



## **2016-17 District Improvement Plan**

### **Quitman Independent School District**

District Name

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## Mission Statement

### Quitman Independent School District's Mission Statement

Mission Statement: The Quitman Independent School District is dedicated to helping each student prepare for independent, life-long learning.

#### Goals:

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

Graduate Profile: With a vision and knowledge that extends far beyond our school, Quitman ISD graduates, as responsible citizens, will set high expectations for a future where they can meet challenges creatively and independently armed with a strong academic foundation.

All performance goals identified in No Child Left Behind have been adopted by the district and are reflected in this plan of action.

## Quitman Independent School District District Improvement Plan

### Comprehensive Needs Assessment

In accordance with state and federal legislative requirements, the staff at Quitman Independent School District 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 District Improvement Plan.

#### District Demographics

The staff at Quitman Independent School District include 91 teachers, 13 paraprofessionals, and 9 administrators. The student population is 76.6% White, 2.4% African American, 16.9% Hispanic, .2% Asian, and .5% Native American. Additionally, the district serves 55.08% economically disadvantaged students, 40% special education students, and 4.8% Limited English Proficient students. Attendance rates include 97.1% African American, 97.1% Hispanic, 96.4% White, and 96.2% economically disadvantaged. The most current data indicate the district has a .1% mobility rate.

The following data were reviewed in relation to district demographics:  
Local, State, and Federal Data

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

Quitman ISD operates three separate campuses that serve as Title I schoolwide campuses. The expanded opportunities in Title I for schoolwide programs are designed to assist schools to raise the achievement of all children, but especially the poor, low-achieving, migrant, neglected, at risk of dropping out, and limited-English-proficient children. Under Section 1114(b)(1), a schoolwide program must include the following 10 components, addressing the needs of all children:

Areas of need include:

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State content (TEKS) and student performance standards (STAAR/EOC/TAKS).

2. Schoolwide reform strategies that

Provide opportunities for all children to meet the State's proficient and advanced levels of student performance.

Use effective methods and instructional strategies that are based on scientifically based research that strengthen the core academic program in the school; increase the amount and quality of learning time, such as providing extended school year, before-and after-school, and summer -school programs, and help provide an enriched and accelerated curriculum; and include strategies to meet the educational needs of historically under-served populations (mentioned above), including girls, and women.

Address the needs of all children in the school, but particularly the needs of children of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of the target population of

any program that is included in the schoolwide program, which may include Counseling, pupil services, and mentoring services; college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and The integration of vocational and technical education programs: and Address how the campus will determine if such needs have been met; and Are consistent with, and are designed to implement, the State and local improvement plans, if any.

3. Instruction by highly qualified teachers.

4. High-quality, ongoing professional development for teachers, principal, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

5. Strategies to attract high-quality highly qualified teachers to high need schools.

6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve the performance of individual students and the overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration occurs between federal, state, and local services and programs, including programs under NCLB, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

To the extent the school determines it to be feasible using Part A funds, periodic training for teachers in how to identify difficulties and to provide assistance to individual students. For any student who has not met the standards, teacher-parent conference

### **Student Achievement**

The following data were reviewed in relation to Student achievement:  
Local, State, and Federal Data

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

Quitman Independent School District shall strive to increase the percentage of students who score at advanced levels of performance while preventing a learning gap between subpopulations. The district will also seek to improve opportunities for students in college readiness and workforce opportunities.

Areas of need include:

Core content and Career and Technical opportunities

### **District Culture, Climate, and Organization**

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

Local, State, and Federal Data

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

no findings based on data

Areas of need include:

N/A

### **Staff Quality, Recruitment, and Retention**

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

Local, State, and Federal Data

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

Quitman ISD is within state standards on retention rates, but will strive to improve in this area.

Areas of need include:

N/A

### **Family and Community Involvement**

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

Local, State, and Federal Data

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

Quitman ISD offers numerous opportunities for involvement. These areas include public meetings, meet the the teacher nights and open house, volunteer organizations, and public events. A wide variety of time slots may be implemented to increase parental and community involvement.

