



2016-17 Campus Improvement Plan

Quitman Junior High School

School Name

Quitman Independent School District

District Name

Table of Contents

| | |
|---|----|
| Mission Statement | 3 |
| Comprehensive Needs Assessment..... | 4 |
| Student Performance Data..... | 6 |
| Science STAAR Results | 6 |
| Mathematics STAAR Results | 6 |
| Reading/English Language Arts STAAR Results..... | 6 |
| Writing STAAR Results | 6 |
| Social Studies STAAR Results..... | 6 |
| Goals and Strategies..... | 7 |
| Student Success | 7 |
| Technology and Safety..... | 9 |
| Faculty and Staff | 10 |
| Business, Community, and Family Relationships | 11 |
| Well Rounded Students | 12 |
| CPOC Membership and Meetings..... | 13 |
| Staff Development | 15 |

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 Junior High School's Mission Statement

Quitman Junior High School will promote a positive and professional learning community for both students and staff, foster a strong foundation for future academic achievement and success for all students, cultivate responsible citizens, encourage better communication with parents, and increase community involvement.

Quitman Junior High School Campus Improvement Plan

Comprehensive Needs Assessment

In accordance with state and federal legislative requirements, the staff at Quitman Junior 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 Junior High School include 18 teachers, 2 paraprofessionals, and 2 administrators. The student population is 80.9% White, 1.3% African American, 13.6% Hispanic, 0.4% Asian, and 1.7% Native American. Additionally, the campus serves 55.5% economically disadvantaged students, 9.7% special education students, and 1.3% Limited English Proficient students. Attendance rates include *% African American, 97.6% Hispanic, 96.1% White, and 96.1% economically disadvantaged. The most current data indicate the campus has a 17.6% mobility rate.

The following data were reviewed in relation to campus demographics:
2013-2014 Texas Academic Performance Report (TAPR)

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

QJHS is above the state averages for attendance in each of the sub populations. The campus is below state average for Economically Disadvantaged students and English Language Learners, but we are above the state average in mobility rates. Our special education numbers are above the state average as well, but our G/T numbers are below the state average.

Areas of need include:

We need to continue identifying Economically Disadvantage students and work effectively with them, as well as be aware of the students who move in and out of the district. We need to identify and service any students who might be G/T, and we need to re-evaluate all special education students to verify their need for special education services as opposed to possible 504 placement.

Student Achievement

The following data were reviewed in relation to Student achievement:
TAPR, DMAC data, Benchmark scores, Individual Student Progress Reports

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

QJHS did not meet the minimum requirement for student progress (Index 2) in 2014 STAAR assessments. The campus showed great improvement with the 2015 STAAR preliminary reports. The Level III Advanced scores are lower than desired. Grades 6 and 8 Reading students scored above 20% Level III, but all of the other subjects tested scored below 10%.

Areas of need include:

Monitor individual student progress for all students to achieve at their highest possible level.

Increased rigor in all core courses and integrate higher level thinking skills and questions into the routine formative assessments that take place weekly in the classrooms.

Increased staff development opportunities for teachers in core subjects; especially as it relates to best practices for instruction.

Increased staff development regarding the use of DMAC data, Excel spreadsheets, Gradebook, Google classroom, Google Forms, and Google Drive.
Increase and monitor RTI accommodations for struggling students.

School Culture, Climate, and Organization

The following data were reviewed in relation to School Culture, Climate, and Organization:
Discipline Referrals; Bully Reports; Parent/ Student/ Faculty conversations

Upon review of these data, several findings were noted. These findings include:
Students tend to fail subjects more for not turning in work, than for not understanding content. Teachers not contacting parents for grades and discipline issues.

Areas of need include:

Students need education on how to handle social conflicts, study skills, and test taking strategies. Teachers need training with parent communication, e. g. phone calls, email, and setting up Parent/Teacher conferences.

Staff Quality, Recruitment, and Retention

The following data were reviewed in relation to Staff Quality, Recruitment, and Retention:
Employee records, Walk Throughs, PDAS evaluations, TAPR.

Upon review of these data, several findings were noted. These findings include:
We are able to recruit and retain quality employees. Our faculty has 61.8% of teachers with more than 11 years experience. The male staff member ratio to female staff members is higher than the state average by 10%. On the other hand, our African American staff is lower than the state average while higher than the state average for white faculty members. Lastly, we have 0% Hispanic staff.

