

QUITMAN EL

Campus Improvement Plan

2017/2018

Building Better Bulldogs



Mary Ann Nichols, Principal
902 E. Goode Street
903-763-5000, Ext. 1
nicholsma@quitmanisd.net

Date Reviewed: 01/24/18

Date Approved: 02/19/18

QUITMAN EL

Mission

*QISD Mission Statement:
Educating Every Child...Every Chance...Every Day*

Goal:

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

Vision

Quitman ISD is committed to providing a comprehensive education to ensure every student is life ready.

Nondiscrimination Notice

QUITMAN EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Required 10 components for Title I School-wide campuses

1. Comprehensive Needs Assessment
2. Scientifically based research reform strategies that address the needs of all children in the school, but particularly those at risk of not meeting the state academic achievement standards
3. Instruction by highly qualified teachers
4. High quality and ongoing professional development for teachers, principals, paraprofessionals and others
5. Strategies to attract high-quality highly qualified teachers
6. Strategies to increase parental involvement
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs
8. Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overall program
9. Effective, timely additional assistance for students that experience difficulty mastering state standards
10. Coordination and integration of Federal, State, and local services and programs

Strategic Priorities

Priority 1. Recruit, support, and retain teachers and principals

Priority 2. Build a foundation of reading and math

Priority 3. Connect high school to career and college

Priority 4. Improving low-performing schools

QUITMAN EL Site Base

Name	Position
Attaway, Sally	Business
Haisten, Keith	Business
Hatcher, Katie	Parent
Mclemore, Sandra	Parent
Nichols, Mary Ann	Principal
Ory, Jessica	Teaching Professional
Shackelford, Todd	Assistant Principal
Sims, June	Non-teaching Professional
Squire, Jessica	Teaching Professional
Taylor, Jeff	Non-teaching Staff
Turner, Tammy	Teaching Professional

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Goal 1. Quitman ISD will budget available resources to meet student, personnel, and facility needs of the district.

Objective 1. Hire an instructional coach to improve the overall teacher capabilities of the campus through modeling, professional development, and resources.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hire an instructional coach. (Title I SW: 3,4,9) (Target Group: All, PRE K, K, 1st, 2nd, 3rd, 4th, 5th) (Strategic Priorities: 2) (CSFs: 1,2,7)	Principal(s)	August 2017	(F)Title I, Part A	Summative - Student STAAR results, report cards, benchmarks.

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Goal 1. Quitman ISD will budget available resources to meet student, personnel, and facility needs of the district.

Objective 2. Improve Kindergarten instruction rigor, TEKS knowledge of depth and complexity so that 80% of Kindergarten students read on Level D by end of year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Purchase and provide training in phonics program for Kindergarten teachers. (Title I SW: 3,4,9) (Target Group: K) (Strategic Priorities: 1,2) (CSFs: 1,2,7)	Instructional Specialist/Coach, Principal(s)	November 2017	(S)Local Funds	Summative - End of year Kindergarten results on TPRI, report cards, teacher observation.
2. Set up Kindergarten meetings throughout school year with Region VII Reading Specialist. (Title I SW: 3,4) (Target Group: K) (Strategic Priorities: 1,2) (CSFs: 1,2,7)	Principal(s)	December 2017 May 2018	(F)Title I, Part A, (O)Time	Summative - End of year data for Kindergarten - TPRI, report cards, teacher observation.
3. Instructional Coach will mentor, model, teach professional development to Kindergarten staff to increase student achievement. (Title I SW: 3,4,8,9) (Target Group: K) (Strategic Priorities: 1,2) (CSFs: 1,2,7)	Instructional Specialist/Coach	December 2017	(F)Title I, Part A, (O)Time	Summative - End of year Kindergarten performance on TPRI, report cards, teacher observation.

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Goal 1. Quitman ISD will budget available resources to meet student, personnel, and facility needs of the district.

Objective 3. Quitman Elementary will provide a high quality PreK program for identified students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All PreK teachers will be high quality teachers with the appropriate certification and professional development (Title I SW: 3,7,10) Target group: PreK (Title I SW: 3,4,7,9) (Target Group: PRE K) (Strategic Priorities: 1,2) (CSFs: 1,3,7)	Principal(s)	December and May 17-18		Incoming Kindergarten TPRI Teacher made assessments Online PreK Assessments

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Goal 2. Quitman ISD will provide safe and secure facilities, transportation, and technology conducive to student success.

Objective 1. To repair the metal fire doors on the campus to close and lock when the fire alarm goes off.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Contact the company and order the repairs. (Target Group: All, PRE K, K, 1st, 2nd, 3rd, 4th, 5th) (CSFs: 6)	Assistant Principal(s)	December 2017	(S)Local Funds	Summative - Door repair confirmation.

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Goal 2. Quitman ISD will provide safe and secure facilities, transportation, and technology conducive to student success.

Objective 2. Build outdoor running track for students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Build a walking area on the playground. (Target Group: All, PRE K, K, 1st, 2nd, 3rd, 4th, 5th) (CSFs: 5,6)	Assistant Principal(s), Principal(s)	May 2018	(L)Fundraising	Summative - Completed walking track.
2. Fund raiser with Ford company. (Title I SW: 1,6) (Target Group: All) (Strategic Priorities: 1) (CSFs: 5,6)	Principal(s)	October 2017	(L)Fundraising	Summative - Track built in 2018
3. PTO fund raisers will benefit track - tee shirts, concession stand at UIL, sale of fall baskets, etc. (Target Group: All) (Strategic Priorities: 1) (CSFs: 5,6)	Principal(s)	May 2018	(L)Fundraising	Formative - Track completed in 2018.
4. District will set aside \$10,000 for walking track. (Title I SW: 6) (Target Group: All) (Strategic Priorities: 1) (CSFs: 5,6)	Superintendent(s)	December 2017	(S)Local Funds	Formative - Completion of track in 2018.

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Goal 2. Quitman ISD will provide safe and secure facilities, transportation, and technology conducive to student success.

Objective 3. Research the cost/possibility of having one to one technology available for our students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Investigate the best types of methods to achieve the one on one goal of technology by contacting companies for cost and other elementary schools with that already in place to see pros and cons. (Title I SW: 1,9) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,6)	Assistant Principal(s)	February 2018	(O)Time	Report presented to Campus Excellence Committee and recommendations made to superintendent/technology department.

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Goal 2. Quitman ISD will provide safe and secure facilities, transportation, and technology conducive to student success.

Objective 4. Instruct students on the importance of personal health and safety.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide Drug Free Awareness campaign with Red Ribbon Week activities and 5th drug prevention program. (Title I SW: 1) (Target Group: All, PRE K, K, 1st, 2nd, 3rd, 4th, 5th) (Strategic Priorities: 1) (CSFs: 6)	Counselor(s)	Nov. 2017		Formative - Sign-in sheets, news stories, FACEBOOK and web stories.
2. Hold beginning of school orientation on bus safety, school safety, fire drills, lock downs. (Title I SW: 1) (Target Group: All, PRE K, K, 1st, 2nd, 3rd, 4th, 5th) (CSFs: 1,6)	Assistant Principal(s), Principal(s)	August 2017		Formative - Copy of schedule 2017
3. Administer Fitnessgram to students in the fall and spring and send home notification to parents on health/fitness of students. (Title I SW: 1) (Target Group: All, K, 1st, 2nd, 3rd, 4th, 5th) (CSFs: 2,6)	Principal(s), Teacher(s)	May 2018		Formative - Fitnessgram records fall and spring
4. Create a bully prevention program with anonymous reporting, web reporting, school announcements, counselor instruction (FAB Friday lessons). (Title I SW: 1,9) (Target Group: All, PRE K, K, 1st, 2nd, 3rd, 4th, 5th) (Strategic Priorities: 2) (CSFs: 1,6)	Counselor(s), Principal(s)	Dec 2017 and May 2018		Formative - Website information, lesson schedule.

