



## **2016-17 Campus Improvement Plan**

### **Quitman Elementary School**

School Name

### **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.

Goal: Quitman ISD will provide a quality education so that all students can achieve their maximum potential and exceed state standards for a commended school 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 campus and are reflected in this plan of action.

### **Quitman Elementary School's Mission Statement**

Quitman Elementary School will advance students to the Middle School with GRIT and purpose and a minimum of of at least one year's growth or exceeds one year's growth on the State of Texas Assessment of Academic Readiness.

## Quitman Elementary School Campus Improvement Plan

### Comprehensive Needs Assessment

In accordance with state and federal legislative requirements, the staff at Quitman Elementary 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 Elementary School include 40 teachers, 11 paraprofessionals, and 2 administrators. The student population is 76% White, 2.4% African American, 17.6% Hispanic, .8% Asian, and .3% Native American. Additionally, the campus serves 65% economically disadvantaged students, 12.9% special education students, and 9.7% Limited English Proficient students. Attendance rates include 97% African American, 97.8% Hispanic, 97.3% White, and 97.1% economically disadvantaged. The most current data indicate the campus has a 16.8% mobility rate.

The following data were reviewed in relation to campus demographics:

- \* S.T.A.A.R./RPTE/TPRI/AEIS (by special populations), AYP, PBMAS, TELPAS (disaggregated by gender, ethnicity, special program assignment)
- \* Surveys
- \* Information evaluations
- \* Attendance/Discipline Annual Reports
- \* Special Programs annual report

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

Sped numbers and Econ Disadvantaged numbers are increasing

Areas of need include:

Early intervention for learning disabled and students with special needs, Additional SPED teacher for grades K-2

#### **Student Achievement**

The following data were reviewed in relation to Student achievement:

STAAR, TPRI, AEIS, AYP, TELPAS, six weeks grade reports

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

5th grade math and 4th grade reading scores good overall and 4th and 5th reading advanced

Areas of need include:

math 3rd and 4th, 4th grade writing, 5th grade science, need to increase advanced students in all areas

**School Culture, Climate, and Organization**

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

Teacher and Student surveys

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

Staff and students were generally pleased with culture and climate

Areas of need include:

consistency, student discipline, class engagement and rigor

**Staff Quality, Recruitment, and Retention**

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

AEIS

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

100% white, 54% 11+ years experience with 15.6 year average

Areas of need include:

Diversity in staff

**Family and Community Involvement**

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

Surveys, observation

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

Parental involvement in PTO went down

Areas of need include:

Need to work to get more parents involved in the, schedule meetings at times working parents can get involved

### 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 %
5	All	9494	75	80	85	7	7	10
5	HI	18	13	72	75	0	0	5
5	AI	na	na	na	na	na	na	na
5	AS	na	na	na	na	na	na	na
5	AA	na	na	na	na	na	na	na
5	PI	na	na	na	na	na	na	na
5	WH	73	59	81	85	7	10	15
5	>2	na	na	na	na	na	na	na
5	SED	57	41	72	75	7	10	10
5	SPED	10	4	40	50	0	0	10
5	LEPC	3	na	na	na	na	na	na
5	LEP1	4	na	na	na	na	na	na
5	LEP2	1	na	na	na	na	na	na

Biology 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 %
3	All	80	65	81	85	12	15	20
3	HI	15	12	80	85	4	27	30
3	AI	0	0	0	0	0	0	0
3	AS	1	0	0	0	0	0	0
3	AA	3	0	0	0	0	0	0
3	PI	0	0	0	0	0	0	0
3	WH	55	45	82	85	8	15	25
3	>2	0	0	0	0	0	0	0
3	SED	55	41	75	80	8	15	20
3	SPED	9	6	67	70	0	0	5
3	LEPC	7	6	86	90	2	29	30
3	LEP1	2	0	0	0	0	0	0
3	LEP2	0	0	0	0	0	0	0
4	All	99	73	74	75	8	8	10
4	HI	10	7	70	75	0	0	5
4	AI	0	0	0	0	0	0	0
4	AS	0	0	0	0	0	0	0
4	AA	3	0	0	0	0	0	0
4	PI	0	0	0	0	0	0	0
4	WH	77	60	78	80	8	10	15
4	>2	0	0	0	0	0	0	0
4	SED	52	36	69	70	3	6	10
4	SPED	11	3	27	30	0	0	10
4	LEPC	4	0	0	0	0	0	0
4	LEP1	0	0	0	0	0	0	0
4	LEP2	0	0	0	0	0	0	0