Areas of need include:

Diversity in ethnicity of staff members.

Family and Community Involvement

The following data were reviewed in relation to Family and Community Involvement:
Parent/ Student/ Faculty concerns/ complaints

Upon review of these data, several findings were noted. These findings include:
Parents may require guidance on understanding social media and its impact on their children. Students could have more of a voice in decisions at the campus that affect them, i. e. Pride Trips, Attendance awards, and bullying prevention.

Areas of need include:

Support PTO. Provide Parent Nights where parents can meet and receive guidance on social media, bullying, and attendance.

Student Performance Data

Science STAAR Results

| Grade | Group | Tested | Level II: Satisfactory Phase-in 1 | | | Level III: Advanced | | |
|-------|-------|--------|-----------------------------------|--------|---------------|---------------------|--------|---------------|
| | | | 2016 # | 2016 % | 2017 Target % | 2016 # | 2016 % | 2017 Target % |
| | | | | | | | | |

Mathematics STAAR Results

| Grade | Group | Tested | Level II: Satisfactory Phase-in 1 | | | Level III: Advanced | | |
|-------|-------|--------|-----------------------------------|--------|---------------|---------------------|--------|---------------|
| | | | 2016 # | 2016 % | 2017 Target % | 2016 # | 2016 % | 2017 Target % |
| | | | | | | | | |

Reading/English Language Arts STAAR Results

| Grade | Group | Tested | Level II: Satisfactory Phase-in 1 | | | Level III: Advanced | | |
|-------|-------|--------|-----------------------------------|--------|---------------|---------------------|--------|---------------|
| | | | 2016 # | 2016 % | 2017 Target % | 2016 # | 2016 % | 2017 Target % |
| | | | | | | | | |

Writing STAAR Results

| Grade | Group | Tested | Level II: Satisfactory Phase-in 1 | | | Level III: Advanced | | |
|-------|-------|--------|-----------------------------------|--------|---------------|---------------------|--------|---------------|
| | | | 2016 # | 2016 % | 2017 Target % | 2016 # | 2016 % | 2017 Target % |
| | | | | | | | | |

Social Studies STAAR Results

| Grade | Group | Tested | Level II: Satisfactory Phase-in 1 | | | Level III: Advanced | | |
|-------|-------|--------|-----------------------------------|--------|---------------|---------------------|--------|---------------|
| | | | 2016 # | 2016 % | 2017 Target % | 2016 # | 2016 % | 2017 Target % |
| | | | | | | | | |

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 Junior High School will foster a strong foundation for future academic achievement and success for all students.

Formative Evaluation: STAAR Assessment results

| Strategies | Person(s) Responsible | Timeline | Evaluation | Resources | | | |
|---|---|---------------|---|---|---|-------------------|--------|
| | | | | Description | Type | Funding Source | Amount |
| 1 Individual student progress for all student groups will be monitored and assessed by all stakeholders involved. | Principal/ Assistant Principal/ Teacher/G/T teacher/ESL teacher/Special Education teachers | August-June | Progress Reports, Report Cards, Weekly Individual Student Progress monitoring, Benchmark Test results, Failure lists, Classroom formative and summative assessments, STAAR results | Staff time, DMAC | None Specified | General Fund | 0.00 |
| 2 Economically Disadvantaged students will be monitored for achievement and individual progress. | Principal/ Assistant Principal/ Teachers | August - June | DMAC reports, report cards | Staff time, Compensatory funds, DMAC | None Specified | General Fund | 0.00 |
| 3 Students served by special education will show progress on state assessments and be promoted to the next grade level. | Special Education teachers/Principal/ Assistant Principal/ Gen ed. Teachers | August-June | STAAR, STAAR A, and STAAR Alternate 2 results, report card grades, and SPED progress reports | Staff time | None Specified | Special Education | 0.00 |
| 4 The Gifted/Talented program will be regularly monitored and assessed. | G/T Teacher/Principal/A ssistant Principal | August-May | Advanced Level III STAAR results, Grade reports, Quiz Bowl participation | Staff time, transportation, computer program to determine gifted and talented students. | 1000-1999: Certificated Personnel Salaries | General Fund | 350.00 |
| 5 Ensure that all LEP students become proficient in English. | Principal/ESL Teacher | August-June | TELPAS reports, LPAC meetings, STAAR reports, six weeks report card grades | Staff time, Rosetta Stone | 1000-1999: Certificated Personnel Salaries | General Fund | 350.00 |
| 6 Teachers will focus instruction on the TEKS deemed "critical" and follow the campus's scope and sequence for the course and/or grade level. | Principal/ Teachers | August-June | TEKS Resource System, Benchmark results, Think Through Math, and Compass Learning | Staff time, | None Specified | None Specified | 0.00 |