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Goal 3. Quitman ISD will foster a positive work environment that encourages professional growth, teamwork and high morale.

Objective 1. Continue Professional Learning Communities and Fab Fridays to increase data driven instruction and target assistance for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Set up schedule to include break outs for FAB Friday in order for teachers to have additional time for PLC time. (Title I SW: 1,2,3,8,9) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,2,3,6,7)	Principal(s)	FAB Friday Schedule 17-18	(O)Time	Summative - STAAR scores, report cards, STAR levels in Math and Reading, teacher assessments, benchmarks.
2. Host monthly recognition with tokens in box or delivered to classrooms. (Title I SW: 1) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,3,6,7)	Principal(s)	Monthly 17-18	(L)Fundraising	Summative - List of rewards recipients.

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Goal 3. Quitman ISD will foster a positive work environment that encourages professional growth, teamwork and high morale.

Objective 2. Principal will schedule monthly appreciation of teachers, meals, and other incentives to increase morale as evidenced by calendar of events.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Principal will schedule monthly treats and/or gatherings for teachers (covered dish, pie on the porch, etc.). (Title I SW: 1) (Strategic Priorities: 1) (CSFs: 6,7)	Assistant Principal(s), Principal(s)	Dec 2017 and May 2018		Formative - Principal calendar.

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Goal 4. Quitman ISD will promote and maintain strong business, community and family relationships.

Objective 1. Promote increase parental involvement by offering two more parent involvement activities for the 2017-2018 year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Host a Turkey Trot during PE for parents to participate in run with students. (Title I SW: 6) (Target Group: All, K, 1st, 2nd, 3rd, 4th, 5th) (CSFs: 5,6)	Core Subject Teachers	November 2017	(L)Fundraising	Summative - Parent sign-in sheets.
2. Host a Family Science Night. (Title I SW: 6) (Target Group: All, PRE K, K, 1st, 2nd, 3rd, 4th, 5th) (CSFs: 5,6)	Instructional Specialist/Coach	October 2017	(L)Fundraising, (O)Time	Summative - Science Night Sign in sheets.

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Goal 4. Quitman ISD will promote and maintain strong business, community and family relationships.

Objective 2. Increase the use of community and parents in classroom as guest speakers, volunteers, online interviews and business involvement in classrooms.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Host online interviews of authors and guest lecturers from business and community. (Title I SW: 6) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,5,6)	Principal(s)	17-18	(S)Local Funds	Summative - Sign-in sheets, list of activities and online interviews.
2. Create a volunteer reading and mentor program. (Title I SW: 1,9) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (Strategic Priorities: 1,2) (CSFs: 1,2,4)	Counselor(s), Principal(s)	September 2017 and May 2018		Formative - report cards, discipline referrals.

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Goal 4. Quitman ISD will promote and maintain strong business, community and family relationships.

Objective 3. Create and implement all required family engagement plans.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop and implement a Family Engagement Plan for Prekindergarten students. (Title I SW: 6) (Target Group: PRE K) (Strategic Priorities: 2)	Assistant Superintendent(s), Principal(s)	Fall	(O)Time	Summative - Plan
2. Develop and implement parent and family engagement plan. (Title I SW: 6) (Target Group: PRE K, K, 1st, 2nd, 3rd, 4th, 5th) (Strategic Priorities: 2)	Counselor(s), Principal(s), Teacher(s)	Fall	(O)Time	Summative - Completed Plan.
3. Create and distribute Parent/Teacher/School Compact. (Title I SW: 6) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (Strategic Priorities: 2)	Assistant Superintendent(s), Principal(s)	Annually	(O)Time	Summative - Compact

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Goal 5. Quitman ISD will advocate for the well-rounded education of every child in the district.

Objective 1. By 2017-2018 QES will increase performance of students receiving Special Education services from 23% to 30% on their STAAR assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Have Instructional Specialists lesson plan and model lesson for the Special Ed teacher. (Title I SW: 2,3,4,8,9) (Target Group: SPED, 3rd, 4th, 5th) (Strategic Priorities: 2) (CSFs: 1,2,3,7)	Principal(s)	December, February, June 2018	(O)Time	Summative - Benchmarks, assessment results, report cards, STAAR scores.

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Goal 5. Quitman ISD will advocate for the well-rounded education of every child in the district.

Objective 2. Improve the overall STAAR score for writing from 28% to 40% for students by the 2017-2018 year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide professional development for K-3rd grade teachers in order to build a stronger foundation of writing. (Title I SW: 1,3,4,8,9) (Target Group: K, 1st, 2nd, 3rd) (Strategic Priorities: 2) (CSFs: 1,2,7)	Instructional Specialist/Coach	December and March 2018	(F)Title I, Part A	Summative - STAAR results, benchmarks, report cards.
2. Create a student writing portfolio to follow students from K-5th grade with one beginning of year sample and one end of year sample to show growth to each new teacher. (Title I SW: 3,4,8,9) (Target Group: K, 1st, 2nd, 3rd, 4th, 5th) (Strategic Priorities: 2) (CSFs: 1,2,7)	Core Subject Teachers	May 2018	(F)Title I, Part A	Summative - STAAR results, benchmarks, report cards.
3. PreKindergarten students will participate in a graduation program to celebrate their transition to Kindergarten. (Title I SW: 6,7) (Target Group: PreK) (Strategic Priorities:2) (Title I SW: 7,10) (Target Group: PRE K) (Strategic Priorities: 2) (CSFs: 1,5,6)	Principal(s), Teacher(s)	May 2018		Summative - Kindergarten teacher input Parent input

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Goal 5. Quitman ISD will advocate for the well-rounded education of every child in the district.

Objective 3. Ensure that 80% K, 1, and 2 students end the year on the their expected levels (K - D, 1 - I, and 2 - N)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor data and intervene for lowest 20% by Tier 1, 2, and 3. (Title I SW: 1,3,8) (Target Group: K, 1st, 2nd) (Strategic Priorities: 1,2) (CSFs: 1,6,7)	Instructional Specialist/Coach, Principal(s)	Dec 17 and May 18	(O)Time, (S)Local Funds	Summative - Percentage of end of year reading levels on assigned level.
2. Create boot camps in spring for students not meeting grade level expectations. (Title I SW: 1,3,4,9) (Target Group: K, 1st, 2nd) (Strategic Priorities: 1,2) (CSFs: 1,2,4,7)	Principal(s), Teacher(s)	February 2018	(O)Time, (S)Local Funds	Summative - End of year data on TPRI, reading levels.
3. Meet with parents to instruct them on ways to assist students at home. (Title I SW: 3,4,6) (Target Group: K, 1st, 2nd) (Strategic Priorities: 1,2) (CSFs: 1,2,4,5,7)	Teacher(s)	January 2018	(O)Time, (S)Local Funds	Summative - End of year TPRI, reading levels.
4. Implement full day Pre-Kindergarten program to increase students ability to prepare for kindergarten. (Title I SW: 7,9,10) (Target Group: All, PRE K, K) (Strategic Priorities: 2) (CSFs: 1,2,4)	Principal(s)	Sept. 2017		Formative - Beginning, middle and end of year assessments of PreKindergarten and Kindergarten.
5. PreKindergarten and Kindergarten will participate in the state collection of data (ECDS) to determine the growth of students. (Title I SW: 7,8,9) (Target Group: All, PRE K, K) (Strategic Priorities: 2) (CSFs: 1,2,7)	Core Subject Teachers	May 2018		Formative - ECDS results

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Goal 5. Quitman ISD will advocate for the well-rounded education of every child in the district.