Mathematics STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %
5	All	92	84	91	95	8	9	15
5	HI	18	17	94	95	0	0	10
5	AI	0	0	0	0	0	0	0
5	AS	0	0	0	0	0	0	0
5	PI	0	0	0	0	0	0	0
5	WH	71	64	90	95	8	11	15
5	>2	0	0	0	0	0	0	0
5	SED	55	48	87	90	1	2	10
5	SPED	10	5	50	60	0	0	10
5	LEPC	3	0	0	0	0	0	0
5	LEP1	4	0	0	0	0	0	0
5	LEP2	1	0	0	0	0	0	0

Algebra I 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 %
3	All	79	68	86	90	15	19	25
3	HI	15	15	100	100	4	27	30
3	AI	0	0	0	0	0	0	0
3	AS	1	0	0	0	0	0	0
3	AA	3	0	0	0	0	0	0
3	PI	0	0	0	0	0	0	0
3	WH	54	47	87	90	11	20	30
3	>2	0	0	0	0	0	0	0
3	SED	54	45	83	85	10	19	20
3	SPED	8	5	63	70	1	13	15
3	LEPC	7	7	100	100	0	0	5
3	LEP1	2	0	0	0	0	0	0
3	LEP2	0	0	0	0	0	0	0
4	All	100	90	90	95	25	25	30
4	HI	10	8	80	85	3	30	35
4	AI	0	0	0	0	0	0	0
4	AS	0	0	0	0	0	0	0
4	AA	1	0	0	0	0	0	0
4	PI	0	0	0	0	0	0	0
4	WH	78	72	92	95	22	28	30
4	>2	0	0	0	0	0	0	0
4	SED	52	47	90	90	9	17	20
4	SPED	11	2	17	20	0	0	10
4	LEPC	4	4	36	40	0	0	10
4	LEP1	0	0	0	0	0	0	0
4	LEP2	0	0	0	0	0	0	0

**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 %
5	All	92	78	85	90	25	27	30
5	HI	18	15	83	90	4	22	30
5	AI	0	0	0	0	0	0	0
5	AS	0	0	0	0	0	0	0
5	AA	1	0	0	0	0	0	0
5	PI	0	0	0	0	0	0	0
5	WH	71	60	85	90	21	30	35
5	>2	0	0	0	0	0	0	0
5	SED	55	42	76	80	13	24	30
5	SPED	10	1	10	20	0	0	10
5	LEPC	3	0	0	0	0	0	0
5	LEP1	4	0	0	0	0	0	0
5	LEP2	1	0	0	0	0	0	0

**English I Reading STAAR Results**

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

**English II Reading 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 %
4	All	101	70	69	70	10	10	15
4	HI	11	6	55	70	1	9	10
4	AI	0	0	0	0	0	0	0
4	AS	0	0	0	0	0	0	0
4	AA	1	0	0	0	0	0	0
4	PI	0	0	0	0	0	0	0
4	Wh	78	58	74	75	8	10	15
4	2+	0	0	0	0	0	0	0
4	SED	53	33	62	70	3	6	10
4	SPED	11	0	0	10	0	0	10
4	LEP	4	0	0	0	0	0	0
4	LEP M1	0	0	0	0	0	0	0
4	LEP M2	0	0	0	0	0	0	0

English I Writing STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %
EOC	LEP M1							
EOC	LEP M2							

English II Writing STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2016 #	2016 %	2017 Target %	2016 #	2016 %	2017 Target %
EOC	LEP M1							
EOC	LEP M2							

**Social Studies STAAR Results**

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

**US History STAAR Results**

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

**World History 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:** District Goal 1

**District Priority:** Quitman ISD will provide a quality education with a goal that all students will receive Level III Advanced Performance on the state assessments at their grade level.

**Campus Performance Objective:** Quitman Elementary school will maintain a top rating on AEIS and meet all expectations of AYP.