| Strategies | Person(s) Responsible | Timeline | Evaluation | Resources | | | |
|--|--|-------------|---------------|---|---|--|---------|
| | | | | Description | Type | Funding Source | Amount |
| 7 Instructional methods such as before and after school tutorials, small group, targeted intervention, and Opportunity for Improvement Center will be used for student groups whose performance lags behind other groups' performance. | Principal/ Assistant Principal/ Teachers | August-June | STAAR results | Staff time, compensatory funds, special education funds | 1000-1999: Certificated Personnel Salaries | State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY) | 4000.00 |

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 Junior High School will provide safe and secure facilities and technology conducive to student success.

Formative Evaluation: Campus Calendar and list of technology used and available to students.

| Strategies | Person(s) Responsible | Timeline | Evaluation | Resources | | | |
|--|--|----------------|--|-------------------------|----------------|----------------|--------|
| | | | | Description | Type | Funding Source | Amount |
| 1 Participate in Red Ribbon Week activities. | Student Activities Committee | October | Calendar of daily events offered | Local Funds, PTO | None Specified | General Fund | 350.00 |
| 2 Perform Fire, Lock Down, and bad weather drills. | Principal/ Assistant Principal/ Teachers | September-June | Documentation | Staff time | None Specified | None Specified | 0.00 |
| 3 Provide staff development on warning signs of violence, suicide prevention, bullying, Cyber Bullying, Cutting. | Principal/ Assistant Principal | August-June | Sign-in, discipline referrals, bullying reports, | Title IV, staff time | None Specified | None Specified | 0.00 |
| 4 Provide a Principal's Advisory Committee from the student body to meet with the principal to discuss student concerns. | Principal/ Teacher Sponsors /Students | August-June | Meeting Minutes | Staff time | None Specified | General Fund | 100.00 |
| 5 Implement Restorative Discipline on the campus. | Assistant Principal | August-June | Assemblies, discipline reports | Staff time, general fun | None Specified | General Fund | 200.00 |

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 Junior High School will foster a positive work environment that encourages professional growth, teamwork, and high morale.

Formative Evaluation: Teacher surveys, calendar of staff morale building events, and calendar of professional development

| Strategies | Person(s) Responsible | Timeline | Evaluation | Resources | | | |
|---|--|---------------|------------------------------|--|--|----------------|--------|
| | | | | Description | Type | Funding Source | Amount |
| 1 Provide individualized professional development and training for teachers. | Principal | August-June | Teacher survey | Principal will encourage teachers to participate in PD that they deem important to them. | 1000-1999: Certificated Personnel Salaries | General Fund | 0.00 |
| 2 Principal and Faculty Appreciation Committee will work throughout the year to provide opportunities for the faculty and staff to fellowship and build relationships with one another. | Staff Appreciation Committee/Principal/Assistant Principal | August-June | Calendar of Events | Luncheons, Winter Holiday party, Jeans Passes, Teacher Appreciation Week activities | 5000-5999: Services And Other Operating Expenditures | General Fund | 300.00 |
| 3 Employee of the Month | Principal | September-May | List of recipients | Staff time | None Specified | General Fund | 100.00 |
| 4 QJH will provide specific professional development for our teachers to ensure all student groups are monitored. | Principal/Assistant Principal/SPED, ESL, and G/T teachers/all teachers | August-June | Calendar of PD opportunities | Staff time | None Specified | General Fund | 0.00 |

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 Junior High School will encourage better communication with parents and increase community involvement.
Formative Evaluation: Contact Logs and Calendar of Community Events

| Strategies | Person(s) Responsible | Timeline | Evaluation | Resources | | | |
|--|--|-------------|-----------------------|-------------|---|----------------|--------|
| | | | | Description | Type | Funding Source | Amount |
| 1 Meet the Teacher Night | Principal/ Assistant Principal/ Teachers | August | Parent Sign-in Sheets | Staff time | None Specified | None Specified | 0.00 |
| 2 Maintain a QJH Facebook page. | Principal | August-May | Facebook Postings | Staff time | None Specified | None Specified | 0.00 |
| 3 Increase parent/teacher phone calls. | Principal/Assistant Principal/Teachers | August-June | Contact Logs | Staff time | 1000-1999: Certificated Personnel Salaries | None Specified | 0.00 |
| 5 Submit information to the local newspaper. | Principal | August-June | Newspaper clippings | Staff time | None Specified | None Specified | |