Objective 4. Move students from 87% all students "approach" grade level to 55% all students "meet" grade level by 2019.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor teacher selected benchmarks for rigor, fidelity, and scores to remediate and send help to struggling areas. (Title I SW: 8,9) (Target Group: 3rd, 4th, 5th) (Strategic Priorities: 2) (CSFs: 1,2,7)	Assistant Principal(s), Principal(s)	December and March		Summative - Scores of benchmarks, report cards, intervention records.
2. Provide extended learning opportunities for struggling students 3-5, after school tutorials, computer assistance Education Galaxy, Star Reading, Star Math. (Title I SW: 8,9) (Target Group: 3rd, 4th, 5th) (Strategic Priorities: 2) (CSFs: 1,2,4)	Assistant Principal(s), Core Subject Teachers, Principal(s)	Jan 2018 and May 2018	(S)Local Funds	Formative - STAAR scores, report cards, benchmarks
3. Provide two reading specialists to assist with accelerated instruction, data, teacher quality and professional development. (Title I SW: 3,9) (Target Group: 3rd, 4th, 5th) (Strategic Priorities: 1,2) (CSFs: 1,2,4,7)	Principal(s)	Jan 2018 and May 2018	(F)Title I, Part A	Formative - STAAR results, benchmarks, report cards
4. Create schedule to allow Professional Learning Communities to study data, work as a team, target needs of students. (Title I SW: 3,8,9) (Target Group: 3rd, 4th, 5th) (Strategic Priorities: 1,2) (CSFs: 1,2,6,7)	Principal(s)	Sept. 2017		Formative - STAAR, benchmark, report cards

Expenditures

Resource	Source	Strategy	Amount
Fundraising	Local	2.2.1, 2.2.2, 2.2.3, 3.1.2, 4.1.1, 4.1.2	
Local Funds	State	1.2.1, 2.1.1, 2.2.4, 4.2.1, 5.3.1, 5.3.2, 5.3.3, 5.4.2	
Title I, Part A	Federal	1.1.1, 1.2.2, 1.2.3, 5.2.1, 5.2.2, 5.4.3	
3 Resource(s)			Total: \$0

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Staff dedicated and looks for ways to reach students.
Community Supportive.
Leadership stable.
Facilities are great.
Funding is adequate and if we really need something we can get it.

Demographics Weaknesses

Weaknesses include services to Special Ed students.
Weaknesses include services to ESL students.
Weaknesses in math grade 4
Weaknesses in writing across the curriculum.

Continuing mobility increases. Some students move from one nearby town to another. Enrollment also indicates that mostly we are having low socio-economic student enroll.

We are seeing increasing numbers of Special Education students and Dyslexia students.

ESL students are mostly stable.

We are seeing more homeless and sometimes an occasional migrant. Enrollment dropped last year but is up again this year to approximately the same three years ago.

Demographics Needs

Need professional development and increased rigor in Special Ed classroom.

Comprehensive Needs Assessment

Demographics Needs (Continued)

Also need activities directed to the actual needs of each special ed student (targeted instruction).

Teacher cannot teach all students in different grades to same level.

Mainstream and Resource students must spend time reading and those students must be held to reading goals.

Demographics Summary

Enrollment Numbers:

Total Students: 523

African American 13
Hispanic 88
White 399
Asian 1
Two or More Races 22
Economically Disadvan. 303
ELL 42
At-Risk 198
Students w/Disabilities 50

ATTENDANCE: 96.7%

TOTAL STAFF: 52.8

YEARS OF EXPERIENCE:

1-5 Yrs. Exp. 11
6-10 Yrs. Exp. 10
11-20 Yrs. Exp. 7
Over 20 Yrs. Exp. 8



QUITMAN ELEMENTARY SCHOOL

902 E. Goode St.

Quitman, Texas 75783

www.quitmanisd.net

903-763-5000

Friday, May 12, 2017

Dear Campus Excellence Committee member,

We will be holding a meeting for Quitman Elementary School Campus Excellence Committee on Wednesday, May 17, at 3:30 p.m., at Quitman Elementary School library.

Our agenda for the day will include:

- Committee review of handbook.
- Committee review of Discipline Report.
- Committee review of Attendance.
- Committee review of failure report concerns.
- Committee review STAAR 5th grade first administration results.
- Review of staff resignations, retirement reception and one hiring of instructional coach.
- Other concerns
- Adjournment

My goal is to complete the meeting no later than 4:45 p.m. We look forward to seeing you that day. As always, we appreciate your support of the school.

Sincerely,

Mary Ann Nichols, principal

Principal – Mary Ann Nichols

Assistant Principal – Todd Shackelford

Counselor – June Sims

HOME OF THE BULLDOGS!

Campus Excellence Committee Meeting

Quitman Elementary School

May 17, 2016

Attending: Todd Shackelford, June Sims, Mary Ann Nichols, Tamara Turner, Lisa Capps, Sally Attaway, Jessica Squire, Katie Hatcher.

- Mrs. Nichols, principal, discussed attendance. First semester was 97% and second semester was 93%. Mrs. Nichols said that it is difficult to get students to school because the state has taken out the “teeth” of the attendance law. Mrs. Capps suggested that we revisit the incentives for students on attendance. A committee will be formed and will report their suggestions back to Mrs. Nichols.
- Mrs. Nichols reviewed retirements/resignations. Those leaving for next year are Sherry and Kevin Clevenger, Jenny Howle, Jaime Hart, Victoria Miriminian, Marilyn Robertson, Kim Childers McDowell, Rebecca Denney. Hired to be an instructional coach for next year is Whitney Crutcher. The Retirement Reception for Rebecca Denney, Kevin Clevenger, Marilyn Robertson and Victorian Mirimanian will be May 24 at 3:30 p.m. We have hired one aide, Tania Kernes and need to hire one more.
- Mrs. Nichols said that enrollment looks like it will be way down next year. We will be losing the big Fifth Grade class of 103. Many classes only have in the 60s and PreK only has around 23 students signed up for next year. At present it looks as though we will only have 2 PreK classes and 4 First Grade classes. Mrs. Nichols said that during her tenure as principal the class size has general run in the 80s and does not know why the total is down now.
- Mrs. Nichols said that the only STAAR results in are the 5th Grade results for Math – 81% and Reading 86%. This is only the first administration and results from the second testing (and Science) have not come in yet. Students in 5th grade have 3 opportunities to pass the STAAR (with tutoring after each failure) because they are required to pass the Reading and Math STAAR to advance to sixth grade. Mrs. Nichols expects the results of all grade levels testing to be in at the end of school.