**Formative Evaluation:**

1. 95% of all students at Quitman Elementary will meet or exceed expectations as defined in the TEA Chart of Outcomes/Expectations for S.T.A.A.R. tested content and NCLB.
2. Quitman Elementary will meet AYP performance and participation component standards for Reading/Language Arts, Mathematics and Science in all measures.

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
1 IA PreK transition--Activities to ensure smooth transition to Kindergarten, classroom/ teacher visits	Campus Principal, Counselor, PreK and Kindergarten Staff	May 2016 and May 2017	Record of visits, parental meetings, information handouts	Staff Time			
2 1B Incorporate Governemnt words into the culture to improve student knowledge durinElection Year - WOW - Word of the Week	Campus Principal, Staff Members	Sept. 2016 and Sept. 2017	Social Study report cards, Mock Election	Staff Time			
3 1C Assess grade level S.T.A.A.R. tested areas by scheduling teacher selected benchmarks to identify and remediate areas not mastered by subgroups and individuals.	Campus Principal, Counselor, Teachers of grades 3 - 6	Oct. 2016, Oct. 2017; April 2018, April 2019	S.T.A.A.R. formatted Tests, Benchmarks, Cscope assessments	S.T.A.A.R., AEIS, AYP, Report cards,	None Specified	Title I Part A: Allocation	
4 1D Utilize State Compensatory funds to support Title I at QES.	Campus Principal	Aug. 2016, Aug. 2017	AEIS, AYP. Six Weeks Grades, Schedules	State Compensatory - 4 FT paras - schedule			
5 1E Provide extended learning opportunities for struggling students 3 - 6 , after school tutorials, and computer assisted instruction ( Education Galaxie, Think Through Math , IStation, AR Math/Reading).	Campus Principal	Jan. 2017, May 2018 and Jan. 2019 and May 2020	Program evaluation/surveys, Sign-in sheets, progress reports	State Compensatory funding			

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
6	1F Participate in Region VII migrant services and LEP services.	Campus Principal	Sept. 2016 and Sept. 2017	Staff development records	Title III SSA through Reg. VII		
7	1G Provide two Reading Coaches for accelerated instruction	Campus Principal	Aug. 2016 and Aug. 2017	Class lists, Lexia progress sheets, Reading levels,	Reading S.T.A.A.R. Scores, AYP Standard, TPRI scores,	None Specified	Title I Part A: Allocation
8	1H Ensure that all staff are highly qualified and all new hires are highly qualified through staff development, memberships at Region VII.	Campus Principal	Aug. 2016 and Aug. 2017	Staff certification, Region VII attendance records	NCLB, SBEC, Highly qualified report-Title I	None Specified	Title I Part A: Allocation
9	1I Offer summer school for Limited Language Learners	Campus Principal	June 2016 and June 2017	Class records, news releases, sign-ins, Spring Roundup information.	Local funds		
10	1J Provide professional development for teachers of students in Gr. K-5 on best practices and differentiated instruction for the classroom.	Campus Principal, Intervention teachers	December 2016, December 2017	Teacher journals, check-out records, lesson plans, Walk-throughs, Student growth profiles	State provided staff development, grant opportunity		
11	1K RESPONSE TO INTERVENTION: Primary-Core reading for all students; Secondary-30 min to hour for struggling readers; Tertiary-still not responding to interventions...rather than Sp. Ed....3 Tier Reading Model, 3-Tiered Math Model, 3-Tiered Behavior Model.	Campus Principal, Reading Teachers	December 2016, December 2017	Pre-Tests, Benchmarks, Assessments, ARD	Staff Time		
12	1L Provide training on effectively using strategies and accommodations-- "Appropriate implementation of IEP's" and assessing progress reports.	Campus Principal, Special Ed teacher	August 2016, August 2017	Sign- in sheets,	Staff Time		