Areas of need include:

N/A

## Goals and Strategies

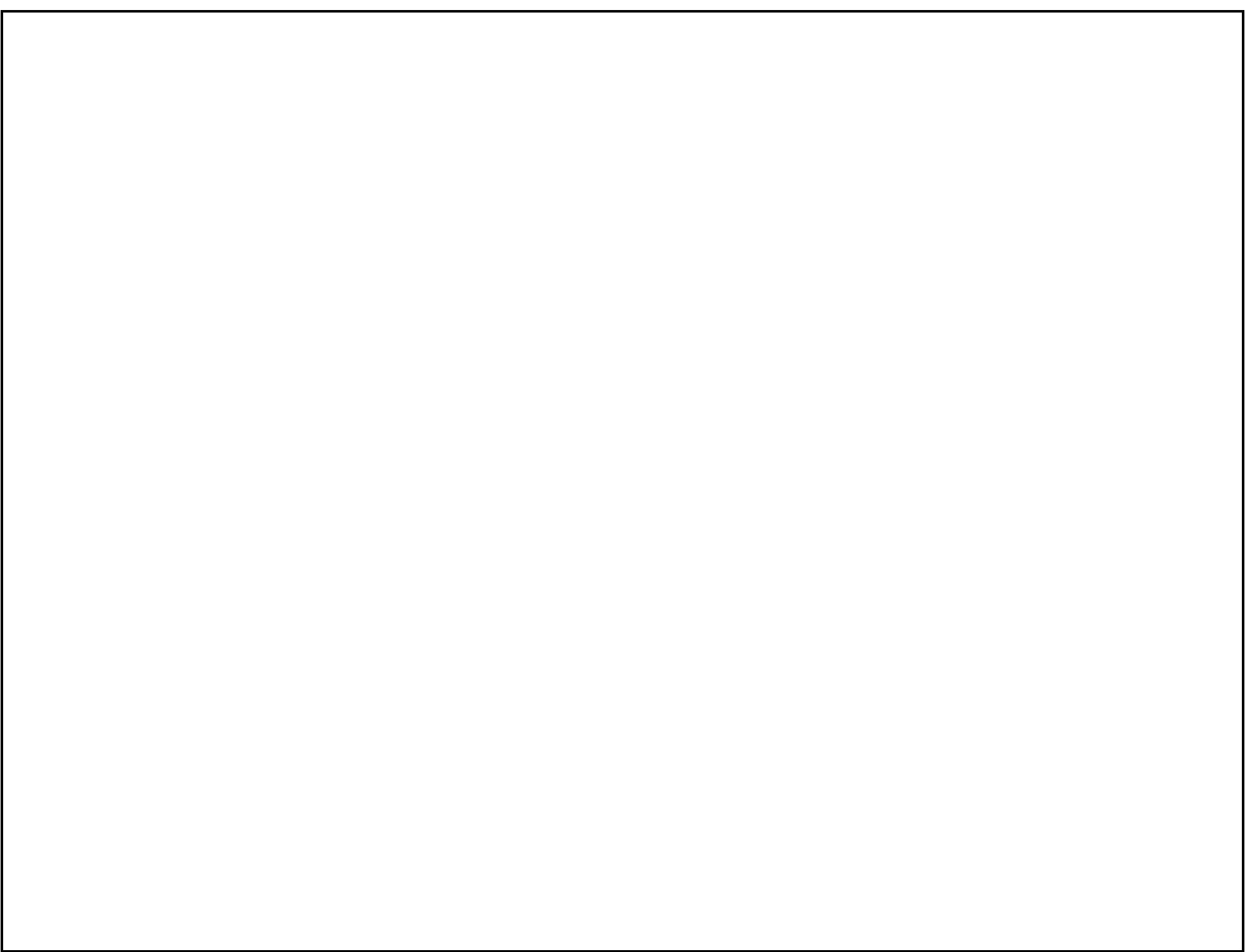
**Subject Area:**

**District Priority:** Quitman ISD will more fully utilize and integrate technology in all curriculum areas to enhance learning and increase productivity.

**Campus Performance Objective:** Technology will be utilized and integrated in all curriculum areas to enhance learning and increase productivity.

**Formative Evaluation:** As evidenced by written curriculum documentation, technology will be integrated into all curriculum areas. Students and teachers will use appropriate technological hardware and scientifically based researched software to enhance learning and increase productivity.