- Coach Shackelford, assistant principal, reported that discipline at QES was way down this year. He also said that most referrals come from the younger grade levels. 24 students were responsible for 249 referrals which explains that a few students take up most of the time for administrators/teachers. Total disciplinary referrals for 2016-2017 were 290, considerably lower than last year's 461 referrals. There were 202 bus referrals. He also has discipline referrals by ethnicity, gender and class teacher.
- In other discussion, the group changed 3 parts of the handbook dress and grooming guide. They voted to not worry about the length of boys' hair. Hair that causes any classroom disruption will still be considered a problem and dealt with. Hair color will still be against the rule. The group changed the 3 inches above the knee rule for girls to tops must be at least fingertip length with leggings, dress, skirt or shorts. Removed from the dress code was the hems cannot be split. The group voted unanimously for these changes.
- Mrs. Sally Attaway asked about any future technology purchases because she was concerned about the age of all computers at the elementary campus. Mrs. Nichols said she had just met with Mrs. Turner, superintendent and Mr. Turner, technology. They had prioritized changing out the Primary Lab and getting equipment/projectors to hook up 10 Apple TVs before next year if at all possible when the budget closes. Mrs. Nichols assured the group that their long range plan was to continue to upgrade technology in stages at the elementary.
- Mrs. Attaway asked if the school was practicing drills for safety including fire drill, lock down, and shelter in place. Mrs. Nichols said that not only were they practicing drills, they had had a full day of orientation at the beginning of school that included all three of those (with You Tube videos) and a bus safety training. Mrs. Nichols also said that a Safety Audit had been conducted on the campus and we are awaiting results with information on how to improve safety.
- In final business, Mrs. Squire said she was concerned that the numbers on the small playground were not visible in case of fire drills. She also stated there was a dead tree out there that needed to be removed. Mrs. Nichols asked Mr. Shackelford to check into that.
- The meeting adjourned.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

Student strengths include:
strong reading program
strong teachers
majority of supportive parents

Student Achievement Weaknesses

economically disadvantaged students
mobility of students
not enough students making a year's growth

School Culture and Climate

School Culture and Climate Strengths

Students when surveyed like the school and feel safe. They feel teachers support them.

School Culture and Climate Weaknesses

Need a committee of students to meet to discuss changes in school. Principal met with 6 students in the fall semester to discuss ways to improve school.

Comprehensive Needs Assessment

School Culture and Climate Summary

T

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Strong teachers apply for positions at Quitman Elementary School.
Highly qualified staff.
Do not generally lose staff unless they retire or move to another city.
New staff is supported by the principal, team/grade members.
Professional development is determined by principal and staff members, based on data.

Staff Quality, Recruitment and Retention Weaknesses

Currently we have many beginning teachers and need to continue with staff development and support to enrich their toolkit.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Strong staff members dedicated to helping students and putting in long hours.
Staff becoming increasingly aware of how to use DATA to improve instruction.
Staff development on Student Engagement. Increasing accountability for engagement and relevant teaching.

Curriculum, Instruction and Assessment Weaknesses

Comprehensive Needs Assessment

New teachers just need more time and staff development

Family and Community Involvement

Family and Community Involvement Strengths

Strong community support of the school with volunteer programs in:

- 5th drug prevention program
- mentor of male students
- volunteer First Grade Reading program
- Volunteers who cut, laminate, etc.
- QHS students from Ready, Set, Teach
- Guest speakers
- Quitman Volunteer Fire Department
- Volunteer LPAC committee member
- Parent Coffee with Principal
- Student Input Committee
- Classroom volunteers
- Homeroom mothers
- PTO volunteers

Family and Community Involvement Needs

Continue to solicit input and assistance from community and welcome whatever is offered.

Quitman Elementary School
2017-2018
Parental and Family Engagement
Plan

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118 of the Elementary and Secondary Education Act (ESEA) (parent and family engagement plan).

GENERAL EXPECTATIONS

The **Quitman Elementary School** agrees to implement the following statutory requirements:

- Consistent with section 1118, the school will work to ensure that the required school level parental involvement policies meet the requirements of section 1118 of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- Schools will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.
- In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.
- If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the local educational agency (school district).
- The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.
- The school will provide other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) that parents play an integral role in assisting their child's learning;*
- (B) that parents are encouraged to be actively involved in their child's education at school;*
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*

The School Parental Involvement Policy must include a description of how the district will implement or accomplish each of the following components. [Section 1118, ESEA.] There is no required format for these descriptions. However, regardless of the format the district chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.

1. The **Quitman Elementary School** will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1118 of the ESEA:
 - Post the plan on the website and solicit input from local stakeholders.
 - Coffee with the principal to go over school objectives and seek input from parents.
2. The **Quitman Elementary School** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Involve parents in the Campus Excellence Committee.
 - Gather data from a survey to parents.
 - Ensure that members of the CEC approve the plan.
3. The **Quitman Elementary School** will hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a time convenient for parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs to this meeting, and will encourage them to attend, by:
 - Posting on the website and campus Facebook account

4. The **Quitman Elementary School** will provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet by:
 - Student handbook
 - Grade level parent letters
 - SSI annual information brochure/letter.
 - Website
5. The **Quitman Elementary School** will at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible by:
 - Phone call and/or letter
6. The **Quitman Elementary School** will provide each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading by:
 - Mailing the STAAR report to parents.
7. The **Quitman Elementary School** will take the following actions to provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) by:
 - Send home a written letter of explanation from the principal to all the affected students.
8. The **Quitman Elementary School** will provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described in this paragraph --
 - the state's academic content standards,
 - the state's student academic achievement standards,
 - the state and local academic assessments including alternate assessments,
 - the requirements of Part A,
 - how to monitor their child's progress, and
 - how to work with educators:
 - Information on the website.
 - Parent meetings.
 - State assessment brochures sent home.
 - Postings on campus Facebook for parents to contact the school if they need any help understanding.

9. The **Quitman Elementary School** will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by:
 - Webinars
 - Parent meetings
 - Family nights

10. The **Quitman Elementary School** will, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - Staff development
 - Inserts in the weekly staff newsletter.
 - One-on-one training when hired.

11. The **Quitman Elementary School** will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
 - Annually contact local day care facilities to meet about incoming students and their needs.
 - Work closely with Public Library on Reading Programs for the community.

12. The **Quitman Elementary School** will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - Translate notes into Spanish
 - Handbook states persons needing further help in Spanish can contact Quitman Elementary to receive assistance.

ADOPTION

This Quitman Elementary School Parent and Family Engagement Plan has been developed jointly with, and agreed on with, parents and family members of children participating in Title I, Part A programs, as evidenced by the Campus Excellence Committee (CEC) agenda and the CEC sign in sheets.

This plan was adopted by the Quitman Elementary School on dd/mm/2017 and will be in effect for the 2017-2018 school year. The school will distribute this plan to all parents of participating Title I, Part A children via the campus website and Facebook page on or before November 30, 2017.