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
13 1M Collaborate with district level personnel, superintendent, business office, to assure that funding and spending are coordinated to maximize campus and student benefit and avoid duplication of spending.	Campus Principal, Superintendent, Asst. Supt., Business Manager	August 2016, August 2017	Meeting agendas, sign-in records, Campus Budget, Monthly & Quarterly Reports	Staff Time			
14 1N PLC Communities-create schedule to enhance data study and collaboration	Campus Principal	May 2016-May2017	S.T.A.A.R. formatted Tests, Benchmarks, Cscope assessment	Staff Time			
16 1P Implement full day PreKindergarten, three classes for qualifying students who meet the criteria to enhance their capabilities for Kindergarten.	Campus principal	Aug. 2016, Aug. 2017	TPRI scores, retention records.	Payroll sheets, Master Schedule			
17 1Q Teach Art through new PLC Schedule to all grades, Librarian teach research and technology during PLC. Another rotation to include health, counseling, social skills, and GRIT.	Staff	Aug 2016-May 2017	walkthroughs, observations	Staff Time			
18 1R Implement Fine Motor Skill centers for Prek, K and 1st grade in order to enhance the writing skills and fine motor muscles of young writers. Move to ALL grades teaching block lettering.	Campus principal	Sept. 2016, Jan. 2017	walkthroughs, observations, handwriting samples.	Staff time			
19 1S Participate in new Math TEKS training and webinars from Region VII and do vertical teaming.	Campus principal	Sept. 2016, Jan. 2017	Sign-in sheets, Region VII training records, PLC records	Staff time			
20 1T PreKindergarten and Kindergarten will participate in the free state assessment program CLI Engage in order to collect and analyze data.	Campus principal	Sept. 2016 and Jan. 2017	Data				



## Goals and Strategies

**Subject Area:** District Goal 2

**District Priority:**

**Campus Performance Objective:** Quitman ISD will assure a safe, healthy, and disciplined environment conducive to learning.

**Formative Evaluation:** Students will meet or exceed the 97% attendance rate for AYP.  
Disciplinary referrals will be reduced by 5%.

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
1 2A Conduct Attendance campaigns; providing Student incentives, alert parents to attendance requirements, file truancy	Campus Principal, Assistant Principal, staff	May 2017, May 2018	Six Weeks attendance records	Local Funds			
2 2 B Host a NFL (Night of Family Learning) for Gr. 3-5 to promote parent involvement in student success and encourage excellence.	Principal and Assistant Principal	August 2016, August 2017	Sign-in sheets, newspaper articles	Staff time			
3 2C Host a "Back to Blue" night for K-5 students/parents to promote parent involvement and student success. Introduce new teachers.	Campus Principal, Counselor, Assistant Principal, Staff	August 2016, August 2017	Newspaper articles, sign-in sheets	Staff Time, Title I (Parental Involvement)			
4 2 D Provide Drug Free Awareness campaign, Red Ribbon Week activities, 5th grade Drug Prevention Program.	Campus Principal; Counselor	Oct. 2016, Oct. 2017	News articles, sign-in sheets, school newsletters.	Student and parent surveys, parent and volunteer involvement totals.	None Specified	Title VI Part B: Rural Education Achievement Program	
5 2 E Sponsor "Fire Safety Week" and invite firemen to speak, promoting fire/safety awareness.	Campus Principal, Counselor	Oct. 2016, Oct. 2017	Newspaper stories, fire department documentation	Staff time, volunteer speakers			

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
6 2 F Revise, practice and implement emergency management procedures--fire, intruder, tornado	Campus Principal, Assistant Principal,	May 2016, May 2017	Firemen, Principal & Teacher observations, documentation, student & teacher evaluations	Staff Time			
7 2G Quitman Pilot Club will host a Bike Safety campaign each spring for first and second grade.	Campus Principal	May 2016, May 2017	Safety record reports	Staff Time			
8 2H Train a TBSI Core Team to react to student disciplinary situations, restraint.	Campus Principal	September 2016, September 2017	Safety record reports and training certificates.	Staff Time			
9 2I Create a positive discipline strategy that rewards students for good character, discipline, behavior - PAWS Award, TOP Dog.	Campus Principal, Assistant Principal	September 2016, September 2017	Discipline reports, Positive Behavior Support Plan, letters to parents and bulletin boards.	Staff Time			
10 Conduct Campus wide orientation on classroom policy and procedures, bus and building safety, cafeteria, PE, Hallway and bathroom procedures	Staff	August 2016	Discipline, stakeholder feedback	staff time			
11 2K Coordinate efforts with School Health Advisory Committee (SHAC) to promote and determine student health and distribute weekend meals to students. Blessing in Backpacks	Principal and Assistant Principal	September 2016, September 2017	SHAC minutes, annual student health reports	Time and effort			
12 2L Administer a Fitnessgram test to all students fall and spring and inform parents of results	PE Coach	November 2016, May 2017	Test results	Time and effort			

