance</p> | | | <p>4 ½ WK / 9 WK Monitoring & Reporting of IXL Math Data</p> <p>Weekly review of lesson plans with feedback and support for data driven planning</p> |
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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 Social Media, 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 new to the field and/or new to QCS 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, 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.