Signature of Authorized Official

Date

Comprehensive Needs Assessment

School Context and Organization

School Context and Organization Strengths

Strong support from our administration.
Additional tutorial time set up each day for struggling subject areas.
Teachers select assessments, design schedule, direct student interventions, and calendar.
Teachers are entirely in charge of assessments and benchmarks.
School has surveys, solicits student input, parent input (Coffee with Principal) and membership on campus committee.

School Context and Organization Weaknesses

State changes assessments, regulations and testing dates.
More time is needed and many students who are weak in one subject are weak in all subjects and it is difficult to tutor in every area.

Technology

Technology Weaknesses

too few computers
too many computers breaking down
not enough professional development on technology
teachers not utilizing technology
some staff using computers like worksheets

Technology Needs

newer computers

Comprehensive Needs Assessment

Technology Needs (Continued)

more professional development
accountability for teachers using technology

Comprehensive Needs Assessment Data Sources

Benchmark Data
Disaggregated STAAR Data
Discipline Referrals
Highly Qualified Staff
Mobility Rates
Parent Participation
Parental Involvement Policy
PEIMS Reports
Promotion/Retention Rates
Staff Development
Staff/Parents/Community/ Business members involved w/SBDM
TAPR
Teacher Turnover Rates

2016-17 Texas Academic Performance Report

District Name: **QUITMAN ISD**

Campus Name: **QUITMAN EL**

Campus Number: **250904101**

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District Name: QUITMAN ISD
 Campus Name: QUITMAN EL
 Campus Number: 250904101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 523
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above Grade 3														
Reading	2017	73%	95%	95%	*	100%	96%	-	-	-	*	83%	100%	*
	2016	73%	89%	89%	*	100%	90%	-	-	-	*	71%	87%	100%
Mathematics	2017	78%	98%	98%	*	100%	98%	-	-	-	*	83%	97%	*
	2016	75%	86%	86%	*	80%	88%	-	-	-	*	75%	81%	86%
STAAR Percent at Approaches Grade Level or Above Grade 4														
Reading	2017	70%	89%	89%	100%	92%	90%	-	-	-	*	85%	86%	100%
	2016	75%	91%	91%	*	78%	92%	-	-	-	100%	45%	90%	*
Mathematics	2017	76%	78%	78%	*	85%	78%	-	-	-	*	38%	71%	100%
	2016	73%	76%	76%	*	67%	79%	-	-	-	71%	*	71%	*
Writing	2017	65%	73%	73%	*	79%	74%	-	-	-	*	62%	72%	71%
	2016	69%	70%	70%	*	56%	74%	-	-	-	71%	*	61%	*
STAAR Percent at Approaches Grade Level or Above Grade 5 ***														
Reading	2017	82%	93%	93%	*	75%	97%	-	-	-	86%	64%	90%	*
	2016	81%	90%	90%	*	89%	90%	-	-	-	*	42%	86%	*
Mathematics	2017	87%	90%	90%	*	67%	95%	-	-	-	86%	*	88%	*
	2016	86%	95%	95%	*	95%	94%	-	-	-	*	67%	91%	*
Science	2017	74%	78%	78%	*	67%	82%	-	-	-	71%	*	76%	*
	2016	74%	81%	81%	*	74%	82%	-	-	-	*	50%	74%	*
STAAR Percent at Approaches Grade Level or Above All Grades														
All Subjects	2017	75%	79%	87%	73%	82%	89%	-	-	-	77%	57%	84%	74%
	2016	75%	79%	84%	71%	82%	86%	-	-	-	75%	48%	80%	71%
Reading	2017	72%	80%	92%	89%	89%	95%	-	-	-	76%	77%	91%	82%
	2016	73%	82%	90%	88%	91%	91%	-	-	-	75%	50%	88%	79%

District Name: QUITMAN ISD
 Campus Name: QUITMAN EL
 Campus Number: 250904101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 523
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
All Grades														
Mathematics	2017	79%	83%	88%	78%	83%	91%	-	-	-	82%	47%	84%	82%
	2016	76%	81%	85%	75%	84%	87%	-	-	-	75%	58%	82%	71%
Writing	2017	67%	70%	73%	*	79%	74%	-	-	-	*	62%	72%	71%
	2016	69%	73%	70%	*	56%	74%	-	-	-	71%	*	61%	*
Science	2017	79%	78%	78%	*	67%	82%	-	-	-	71%	*	76%	*
	2016	79%	80%	81%	*	74%	82%	-	-	-	*	50%	74%	*
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	45%	47%	*	53%	48%	-	-	-	29%	23%	45%	50%
	2016	45%	42%	37%	*	33%	40%	-	-	-	*	*	29%	*
Reading	2017	48%	50%	58%	*	64%	58%	-	-	-	53%	33%	56%	67%
	2016	46%	49%	52%	*	52%	53%	-	-	-	42%	*	43%	36%
Mathematics	2017	48%	42%	50%	*	58%	51%	-	-	-	29%	23%	47%	*
	2016	43%	36%	33%	*	29%	35%	-	-	-	*	*	26%	*
Writing	2017	38%	28%	29%	*	*	32%	-	-	-	*	*	26%	*
	2016	41%	40%	32%	*	*	36%	-	-	-	*	*	27%	*
Science	2017	52%	48%	49%	*	*	54%	-	-	-	71%	*	49%	*
	2016	47%	40%	34%	*	*	40%	-	-	-	*	*	22%	*
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	17%	26%	*	29%	28%	-	-	-	13%	8%	21%	19%
	2016	18%	14%	16%	*	14%	18%	-	-	-	*	8%	13%	*
Reading	2017	19%	19%	35%	*	40%	36%	-	-	-	29%	*	29%	*
	2016	17%	16%	26%	*	26%	28%	-	-	-	*	*	22%	*
Mathematics	2017	23%	15%	24%	*	31%	25%	-	-	-	*	*	20%	*
	2016	19%	13%	11%	*	*	13%	-	-	-	*	*	9%	*

District Name: QUITMAN ISD
 Campus Name: QUITMAN EL
 Campus Number: 250904101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 523
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Masters Grade Level														
All Grades														
Writing	2017	12%	8%	8%	*	*	10%	-	-	-	*	*	*	*
	2016	15%	15%	11%	*	*	12%	-	-	-	*	*	*	*
Science	2017	19%	18%	21%	*	*	24%	-	-	-	*	*	18%	*
	2016	16%	11%	9%	*	*	11%	-	-	-	*	*	*	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	56%	67%	*	72%	69%	-	-	-	*	72%	65%	80%
	2016	62%	59%	62%	*	76%	61%	-	-	-	*	76%	66%	75%
Reading	2017	59%	53%	62%	*	67%	63%	-	-	-	*	86%	60%	70%
	2016	60%	58%	71%	*	81%	70%	-	-	-	*	81%	76%	83%
Mathematics	2017	64%	58%	72%	*	78%	74%	-	-	-	*	59%	71%	*
	2016	63%	60%	52%	*	*	51%	-	-	-	*	71%	56%	*
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	13%	24%	*	30%	24%	-	-	-	*	35%	23%	45%
	2016	17%	12%	18%	*	28%	17%	-	-	-	*	38%	22%	25%
Reading	2017	17%	14%	24%	*	30%	24%	-	-	-	*	33%	23%	50%
	2016	16%	14%	26%	*	41%	25%	-	-	-	*	38%	32%	42%
Mathematics	2017	20%	12%	24%	*	30%	24%	-	-	-	*	36%	23%	*
	2016	17%	10%	9%	*	*	9%	-	-	-	*	38%	12%	*
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	45%	47%	*	*	67%	-	-	-	*	50%	45%	*
	2016	35%	37%	51%	*	*	50%	-	-	-	-	35%	56%	*
Mathematics	2017	43%	51%	55%	*	*	60%	-	-	-	*	*	56%	*