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
1 Provide support to staff through professional development and use of peer coaches/facilitators.	Technology Director, Principals, Facilitators	June-August Weekly (September-May)	Sign-in sheets, Meeting minutes, Agendas	Technology Allotment Funds, Local Funds			
2 Improve communication through use of the district website	Technology Director, Technology Staff, Teachers	August-May	Increase in number of "hits" on website	Technology Allotment Funds			
3 Utilize computer labs at each campus to enable students and teachers accessibility to technology	Principals Teachers	Each Six Weeks	Computer Lab Schedules	Computer Labs			
4 Integrate technology into core lessons	Principals Teachers	Each Six Weeks	Lesson Plans Academic products	Local Funds			
5 Maintain and upgrade computers/technology in district	Technology staff	October January May	Increased number of teachers using technology Technology staff reports/updates	Local Funds Technology Allotments			
6 Walk through forms document technologies used in the classrooms	Campus principals	Sept-May	Lesson plans, walk through forms, increase in technology used				
7 Develop long-term plan for technology integrated instruction	Technology Director Assistant Superintendent	July - August	Minutes from Weekly Meetings				





## Goals and Strategies

**Subject Area:**

**District Priority:** Quitman ISD will promote high quality, ongoing professional staff development and strategies to maintain highly qualified teachers.

**Campus Performance Objective:** Provide on-going staff development and increase the percentage of teachers receiving high-quality professional development on each campus

**Formative Evaluation:** Improved student scores

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
1 Provide staff development opportunities for all staff members	Curriculum Director Principals	August - May	Teacher Participation	Region VII Title I part A Title XIV			
2 GT training and updates for staff members	Principals Teachers	August	Service Record	Region VII Title II part A Title XIV			
3 Provide staff development training to support effective program strategies for modifications in classroom, dyslexia, ESL, Title I, diversity	Curriculum Director Principals Sp. Ed. Teachers ESL teachers Counselors	August-May	Sign-In sheets Improved student performance Decreased discipline	Staff Time Region VII			
4 Administer needs survey to staff	Curriculum Director	May	Completed Analysis Report	Survey Monkey Local Funds			
5 Teacher evaluation of staff development as to quality and relevance of workshops	Staff development Participants	Region VII Surveys					
6 Mentor New Teachers	Campus principals	Staff time					
7 Provide research based intensive systemic and sustained staff development to improve student performance	Superintendent, Assistant Superintendent, Principals, Teachers	Region VII Title I Title XIV					
8 Provide Core Content Professional Development Support from Region Service Center	Superintendent, Assistant Superintendent, Finance Officer	Region VII	Teacher Participation, Attendance Certificates, Program Surveys	Local Funds, Federal Funds			

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
9 Provide Fine Arts Professional Development Support From Region Service Center	Superintendent, Assistant Superintendent, Finance Officer	Region VII	Teacher Participation, Attendance Certificates, Program Surveys	Local Funds, Federal Funds			

## Goals and Strategies

**Subject Area:**

**District Priority:**

Quitman ISD will provide a safe, secure, and orderly environment at all school district facilities and district-sponsored events for students, staff, parents, and the patrons of Quitman ISD.

**Campus Performance Objective:** Implement consistent anti-drug message, prevention programs, and provide a safe and secure school environment

**Formative Evaluation:**

Decrease in discipline referrals and parents/students will be aware of safe and secure environment

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
1 Review Emergency Operation Procedures and Plans	Superintendent Principals Title IV Coordinator	August Monitor Monthly	Updated Plan Record of drill times, dates				
2 Perform emergency drills	Superintendent Principals	August-May	Record of drills				
3 Training on Blood Borne pathogens	Online	August	Print Out Document				
4 All visitors will check in at office and receive a visitor's pass	Principals Secretaries	Monitor Daily	Records of logs				
5 Provide guidance services for at-risk students	Counselor	Monitor Monthly	Increase attendance, improved grades				
6 Create safe & orderly school environment by providing bully awareness training, violence/conflict resolution training, drug education programs, & consistent discipline	Principals, Counselors. Teachers	Aug-June	Decrease discipline referrals				
7 Maintain clean facilities and timely repairs	Superintendent, Administrative Assist. To Sup., Maintenance & Custodians	Aug-July	Appearance in campuses				
8 Continue to monitor bus safety through use of cameras	Admin. Assist. To Sup, Bus drivers	Aug-July	Decrease in bus referrals to principals				
9 Implement Raptor System to screen campus visitors of sex offenders	Superintendent, Principals	September	On-going log of campus visitors and offenders				

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
10 Conduct Safety Audit of District Facilities	Superintendent, and Assistant Superintendent	September-May	Safety Auditor Findings				

