

QUITMAN COUNTY HIGH SCHOOL IMPROVEMENT PLAN FOR FY20

- SYSTEMS OF IMPROVEMENT:
 COHERENT INSTRUCTIONAL SYSTEM
 EFFECTIVE LEADERSHIP
 FAMILY & COMMUNITY ENGAGEMENT
 PROFESSIONAL CAPACITY
 SUPPORTIVE LEARNING ENVIRONMENT

REVISION DATE: July 4, 2019

Signature & Date Jon Esk Jones 7-1-19
Signature & Date Shirley Johnson 7/6/2019

The Schoolwide Plan is based on a comprehensive needs assessment (CNA) of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

GOAL #1	ACTION PLAN	WHO IS RESPONSIBLE	METHOD OF MONITORING	FUNDS TO BE USED	TIMELINE
To increase students achieving PROFICIENT on ELA GMAS by 3% for grades 9-12 by the end of FY20	Conduct benchmark testing for students in grades 9 through 12	Teachers, Paraprofessionals, Academic Coaches, Principal, Technology Director	Benchmark Data Reports, GMAS Scores	Federal Programs Funds, Technology Funds, State and Local Funds	August 2019 through May 2020
	Provide evidence-based professional learning to instructional staff and school leaders	Academic Coaches, Principal, Federal Programs Coordinators, Superintendent	Agendas, Sign-in sheets, PL packets		
	Provide parent and family workshops on Literacy and Reading	Parent & Family Engagement Specialist, Principal, Teachers	Agendas, Sign-in Sheets		

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	Provide parent and family workshops on GMAS	Parent & Family Engagement Specialist, Principal, Teachers	Agendas, Sign-in Sheets	
	Academic coaches will model effective lessons to the teachers	Academic Coaches, Principal, Teachers	Lesson plans	
	Provide after-school and or Saturday School Intervention workshops/blitz and or classes for students	Teachers, Paraprofessionals, Academic Coaches, Federal Programs Coordinators	Agendas, Sign-in sheets, Instructional Plan, Monitoring Document	
	Literacy (and math) Night for parents	Parent & Family Engagement Specialist, Principal, Teachers	Agendas, sign in sheets, Flyers	

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GOAL #2	ACTION PLAN	WHO IS RESPONSIBLE	METHOD OF MONITORING	FUNDS TO BE USED	TIMELINE
To increase students achieving PROFICIENT on MATH GMAS by 3% for grades 9-12 by the end of FY20	Conduct benchmark testing for students in grades 9 through 12	Teachers, Paraprofessionals, Academic Coaches, Principal, Technology Director	Benchmark Data Reports, GMAS Scores		
	Provide evidence-based professional learning to instructional staff and school leaders	Academic Coaches, Principal, Federal Programs Coordinators, Superintendent	Agendas, Sign-in sheets, PL packets		
	Provide parent and family workshops on Math	Parent & Family Engagement Specialist, Principal, Teachers	Agendas, Sign-in Sheets	Federal Programs Funds, Technology Funds, State and Local Funds	August 2019 through May 2020
	Provide parent and family workshops on GMAS	Parent & Family Engagement Specialist, Principal, Teachers	Agendas, Sign-in Sheets		
	Academic coaches will model effective lessons to the teachers	Academic Coaches, Principal, Teachers	Lesson plans		
	Provide after-school and or Saturday School Intervention workshops/blitz and or classes for students	Teachers, Paraprofessionals, Academic Coaches, Federal Programs Coordinators	Agendas, Sign-in sheets, Instructional Plan, Monitoring Document		
	Math Night for parents	Teachers, Academic coaches, Principal, All faculty and staff	Agendas, Sign-in sheets, Flyers		

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GOAL #3	ACTION PLAN	WHO IS RESPONSIBLE	METHOD OF MONITORING	FUNDS TO BE USED	TIMELINE
<p>To increase schools' star climate rating by 1 star by the end of FY20</p>	<p>Provide for family and community input and involvement through parent workshops, input meetings, school council meetings</p>	<p>Teachers, Paraprofessionals, Academic Coaches, Principal, Parent & Family Engagement Specialist, Technology Director</p>	<p>Benchmark Data Reports, GMAS Scores</p>	<p>Federal Programs Funds, Technology Funds, State and Local Funds</p>	<p>August 2019 through May 2020</p>
	<p>Provide evidence-based professional learning to instructional and school leaders regarding student Social, Emotional, and Behavior support</p>	<p>Academic Coaches, Principal, Federal Programs Coordinators, Superintendent</p>	<p>Agendas, Sign-in sheets, PL packets</p>		
	<p>Provide parent and family workshops regarding PBIS</p>	<p>Parent & Family Engagement Specialist, Principal, Teachers</p>	<p>Agendas, Sign-in Sheets</p>		
	<p>Signing Bonuses/Retention Bonuses for effective teachers</p>	<p>Academic Coaches, Principal, Teachers</p>	<p>Lesson plans</p>		
	<p>Evidence-based Professional Learning to instructional staff and school leaders</p>	<p>Principal, Teachers, Paraprofessionals, Title I Coordinator</p>	<p>Schedule</p>		
	<p>PBIS software used throughout the year. Students will be given incentives for the number of points they earn.</p>	<p>PBIS Coordinator Teachers, Paraprofessionals, Academic Coaches, Principal, Parent &</p>	<p>PBIS Rewards Report, Agendas, Sign-in sheets, PL packets</p>		

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	Sting out Bullying Workshop with students during their lunches	Family Engagement Specialist, Technology Director	Guidance Counselor, Principal, Teachers, All school leaders, Students		

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QUESTIONS. PLEASE PROVIDE A NARRATIVE FOR EACH QUESTION BELOW.