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 Junior High School will cultivate responsible citizens.
Formative Evaluation: Attendance rates, extracurricular activity rosters, assembly schedules, Honor Roll lists, STAAR results

| Strategies | Person(s) Responsible | Timeline | Evaluation | Resources | | | |
|--|--|-------------|---|---|--|---|---------|
| | | | | Description | Type | Funding Source | Amount |
| 1 Monitor attendance on a daily basis and provide opportunities to make-up hours for students with 9 or more absences per semester. | Principal/ Assistant Principal/ Attendance Clerk | August-June | Attendance reports | Staff time, teacher compensation | 1000-1999: Certificated Personnel Salaries | State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY) | 1000.00 |
| 2 Monitor grades and meet with all students who are failing or in danger of failing. | Principal | August-June | Grade reports | Staff time | None Specified | None Specified | 0.00 |
| 3 Provide Pride Trips once per semester for outstanding students. | Principal/ Assistant Principal/ Pride Trip committee members | August-June | Attendance, discipline, grade reports | Exemption from final exams, Pride Trips, and Certificates for perfect attendance. | 0001-0999: Unrestricted: Locally Defined | District Funded | 3000.00 |
| 4 Encourage participation in sports, band, and fine arts. | Principal/ Assistant Principal/ Teachers | August-June | Rosters | Staff time | None Specified | None Specified | 0.00 |
| 5 Promote service clubs on the campus: Student Council and Builders' Club. | Principal/ Assistant Principal/ Teachers/ Club Sponsors | August-June | Calendar of Events, Meeting Minutes | Staff time | 1000-1999: Certificated Personnel Salaries | General Fund | 500.00 |
| 6 Provide tutorials for all students in need for STAAR testing. | Principal/ Assistant Principal/ Teachers | August-June | Benchmark tests, Previous Year's STAAR scores | Staff time, compensatory funds | 1000-1999: Certificated Personnel Salaries | State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY) | 4000.00 |
| 7 Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. | Principal/ Counselor | May | Assembly schedule | Staff time | 1000-1999: Certificated Personnel Salaries | General Fund | 0.00 |

Assurance Addendum

**Quitman Junior High School
Quitman Independent School District**

CPOC Membership and Meetings

Membership Composition of the Campus Performance Objectives Council

| Name of CPOC Member | Position |
|----------------------------|--|
| Kevan Burroughs | Parent |
| Dawn Flanagan | Parent |
| Janae Holland | Parent |
| Marla Gilbreath | Community Member |
| Peg Fuller | Community Member |
| Sally Attaway | Community Member |
| Steve Straznicky | Business Member |
| Steven Steele | Business Member |
| Kylie Cryer | Teacher |
| Ashlee Lingo | Teacher |
| Connan Welch | Teacher |
| Deborah Woodruff | Teacher |
| Amy Park | Non-Teaching Professional/School Nurse |
| Greg Bower | Assistant Superintendent |
| Chrystal Ballard-Smith | Assistant Principal |
| Angela Brown | Principal |

CPOC Meetings* for 2016-17

| # | Date | Time | Location |
|----------|-------------------|-------------|-----------------|
| 1 | November 15, 2016 | 5:00-6:00 | JH Library |

| | | | |
|---|----------------|-----------|------------|
| 2 | April 18, 2017 | 5:00-6:00 | JH 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 Junior High School
Quitman Independent School District**

Staff Development

| Date | Audience | Responsible for Planning | Purpose/Content |
|--------------------------------------|-------------------|---|---|
| Various days during the school year. | Faculty | Principal and Teachers | Independent subject specific professional development, Half day on campus professional development in DMAC, RTi, Assessment, and any other issues deemed necessary by principal |
| 8/19/2016 | Faculty | Principal/Assistant Principal/Attendance Clerk, Principal's Secretary | Updates on changes for the 2016-2017 school year, including faculty and student handbooks, discipline, attendance, and 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 Members | Vertical and horizontal alignment, DMAC Data Breakdown to understand how the students performed on the 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, Welcome to New Employees, Department Meetings |