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
13 2M Create a bully prevention procedure, schoolwide announcements, FAB Friday lessons, etc.	Campus principal, Assistant principal, counselor	November 2016, May 2017	Bully reports	Time and effort			
14 2N Employ Blackboard system to inform parents and address safety issues.	Superintendent	September, 2016	Blackboard reports	Local Funds			
15 2O Counselor will give lessons on FAB Friday on bullying, conflict resolution, respect during PLC rotation.-	Principal and Assistant Principal	Aug. 2016 - May 2017	Counselor records, Lesson plans	Staff time			
18 2R School nutrition director will lead 8 lessons on healthy eating during PLC rotation	Nutrition Director	Aug 2016-May 2017	Nutrition records and lesson plans	Staff Time			

## Goals and Strategies

**Subject Area:** District Goal 3

**District Priority:** Quitman ISD will provide quality facilities with state of the art technological support.

**Campus Performance Objective:** Quitman Elementary teachers and stakeholders will integrate technology to enhance learning and increase productivity.

**Formative Evaluation:** 1. All teachers and students 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 3A mplement the use of K-5 program to teach basic skills in technology.	Technology Director	Sept 2016 and Sept 2017	Lesson plans	IMA and Local Funds			
2 3B Provide staff development to increase integration of technology	Librarian, Technology Director	Aug 2016 and Aug. 2017	Observation, lesson plans, workshop registration/payments	Staff Time			
3 3C Improve student achievement; maintain software programs--Renaissance, Accelerated Math, My Reading Coach, IStation, Think Thru Math, and Accelerated Reader.	Campus Principal and Technology Director	Sept 2016 and Sept 2017	Computer lab schedule, Curriculum Alignment, Installed equipment	IMA and Local Funds			
4 3D Maintain campus website for parents, teachers and stakeholders, update FACEBOOK.	Technology Director, Librarian, Campus Principal	May 2017, May 2018	Surveys, conferences, documentation of updates	IMA and Local Funds			
5 Fully Implement DMAC programs for RTI, Student assessment data, PDAS	Staff	Aug 2016-May 2017	All Assessments, Teacher Evaluations				
6 3F Provide teachers with Elmos in classrooms to enhance demonstration capabilities.	Campus Principal, Technology Director	Sept 2016 and Sept 2017	Inventory list, Walkthroughs, teacher documentation	IMA and Local Funds			
7 3 G Incorporate the use of handheld and mobile devices such as IPAD and Promethean active response systems.	Campus Principal, Technology Director, Staff	Sept 2016 and Sept 2017	Technology records, invoices.	Ima and Local Funds			

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
8 3H Have online technology available to staff	Asst. Principal	Aug 2016-May 2017	Sign-in sheets	Local time			
9 3I Incorporate new strategies for IPADS and apps	Technology Committee	Sept 2016 and Sept 2017	Inventory list, Walkthroughs, teacher documentation	Local funds			

## Goals and Strategies

**Subject Area:** District Goal 4

**District Priority:** Quitman ISD will foster effective community relations

**Campus Performance Objective:** Quitman Elementary will involve parents and community members in educational campus based activities.

**Formative Evaluation:** Parent and community involvement will increase by 5%.  
 Site-based committee members will conduct 3 meetings per year.  
 PTO membership will increase by 8 %.

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount
1 4 A Increase parental involvement in K - 5 through parent educational sessions, NFL (Night of Family Learning).	Campus Principal	May 2017, May 2018	Sign-in sheets, brochures, six weeks grades, S.T.A.A.R. tests	Staff time			
2 4B Inform parents and stakeholders of school activities as well as AEIS rating and AYP ratings by emails, brochures, Quitman website, newspaper, and school board meetings.	Campus Principal, Counselor	Sept 2016 and Sept 2017	School newsletter, notes home to parents, emails, website, board minutes	Staff Time, Local Funds			
3 4C Volunteer community members will assist in classrooms and serve as mentors to At-Risk students as available	Campus Principal, Counselor	Sept 2016 and Sept 2017	Campus sign-in log, teacher documentation,	Volunteer time and staff time.			
4 4D Participate in the Parent Teacher Organization to encourage more family involvement.	Principal	Sept 2016 and Sept 2017	Meeting sign-ins, membership records.	Staff time			
5 4E Create a volunteer program in the QES library.	Campus Principal and QES librarian.	Sept 2016 and Sept 2017	Sign-in sheets, work records.				
6 Create Community Resource Coordination Groups to assist students with behavioral needs	Principal, Counselor, Teacher, Parents	August 2016	Disciplinary Records	Staff Time			