## Goals and Strategies

**Subject Area:**

**District Priority:** School attendance by Quitman ISD students will continue to improve and exceed 96% attendance.

**Campus Performance Objective:** Improve student attendance at all grade levels district wide.

**Formative Evaluation:** Improvement in attendance

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
1 Continue attendance improvement programs at each campus (incentives)	Principals Teachers	Each Six Weeks	Daily attendance records, response to incentives				
2 Promote parent awareness of importance of maintaining daily attendance	Principals Teachers Counselor Nurse	Monitor Monthly	Improved attendance rate				
3 Attendance Software: TxEIS aide in consistent and accurate record keeping	Principals Secretaries PEIMS Coordinator	Monitor Daily	Attendance Reports				
4 School will contact parent inquiring about absent students	Teachers Principals Secretaries Counselors	Daily	Telephone Log documentation				
5 Host periodic attendance contests between grade levels	Principals	September April	Improved attendance rate				

## Goals and Strategies

**Subject Area:**

**District Priority:** Quitman ISD will foster effective community relations and promote strategies to strengthen parental and community involvement.

**Campus Performance Objective:** Involve parents and the community members in educational campus based activities.

**Formative Evaluation:** There will be an increase in student performance as a result of attendance by parents and community members.

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
1 Host open house at each campus	Principals Teachers	Spring	Attendance Sign-In sheet				
2 Host Adult ESL classes	ESL Teachers	Oct/Nov Jan/Feb	Attendance Sign-In sheet				
3 Provide training for parents through a variety of formats to reinforce the importance of parental involvement in their child's education	Principals Teachers	November February	Attendance Sign-In Sheets				
4 Progress Reports for all students addressing concerns and progress	Principals Teachers	Every 3 weeks	Increased student performance				
5 Conduct surveys of parental involvement	Curriculum Director Principals	April	Returned Surveys				
6 Use Alert Now Software to inform parents	Tech Help	September-May	Parents are informed in timely manner				
7 Improve stakeholders accessing district, campus, & teacher web pages to increase involvement and knowledge of school activities	Tech Director, principals, teachers	Aug-June	Hits on teacher webpage, increase parental involvement				
8 Include Community Businesses and Organizations in District Team Building Activities	Superintendent	August	Business and Community Feedback and Culminating Video of Activity				
9 Increase Positive News Awareness of District Activities in Social Media	Superintendent, Assistant Superintendent, Campus Principals	Ongoing	Social Media Responses and Feedback				



## Assurance Addendum

### Quitman Independent School District

#### Local Requirements

Please indicate whether the district has met each of the below legal requirements for your District Improvement Plan by placing an “X” in the box next to the corresponding requirement.

X	Quitman Independent School District has met the legal requirements for District Improvement Planning, including institution of a district-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
X	Completed a needs assessment which serves as the basis for the CIP.
X	Reviewed or set measurable district performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal- setting, strategies to address and support these objectives, including accelerated instruction.
X	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups’ performance.
X	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
X	Addressed students’ needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
X	Included strategies for dropout prevention and reduction. (middle school and high school)
X	Included strategies for improving student attendance.
X	Included strategies for improving the district’s completion rate. (high school)
X	Provided for a program to encourage parental and community involvement at the district.
X	Included goals and methods for violence prevention and intervention on district.
X	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
X	Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district’s Financial Services Team).
X	Teachers will focus instruction on the TEKS deemed as “critical” and will follow the district’s scope and sequence for the course and/or grade level.
X	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. (middle school and high school)
X	Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.
X	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten.
X	IDEA Part B Stimulus – Funds are utilized to provide technology, professional development, instructional resources, and innovative programs to support teacher in services to student with disabilities.
X	The use and implementation of Stimulus money will be monitored monthly.



**Assurance Addendum**

**Quitman Independent School District**

**DWAC Membership and Meetings**

**Membership Composition of the District Wide Advisory Committee**

Name of DWAC Member	Position
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**CPOC Meetings\* for 2016-17**

#	Date	Time	Location
1	December 12, 2016	3:30 PM	High School Library
2	April 10, 2017	3:30 PM	High School 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 Independent School District

#### Legal Requirements

Please indicate whether the district has met each of the below legal requirements for your District Improvement Plan by placing an “X” in the box next to the corresponding requirement.