District Name: QUITMAN ISD
 Campus Name: QUITMAN EL
 Campus Number: 250904101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 523
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	72%	85%	85%	*	58%	91%	-	-	-	71%	64%	84%	*
Students Requiring Accelerated Instruction														
	2017	28%	15%	15%	*	42%	9%	-	-	-	*	*	16%	*
STAAR Cumulative Met Standard														
	2017	81%	93%	93%	*	75%	97%	-	-	-	86%	64%	90%	*
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	81%	80%	80%	*	58%	85%	-	-	-	71%	*	78%	*
Students Requiring Accelerated Instruction														
	2017	19%	20%	20%	*	42%	15%	-	-	-	*	82%	22%	*
STAAR Cumulative Met Standard														
	2017	87%	90%	90%	*	67%	95%	-	-	-	86%	*	88%	*

District Name: QUITMAN ISD
 Campus Name: QUITMAN EL
 Campus Number: 250904101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
 Bilingual Education/English as a Second Language

Total Students: 523
 Grade Span: PK - 05
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	79%	87%	-	-	-	-	-	74%	-	74%	-	74%	74%
	2016	75%	79%	84%	-	-	-	-	-	71%	-	71%	-	71%	71%
Reading	2017	72%	80%	92%	-	-	-	-	-	82%	-	82%	-	82%	82%
	2016	73%	82%	90%	-	-	-	-	-	79%	-	79%	-	79%	79%
Mathematics	2017	79%	83%	88%	-	-	-	-	-	82%	-	82%	-	82%	82%
	2016	76%	81%	85%	-	-	-	-	-	71%	-	71%	-	71%	71%
Writing	2017	67%	70%	73%	-	-	-	-	-	71%	-	71%	-	71%	71%
	2016	69%	73%	70%	-	-	-	-	-	*	-	*	-	*	*
Science	2017	79%	78%	78%	-	-	-	-	-	*	-	*	-	*	*
	2016	79%	80%	81%	-	-	-	-	-	*	-	*	-	*	*
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	45%	47%	-	-	-	-	-	50%	-	50%	-	50%	50%
	2016	45%	42%	37%	-	-	-	-	-	*	-	*	-	*	*
Reading	2017	48%	50%	58%	-	-	-	-	-	67%	-	67%	-	67%	67%
	2016	46%	49%	52%	-	-	-	-	-	36%	-	36%	-	36%	36%
Mathematics	2017	48%	42%	50%	-	-	-	-	-	*	-	*	-	*	*
	2016	43%	36%	33%	-	-	-	-	-	*	-	*	-	*	*
Writing	2017	38%	28%	29%	-	-	-	-	-	*	-	*	-	*	*
	2016	41%	40%	32%	-	-	-	-	-	*	-	*	-	*	*
Science	2017	52%	48%	49%	-	-	-	-	-	*	-	*	-	*	*
	2016	47%	40%	34%	-	-	-	-	-	*	-	*	-	*	*
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	17%	26%	-	-	-	-	-	19%	-	19%	-	19%	19%
	2016	18%	14%	16%	-	-	-	-	-	*	-	*	-	*	*

District Name: QUITMAN ISD
 Campus Name: QUITMAN EL
 Campus Number: 250904101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
 Bilingual Education/English as a Second Language

Total Students: 523
 Grade Span: PK - 05
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Reading	2017	19%	19%	35%	-	-	-	-	-	*	-	*	-	*	*
	2016	17%	16%	26%	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2017	23%	15%	24%	-	-	-	-	-	*	-	*	-	*	*
	2016	19%	13%	11%	-	-	-	-	-	*	-	*	-	*	*
Writing	2017	12%	8%	8%	-	-	-	-	-	*	-	*	-	*	*
	2016	15%	15%	11%	-	-	-	-	-	*	-	*	-	*	*
Science	2017	19%	18%	21%	-	-	-	-	-	*	-	*	-	*	*
	2016	16%	11%	9%	-	-	-	-	-	*	-	*	-	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	56%	67%	-	-	-	-	-	80%	-	80%	-	80%	80%
	2016	62%	59%	62%	-	-	-	-	-	*	-	*	-	*	*
Reading	2017	59%	53%	62%	-	-	-	-	-	70%	-	70%	-	70%	70%
	2016	60%	58%	71%	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2017	64%	58%	72%	-	-	-	-	-	*	-	*	-	*	*
	2016	63%	60%	52%	-	-	-	-	-	*	-	*	-	*	*
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	13%	24%	-	-	-	-	-	45%	-	45%	-	45%	45%
	2016	17%	12%	18%	-	-	-	-	-	*	-	*	-	*	*
Reading	2017	17%	14%	24%	-	-	-	-	-	50%	-	50%	-	50%	50%
	2016	16%	14%	26%	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2017	20%	12%	24%	-	-	-	-	-	*	-	*	-	*	*
	2016	17%	10%	9%	-	-	-	-	-	*	-	*	-	*	*
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	45%	47%	-	-	-	-	-	*	-	*	-	*	*
	2016	35%	37%	51%	-	-	-	-	-	*	-	*	-	*	*

District Name: QUITMAN ISD
 Campus Name: QUITMAN EL
 Campus Number: 250904101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
 Bilingual Education/English as a Second Language

Total Students: 523
 Grade Span: PK - 05
 (Current Year ELL Students)

	State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Mathematics	2017	43%	51%	55%	-	-	-	-	*	-	*	-	*	*

District Name: QUITMAN ISD
 Campus Name: QUITMAN EL
 Campus Number: 250904101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Participation

Total Students: 523
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	100%	99%	100%	99%	99%	-	-	-	100%	100%	100%	97%
Included in Accountability	94%	94%	93%	84%	95%	94%	-	-	-	90%	92%	90%	94%
Not Included in Accountability													
Mobile	4%	5%	6%	16%	3%	6%	-	-	-	10%	8%	10%	0%
Other Exclusions	1%	0%	0%	0%	1%	0%	-	-	-	0%	0%	0%	3%
Not Tested	1%	0%	1%	0%	1%	1%	-	-	-	0%	0%	0%	3%
Absent	1%	0%	1%	0%	1%	1%	-	-	-	0%	0%	0%	3%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	100%	99%	100%	97%	100%	-	*	-	100%	99%	99%	100%
Included in Accountability	94%	94%	93%	91%	91%	95%	-	*	-	71%	88%	90%	92%
Not Included in Accountability													
Mobile	4%	5%	7%	9%	6%	5%	-	*	-	29%	11%	9%	8%
Other Exclusions	1%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%
Not Tested	1%	0%	1%	0%	3%	0%	-	*	-	0%	1%	1%	0%
Absent	1%	0%	1%	0%	3%	0%	-	*	-	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%

District Name: QUITMAN ISD
 Campus Name: QUITMAN EL
 Campus Number: 250904101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