1. Describe how strategies will provide opportunities for all children, including each of the subgroups of children to meet the challenging state academic standards.

Strategies will be selected and implemented based on the academic, social, and emotional needs of our students. Students will be provided access to the GSE curriculum along with the support for them to achieve these expectations at the rigor identified by the standards. We realize that needs vary from one subgroup of students to the next. The continual review of data will ensure that the strategies that are in place have a positive impact on each subgroup.

- Provides differentiation with all students will provide access to all students being able to access the curriculum.
- Teachers will need to provide modify and accommodate materials so that all students can learn.
- When teachers and paraprofessionals receive professional learning in critical need areas this will help enhance and continue to develop learning in the classroom as well as allow students to have access to the general curriculum.
- Teachers use data from assessments to, rethink, regroup and reshape their teaching.
- The after-school SOAR Program is geared to further facilitate what the learning that has already taken place during the school day and give students a more informal way to help reinforce standards with hand activity.

2. Describe how strategies will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Flexibility is required to ensure the effective implementation of the strategies. Flexible scheduling, professional learning and remediation are all necessary to strengthen the academic program. This flexibility will also allow us to provide a well-rounded education to every student that includes more arts education as well as opportunities to support the social and emotional needs of students.

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1. Methods Instructional Strategies
 - a. Academic Programs
 - i. Thinking Maps
 - ii. StemScopes (Science)
 - iii. Gallopade (SS)
 - iv. Benchmark Literacy
 - v. Accelerated Reading
 - vi. LLI
 - vii. Study Island
 - viii. Brain Pop
 - ix. USA Test Prep
 - x. Eureka Math
 - b. Increase Amount of Learning Time
 - i. Differentiated Instruction
 - ii. Online Resources
 - iii. Edu Cam
 - iv. Microphones
 - v. Professional Learning
 - c. Enrichment and Accelerated Curriculum
 - i. SOAR
 - ii. Fine Arts (Band, Dance, Art, Chorus, and Drama)
 - iii. Tools for Success Class
 - iv. Reading and Writing Course For High School
 - v. LLI, Gifted and Advanced Students
 - vi. Volleyball, Baseball, Softball, Basketball, Cheerleading, Track & Field
 - vii. CTAE
 - viii. Project Lead The Way

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ix. PBIS

3. How will SIP strategies address the needs of all children in the school, particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include—counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject area; preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and tech education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school; implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.); professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessment, and to recruit effective teachers, particularly in high needs subjects; strategies for assisting preschool children in the transition from early childhood education.
 - SIP strategies will address the needs of all children by meeting the individual needs of each student through differentiation and keeping students engaged by implementing technology. Also, the PBIS program will be implemented as an incentive to help maintain good behavior and keep our students focused. By teachers going to professional development, they will learn how to improve instruction by being exposed to different strategies to use. Also, teachers will use data to drive instruction.
4. Define how the school’s interventions are evidence-based; or other effective strategies to improve student achievement. Sec. 1111(d)(B)
 - Quitman County carefully selects interventions and strategies to improve student achievement. A basic requirement for these strategy and interventions is that there exist research studies that prove that the use of such strategy or intervention has led to increased student achievement.
Our current interventions and strategies have research data that provides evidence of their effectiveness. They are also highly recommended by the GaDOE and national professional organizations.

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All students are given the STAR test as a universal screener. This test determines student competency in Math and Reading and is used to identify deficit areas that need targeted assistance. In addition, USA Test Prep is used to determine standards in which there is a deficit. Benchmark Assessment is also used to place students in the appropriate level text in grades K-8. Strategies to improve student achievement

Elementary/Middle

Reading intervention: Struggling readers are served in small groups using *Leveled Literacy Intervention*.

Power 40 (MS) - Time is scheduled for students can use to get targeted assistance in content courses.

Math intervention. Students in K-8 use the online program, *Dream Box*. It can be individualized for specific student needs.

Study Island- Teachers can assign activities based on pretest information for classroom performance

High School-

Teachers are doing in class and after school intervention to provide additional assistance as well as using.

School Wide initiatives

Thinking Maps

Differentiated Instruction Strategies

5. Describe how the school will use and implement effective parent and family engagement strategies under Section 1116, Sec. 1112(b)(7), and Sec. 1112(e)(3)(C) for parents of English Learners.

While we do not have any parent of English learners, we do implement effective parent and family engagement strategies. We have a parent coordinator, a Parenting Center, parent nights, parent newsletters with homework resources and tips to help at home, Parent(s) of the Month, open house, a chance for parent representatives to serve on our Leadership Team, and Board Advisory Panel, student performances, showcases, and activities after school so parents can attend, and frequent parent communication (emails, phone calls, teacher newsletters, and conferences). Information is also available via our webpage, Facebook, and Twitter.

6. Describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable—through coordination with institutions of higher education, employers, and other local partners; and through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skill. Sec. 1112(b)(10).

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Quitman County will continue to offer a bridge program for middle school students. Eighth grade students will be provided with the high school experience throughout the year by participating in a series of activities. High school students are advised, on multiple occasions, throughout the year about dual enrollment opportunities that are available. Several students take advantage of these opportunities. We also conduct college visits throughout the year for all high school students. Career counseling is ongoing and provided both in a cohort structure and to individual students .

7. Describe your strategies for assisting preschool children in the transition from early childhood education?
1. Providing a Virtual Orientation *Half Day*
 2. Hosting a Pre-K Signing Day (should be festive & fun)
 3. Provide Parents with resources (strategies) to use at home that as a way to enhance the children's development while supporting and empowering the family in the process.