	Goal	Description	Formative	Summative	Strategy
	1) STAAR Recognized or Exemplary	For 2016-17, the percent of students reaching STAAR Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each SFA/Benchmark, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
	2) STAAR Commended Performance	For 2016-17, the percent of students reaching STAAR Commended Performance levels will increase by the percent shown in CIP Part I.	After each SFA/Benchmark, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.
	3) Parent and Community Involvement	For 2016-17, the percent of parents and community members attending VIPS meetings will increase by 5%.	At the end of the first semester, the percent of parents and community members attending VIPS meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending VIPS meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
	4) Violence Prevention and Intervention	For 2016-17, discipline referrals for drugs, alcohol, and tobacco will be maintained at 3%.	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.
	5) Violence Prevention	For 2016-17, the discipline referrals for offenses will be reduced by 5% from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for .	Implement and monitor the school-wide safety and security plan.
	6) Special Education	For 2016-17, the percent of students meeting ARD expectations will be at or above 90%.	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the STAAR-Accommodated, STAAR Modified and/or STAAR Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.

	<b>Goal</b>	<b>Description</b>	<b>Formative</b>	<b>Summative</b>	<b>Strategy</b>
X	7) Highly Qualified Teacher	For 2016-17, the percent of highly qualified teachers in the core academic areas will be at 100%.	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.
	8) Secondary Drop-out Prevention	For 2016-17, the dropout rate will be 2% or less with no student group exceeding 3%.	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2016-17 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
	9) High School AEIS – Ninth Graders	The percent of 2016-17 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least 99%.	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
	10) Recommended High School Program	For 2016-17, the percent of students who graduate with RHSP will be at or above %.	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	11) High School AEIS – Advanced Courses and Dual Credit	For 2016-17, the percent of students who have completed at least one advanced course will be at or above 70%.	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	12) High School AEIS – Advanced Placement Exams	For 2016-17, the percent of students who take an AP exam will be at or above 15%.	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	13) High School AEIS – SAT/ACT Exams	For 2016-17, the percent of graduates who take SAT/ACT exams will be at or above 75%.	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

	<b>Goal</b>	<b>Description</b>	<b>Formative</b>	<b>Summative</b>	<b>Strategy</b>
	14) High School CTE	For 2016-17, the percent of LEP/CTE students passing STAAR will be at or above (percent of LEP passing STAAR) 85%.	After each SFA, the staff will review the results to determine progress in meeting established performance level.	STAAR results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in STAAR-tested areas.

## Assurance Addendum

### Quitman Independent School District

#### Plan Requirements

X	1. <b>Comprehensive needs assessment</b> – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
X	2. <b>Districtwide reform strategies</b> – These strategies include ones that strengthen the core academic program; meet the educational needs of historically under-served populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district’s list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students’ engagement in learning and level of thinking about content and concepts.
X	3. <b>Instruction by highly qualified teachers</b> – 100% of our teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
X	4. <b>High-quality and ongoing professional development</b> – Helping teachers provide on-the-job training and monitoring to promote teachers’ professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.
X	5. <b>Strategies to attract high-quality, highly-qualified teachers</b> – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district’s Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
X	6. <b>Strategies to increase parental involvement</b> – Schools engage in numerous activities to increase parent involvement in the district’s programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or STAAR information programs.
X	7. <b>Transition from early childhood programs</b> – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)
X	8. <b>Measures to include teachers in the decisions regarding the uses of academic assessments</b> – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the CPOC provide forums to discuss assessment issues.
X	9. <b>Effective, timely additional assistance</b> – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via infoservweb and are accessible to teachers and administrators.
X	10. <b>Coordination and integration of federal, state, and local services and programs</b> – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the district goals and strategies.

**Assurance Addendum**

**Quitman Independent School District**

**Staff Development**

<b>Date</b>	<b>Audience</b>	<b>Responsible for Planning</b>	<b>Purpose/Content</b>
June 7-8, 2016	District Leadership, Campus Principals	Superintendent	District Vertical Alignment / Team Building / Problem Solving / Leadership Book Study
August 10, 2016	All Professional Staff	Campus Principals	Campus Alignment to State Assessments
August 15, 2016	All Staff	Superintendent	Team Building and Community Involvement
August 16, 2016	All Professional Staff	Campus Principals	TTESS Training and Subject Area Strategies
August 17, 2016	All Professional Staff	Campus Principals	Horizontal and Vertical Curriculum Alignment
August 18, 2016	All Staff	Campus Principals	Campus Planning and Content Area Development
August 19, 2016	All Staff	Assistant Superintendent	Blood Borne Pathogen Training, Food Allergy Basics, Harassment Training, Bullying Awareness, FERPA Training, Suicide Prevention Training, Child Abuse Awareness and Reporting Training