Total Students: 523
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	96.4%	96.7%	96.9%	97.1%	96.6%	-	-	-	95.4%	96.0%	96.4%	97.4%
2014-15	95.7%	96.4%	96.8%	97.8%	97.2%	96.7%	*	*	*	96.1%	96.1%	96.6%	97.5%

District Name: QUITMAN ISD
 Campus Name: QUITMAN EL
 Campus Number: 250904101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 523
 Grade Span: PK - 05
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	523	100.0%	1,112	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.0%	0.3%
Pre-Kindergarten	46	8.8%	4.1%	4.2%
Kindergarten	67	12.8%	6.0%	7.0%
Grade 1	86	16.4%	7.7%	7.4%
Grade 2	79	15.1%	7.1%	7.6%
Grade 3	67	12.8%	6.0%	7.7%
Grade 4	77	14.7%	6.9%	7.7%
Grade 5	101	19.3%	9.1%	7.5%
Grade 6	0	0.0%	9.0%	7.4%
Grade 7	0	0.0%	8.3%	7.4%
Grade 8	0	0.0%	7.1%	7.3%
Grade 9	0	0.0%	8.4%	8.1%
Grade 10	0	0.0%	6.9%	7.4%
Grade 11	0	0.0%	6.1%	6.8%
Grade 12	0	0.0%	7.2%	6.2%
Ethnic Distribution:				
African American	13	2.5%	2.3%	12.6%
Hispanic	88	16.8%	16.5%	52.4%
White	399	76.3%	76.3%	28.1%
American Indian	0	0.0%	0.7%	0.4%
Asian	1	0.2%	0.4%	4.2%
Pacific Islander	0	0.0%	0.3%	0.1%
Two or More Races	22	4.2%	3.5%	2.2%
Economically Disadvantaged	303	57.9%	55.3%	59.0%
Non-Educationally Disadvantaged	220	42.1%	44.7%	41.0%
English Language Learners (ELL)	42	8.0%	4.8%	18.9%
Students w/ Disciplinary Placements (2015-2016)	2	0.3%	1.2%	1.4%
At-Risk	198	37.9%	45.2%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	50			
By Type of Primary Disability				
Students with Intellectual Disabilities	17	34.0%	53.6%	44.5%
Students with Physical Disabilities	22	44.0%	20.5%	21.9%
Students with Autism	*	*	4.5%	12.5%
Students with Behavioral Disabilities	**	**	21.4%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.3%

District Name: QUITMAN ISD
 Campus Name: QUITMAN EL
 Campus Number: 250904101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 523
 Grade Span: PK - 05
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Mobility (2015-2016):				
Total Mobile Students	77	16.3%	14.8%	16.2%
By Ethnicity:				
African American	6	1.3%		
Hispanic	10	2.1%		
White	54	11.4%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	7	1.5%		

District Name: QUITMAN ISD
 Campus Name: QUITMAN EL
 Campus Number: 250904101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 523
 Grade Span: PK - 05
 School Type: Elementary

Student Information	----- Non-Special Education Rates -----			----- Special Education Rates -----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	2.5%	2.5%	1.8%	25.0%	25.0%	7.7%
Grade 1	7.1%	7.1%	3.8%	0.0%	0.0%	6.8%
Grade 2	7.0%	7.0%	2.4%	0.0%	0.0%	3.1%
Grade 3	4.5%	4.5%	1.6%	0.0%	0.0%	1.2%
Grade 4	2.2%	2.2%	0.8%	0.0%	0.0%	0.7%
Grade 5	0.0%	0.0%	0.4%	0.0%	0.0%	0.7%
Grade 6	-	0.0%	0.6%	-	0.0%	0.7%
Grade 7	-	0.0%	0.7%	-	6.7%	0.8%
Grade 8	-	0.0%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	16.5	16.5	18.8
Grade 1	17.0	17.0	18.8
Grade 2	19.1	19.1	18.9
Grade 3	16.2	16.2	19.0
Grade 4	18.8	18.8	19.0
Grade 5	24.8	24.8	20.9
Grade 6	-	17.3	20.4
Secondary:			
English/Language Arts	-	12.5	16.8
Foreign Languages	-	13.1	18.7
Mathematics	-	12.8	18.0
Science	-	14.4	19.0
Social Studies	-	13.3	19.4

District Name: QUITMAN ISD
 Campus Name: QUITMAN EL
 Campus Number: 250904101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 523
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	52.8	100.0%	100.0%	100.0%
Professional Staff:	41.0	77.6%	64.8%	64.0%
Teachers	36.0	68.1%	53.9%	50.0%
Professional Support	3.0	5.7%	5.5%	10.0%
Campus Administration (School Leadership)	2.0	3.8%	3.6%	2.9%
Educational Aides:	11.8	22.4%	9.7%	9.6%
Total Minority Staff:	2.0	3.8%	4.4%	49.1%
Teachers by Ethnicity and Sex:				
African American	1.0	2.8%	2.3%	10.2%
Hispanic	1.0	2.8%	1.1%	26.6%
White	34.0	94.4%	96.6%	59.8%
American Indian	0.0	0.0%	0.0%	0.4%
Asian	0.0	0.0%	0.0%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	1.0	2.8%	27.3%	23.7%
Females	35.0	97.2%	72.7%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.1%	1.2%
Bachelors	30.0	83.3%	83.0%	74.5%
Masters	6.0	16.7%	15.9%	23.6%
Doctorate	0.0	0.0%	0.0%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	1.1%	7.8%
1-5 Years Experience	11.0	30.5%	27.3%	28.0%
6-10 Years Experience	10.0	27.8%	21.6%	20.9%
11-20 Years Experience	7.0	19.5%	23.2%	27.8%
Over 20 Years Experience	8.0	22.2%	26.9%	15.5%
Number of Students per Teacher	14.5	n/a	12.6	15.1

District Name: QUITMAN ISD
 Campus Name: QUITMAN EL
 Campus Number: 250904101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 523
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	27.0	21.3	19.5
Average Years Experience of Principals with District	26.0	16.3	12.2
Average Years Experience of Assistant Principals	29.0	21.7	15.7
Average Years Experience of Assistant Principals with District	29.0	17.9	10.1
Average Years Experience of Teachers:	11.2	12.8	10.9
Average Years Experience of Teachers with District:	7.1	6.1	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$34,999	\$46,199
1-5 Years Experience	\$35,477	\$36,271	\$48,779
6-10 Years Experience	\$39,797	\$40,220	\$51,184
11-20 Years Experience	\$46,398	\$48,453	\$54,396
Over 20 Years Experience	\$52,150	\$53,140	\$60,913
Average Actual Salaries (regular duties only):			
Teachers	\$42,512	\$44,466	\$52,525
Professional Support	\$49,956	\$51,870	\$61,728
Campus Administration (School Leadership)	\$71,740	\$72,709	\$76,471
Instructional Staff Percent:	n/a	63.0%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

District Name: QUITMAN ISD
 Campus Name: QUITMAN EL
 Campus Number: 250904101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 523
 Grade Span: PK - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	41	7.8%	4.6%	18.8%
Career & Technical Education	0	0.0%	31.9%	25.0%
Gifted & Talented Education	15	2.9%	4.0%	7.8%
Special Education	50	9.6%	10.1%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	2.8%	1.7%	6.0%
Career & Technical Education	0.0	0.0%	10.3%	4.5%
Compensatory Education	7.0	19.5%	8.8%	2.8%
Gifted & Talented Education	0.0	0.0%	0.4%	1.9%
Regular Education	27.0	75.0%	69.7%	72.8%
Special Education	1.0	2.8%	6.8%	8.6%
Other	0.0	0.0%	2.3%	3.4%