## Goals and Strategies

**Subject Area:**

**District Priority:**

**Campus Performance Objective:**

**Formative Evaluation:**

Strategies	Person(s) Responsible	Timeline	Evaluation	Resources			
				Description	Type	Funding Source	Amount

**Summary of Expenditures in this Plan**

**Total Allocations and Expenditures by Funding Source**

<b>Total Allocations by Funding Source</b>		
<b>Funding Source</b>	<b>Allocation</b>	<b>Balance (Allocations-Expenditures)</b>
Title I Part A: Allocation	207,136.81	207,136.81

<b>Total Expenditures by Funding Source</b>	
<b>Funding Source</b>	<b>Total Expenditures</b>



**Summary of Expenditures in this Plan**

**Total Expenditures by Object Type**

<b>Object Type</b>	<b>Total Expenditures</b>

**Summary of Expenditures in this Plan**

**Total Expenditures by Object Type and Funding Source**

<b>Object Type</b>	<b>Funding Source</b>	<b>Total Expenditures</b>

**Assurance Addendum**

**Quitman Elementary School  
Quitman Independent School District**

**Local Requirements**

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an “X” in the box next to the corresponding requirement.

X	Quitman Elementary School has met the legal requirements for campus improvement planning, including institution of a campus-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 campus 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.
	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.
	Included strategies for dropout prevention and reduction. (middle school and high school)
X	Included strategies for improving student attendance.
	Included strategies for improving the campus’s completion rate. (high school)
X	Provided for a program to encourage parental and community involvement at the campus.
X	Included goals and methods for violence prevention and intervention on campus.
	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
	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.
	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.
	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.
	The use and implementation of Stimulus money will be monitored monthly.

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Quitman Independent School District**

**CPOC Membership and Meetings**

**Membership Composition of the Campus Performance Objectives Council**

<b>Name of CPOC Member</b>	<b>Position</b>
Sondra Wainscott	Parent
Katie Hatcher	Parent
Sally Attaway	Business/Community
June Sims	Non-Teaching Professional
	Non-Teaching Paraprofessional
Tammy Turner	Teaching Professional
Lisa Capps	Teaching Professional
Jessica Squire	Teaching Professional
Mary Ann Nichols	Advisory
Todd Shackelford	Advisory

**CPOC Meetings\* for 2016-17**

<b>#</b>	<b>Date</b>	<b>Time</b>	<b>Location</b>
<b>1</b>	September 21,2016	3:30	QES Library
<b>2</b>	January 18, 2017	3:30	QES Library
<b>3</b>	May 17,2017	3:30	QES 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 Elementary School Quitman Independent School District

#### Legal Requirements

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an “X” in the box next to the corresponding requirement.

	Goal	Description	Formative	Summative	Strategy
X	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.
X	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.
X	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.
X	4) Violence Prevention and Intervention	For 2016-17, discipline referrals for drugs, alcohol, and tobacco will be maintained at <5%.	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.
X	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.

	Goal	Description	Formative	Summative	Strategy
X	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.
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 % or less with no student group exceeding %.	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 %.	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 %.	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 %.	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 %.	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) %.	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.

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**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>School-wide 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 campus’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 infoserweb 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 campus goals and strategies.



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**Staff Development**

<b>Date</b>	<b>Audience</b>	<b>Responsible for Planning</b>	<b>Purpose/Content</b>
Online throughout year	Math department	Region VII	Cognitive Learning
September/Oct.	All Staff	Michael Pettiette	Technology Training
		Region VII	DMAC training
Monday meetings	New staff	Campus principal	Mentoring/support for new teachers
In-service	Professional Staff	Campus principal	GRIT, Student engagement, Rigor
	Professional Staff	Greg Bower	Higher level questioning