Link to:
[PEIMS Financial Standard Reports/
 2015-2016 Financial Actual Report](#)

- 'A' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one group is masked, then the second smallest group is masked (regardless of size).
- '-' Indicates zero observations reported for this group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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17-18 BUDGETED AMOUNTS FOR PIC CODES/TITLE FUNDS - ELEMENTARY - CIP

PIC 21 G.T.	PAYROLL	CONTRACTED SERVICES	SUPPLIES	TRAVEL
	61XX	62XX	63XX	64XX
ELEM.	6,959.00	0.00	400.00	500.00
	1- ELEM - PARTIAL -TEACHER/LIBRARIAN - .25 FTE			
PIC 22 CTE	61XX	62XX	63XX	64XX
ELEM.	0.00	0.00	0.00	0.00
PIC 23 SPECIAL ED	61XX	62XX	63XX	64XX
ELEM.	126,346.00	500.00	1,900.00	100.00
	1 - ELEM - TEACHER - 1 FTE			
	4.5 - ELEM - PARAS - 4.5 FTE'S			
PIC 24, 34 COMP ED	61XX	62XX	63XX	64XX
ELEM				
COMP ED(PIC 24)	223,385.00	2,943.00	12,557.00	200.00
	3.5 - ELEM - PARAS - 3.5 FTE'S			
	2 - ELEM - TEACHERS - 2 FTE'S			
PRE-K(PIC 34)	193,242.00	0.00	1,500.00	400.00
	3 - ELEM - TEACHERS - 3 FTE'S			
	2 - ELEM - PARAS - 2 FTE'S			
PIC 25 BILINGUAL	61XX	62XX	63XX	64XX
ELEM.	17,393.00	0.00	1,000.00	200.00
	1 - ELEM PARTIAL - .28 FTE			
TITLE I, PART A	61xx	62xx	63xx	64xx

17-18 BUDGETED AMOUNTS FOR PIC CODES/TITLE FUNDS - ELEMENTARY - CIP

FUND 211							
DISTRICT	100,822.34		16,297.23		0.00		0.00
	2 - ELEM - TEACHERS - 2 FTE'S						
	1 - ELEM - TEACHER - PARTIAL - .12 FTE						
TITLE II, PART A	61xx		62xx		63xx		64xx
FUND 255							
ELEM	31,687.00		0.00		0.00		0.00
	1 - ELEM - PARTIAL - .60 FTE						
TITLE IV, PART A	61xx		62xx		63xx		64xx
FUND 289							
ELEM	10,000.00		0.00		0.00		0.00
	1 - ELEM - PARTIAL - .20 FTE						
FUND 410 - IMA							
ELEM	0.00		2,870.00		22,658.37		0.00
	NO PR						
12/26/2017							

Quitman Elementary School
2017-2018
Parental and Family Engagement
Plan

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118 of the Elementary and Secondary Education Act (ESEA) (parent and family engagement plan).

GENERAL EXPECTATIONS

The **Quitman Elementary School** agrees to implement the following statutory requirements:

- Consistent with section 1118, the school will work to ensure that the required school level parental involvement policies meet the requirements of section 1118 of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- Schools will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.
- In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.
- If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the local educational agency (school district).
- The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.
- The school will provide other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) that parents play an integral role in assisting their child's learning;*
- (B) that parents are encouraged to be actively involved in their child's education at school;*
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*

The School Parental Involvement Policy must include a description of how the district will implement or accomplish each of the following components. [Section 1118, ESEA.] There is no required format for these descriptions. However, regardless of the format the district chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.

1. The **Quitman Elementary School** will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1118 of the ESEA:
 - Post the plan on the website and solicit input from local stakeholders.
 - Coffee with the principal to go over school objectives and seek input from parents.
2. The **Quitman Elementary School** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Involve parents in the Campus Excellence Committee.
 - Gather data from a survey to parents.
 - Ensure that members of the CEC approve the plan.
3. The **Quitman Elementary School** will hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a time convenient for parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs to this meeting, and will encourage them to attend, by:
 - Posting on the website and campus Facebook account

4. The **Quitman Elementary School** will provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet by:
 - Student handbook
 - Grade level parent letters
 - SSI annual information brochure/letter.
 - Website
5. The **Quitman Elementary School** will at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible by:
 - Phone call and/or letter
6. The **Quitman Elementary School** will provide each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading by:
 - Mailing the STAAR report to parents.
7. The **Quitman Elementary School** will take the following actions to provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) by:
 - Send home a written letter of explanation from the principal to all the affected students.
8. The **Quitman Elementary School** will provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described in this paragraph --
 - the state's academic content standards,
 - the state's student academic achievement standards,
 - the state and local academic assessments including alternate assessments,
 - the requirements of Part A,
 - how to monitor their child's progress, and
 - how to work with educators:
 - Information on the website.
 - Parent meetings.
 - State assessment brochures sent home.
 - Postings on campus Facebook for parents to contact the school if they need any help understanding.

9. The **Quitman Elementary School** will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by:
 - Webinars
 - Parent meetings
 - Family nights

10. The **Quitman Elementary School** will, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - Staff development
 - Inserts in the weekly staff newsletter.
 - One-on-one training when hired.

11. The **Quitman Elementary School** will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
 - Annually contact local day care facilities to meet about incoming students and their needs.
 - Work closely with Public Library on Reading Programs for the community.

12. The **Quitman Elementary School** will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - Translate notes into Spanish
 - Handbook states persons needing further help in Spanish can contact Quitman Elementary to receive assistance.

ADOPTION

This Quitman Elementary School Parent and Family Engagement Plan has been developed jointly with, and agreed on with, parents and family members of children participating in Title I, Part A programs, as evidenced by the Campus Excellence Committee (CEC) agenda and the CEC sign in sheets.

This plan was adopted by the Quitman Elementary School on dd/mm/2017 and will be in effect for the 2017-2018 school year. The school will distribute this plan to all parents of participating Title I, Part A children via the campus website and Facebook page on or before November 30, 2017.

Signature of Authorized Official

Date

PreKindergarten Family Engagement Plan

- (1) Host a meet the teacher night prior to the beginning of school for parents, teachers and students to meet and greet.
- (2) Host a Family Learning Night training for PreK families. A translator will be available. The night will focus on ways the parents can help support student throughout their academic career.
- (3) Family Directory - Print a Family Directory for parents to share information and assist with activity planning.
- (4) Compile a Community Resource brochure that has information on affordable recreation, local library, legal aide, aide for domestic violence, social services, where to compete GED, mental and physical health services, etc.
- (5) Families will be invited to 3 class parties a year.
- (6) Short and long-term goals will be sent home to families with reports of progress.
- (7) Provide a translator for activities and events.
- (8) Provide guest speakers from the community.
- (9) Include the PreK Family Engagement plan in the QES Campus Plan.
- (10) Compile information from a family survey soliciting family input into planning of the PreK program.
- (11) Take students on Field Trips.
- (12) Send home a teacher questionnaire to parents to have more information about the students.