



# District Improvement Plan 2019 - 2020



## Quitman County

## DISTRICT IMPROVEMENT PLAN

## 1 General Improvement Plan Information

## General Improvement Plan Information

District	Quitman County
Team Lead	Shirley Fair Johnson

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input type="checkbox"/>	Free/Reduced meal application
<input checked="" type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input checked="" type="checkbox"/>	Other (if selected, please describe below)

## 2. DISTRICT IMPROVEMENT GOALS

## 2.1 Overarching Need # 1

## Overarching Need

Overarching Need as identified in CNA Section 3.2	To increase state mandated GA Milestones scores by 3% in ELA by the end of FY20.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Developmental & Academic delays. Students are entering the next grade socially, emotionally, and academically delayed. This delay continues through several grades. Students don't have the developmental skills and academic skills to succeed at a particular grade level. There is a gap between their incoming academic skills and what is needed for students to be successful & learn new standards.
Root Cause # 2	Parental Involvement. Students are not reading enough and need vocabulary development. Students are entering the next grade without the foundational/prior-year skills. Parent Literacy training, math concepts training, Georgia Milestones training, and other academic training will be conducted at the school.
Goal	To increase state mandated GA Milestones scores by 3% in ELA by the end of FY20.

## Equity Gap

Equity Gap	Lexile identify subgroups, grade level span and content area(s)
Content Area(s)	ELA
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12 NA
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

## Action Step # 1

Action Step	Plan for additional quality instructional PL for staff--Study groups, vertical planning, model lessons, department meetings, and teacher observations. As a result of targeted PL, teachers will deliver quality instruction and use targeted grouping for Benchmark Literacy and LLI (Leveled Literacy Intervention). Develop curriculum notebooks. The District will apply for the State PreK Summer School Grant.
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title V, Part B IDEA Perkins
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Sign-in sheets for PL; schedule for LLI groups--monitoring benchmarks
Method for Monitoring Effectiveness	Teacher observations; Sign-in sheets for PL; schedule for LLI groups-analysis of benchmarks/LLI
Position/Role Responsible	School Leaders: Principal, academic coaches and teachers, federal programs coordinators, Superintendent
Evidence Based Indicator	Strong
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or school counselor contacts Family Connection Service and monitors the end result of the need/s of the family. The district has developed several collaboratives--Shepards, Parent & Community, Advisory Council
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## Action Step # 2

Action Step	Monitor progress and monitor instruction via TKES, observations, and walkthroughs.
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title V, Part B IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Monitoring benchmark data; observation data (TKES & walkthrough)
Method for Monitoring Effectiveness	Monitoring benchmark data; Analyzing observation data (TKES & walkthrough)
Position/Role Responsible	Principal, academic coaches, federal programs coordinators, Superintendent
Evidence Based Indicator	Strong
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or guidance counselor contacts Family Connection Service and monitors the end result of the need/s of the family. The district has developed several collaboratives--Shepards, Parent & Community, Advisory Council
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## Action Step # 3

## Action Step # 3

Action Step	Continue to implement RTI/MTSS protocols and follow them with fidelity.
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title V, Part B IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	RTI/MTSS data, sign-in sheets, agenda
Method for Monitoring Effectiveness	analysis of RTI/MTSS data, sign-in sheets, agenda
Position/Role Responsible	Special education director, principal, school leaders
Evidence Based Indicator	Strong
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or guidance counselor contacts Family Connection Service and monitors the end result of the need/s of the family. The district has developed several collaboratives--Shepards, Parent & Community, Advisory Council
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## Action Step # 4

## Action Step # 4

Action Step	Students will use Intervention software programs & instructional material during school, after school, and at home to reinforce ELA standards.
Funding Sources	Title I, Part A Title I, Part A SIG Title IV, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement
Method for Monitoring Implementation	Student Usage reports
Method for Monitoring Effectiveness	Student usage reports
Position/Role Responsible	Academic coaches, teachers, principal
Evidence Based Indicator	Moderate
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or guidance counselor contacts Family Connection Service and monitors the end result of the need/s of the family. The district has developed several collaboratives--Shepards, Parent & Community, Advisory Council
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## Action Step # 5

Action Step	The District will apply for and implement the PreK Summer School Transition Grant.
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities



## Action Step # 5

Systems	Coherent Instruction
Method for Monitoring Implementation	Students will be evaluated throughout the summer school program
Method for Monitoring Effectiveness	Student evaluations, Teacher timesheets
Position/Role Responsible	PreK Coordinator, Principal, Superintendent
Evidence Based Indicator	Strong
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	<p>Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or guidance counselor contacts Family Connection Service and monitors the end result of the need/s of the family.</p> <p>The district has developed several collaboratives--Shepards, Parent &amp; Community, Advisory Council</p>
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## 2. DISTRICT IMPROVEMENT GOALS

## 2.2 Overarching Need # 2

## Overarching Need

Overarching Need as identified in CNA Section 3.2	To increase each school's star climate rating by 1 star (3 to 4) by the end of FY20.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	PBIS. The state model of PBIS will be implemented. Behavior will be closely monitored. Teacher PL and support regarding classroom management, rituals, and routines will be provided. The district will continue to implement State-model PBIS.
Goal	To increase the Star Climate rating of each school by 1 star by end of FY20.

## Equity Gap

Equity Gap	CCRPI Star climate rating
Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12 NA
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-9 Evaluate and monitor the working environment in support of a positive school climate

## Action Step # 1

Action Step	Conduct school safety training for teachers & staff.
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title V, Part B Perkins
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Walkthroughs, Discipline data, Teacher referrals, State climate rating
Method for Monitoring Effectiveness	Analysis of Walkthroughs, Discipline data, Teacher referrals, State climate rating
Position/Role Responsible	Principal, School leaders, teachers, academic coaches, support staff
Evidence Based Indicator	Strong
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or guidance counselor contacts Family Connection Service and monitors the end result of the need/s of the family. The district has developed several collaboratives--Shepards, Parent & Community, Advisory Council
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## Action Step # 2

Action Step	Provide social, emotional, and behavior professional learning and other support to teachers and staff. This training will allow staff to be able to identify and support students and each other. Teacher observations will also be conducted.
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title V, Part B

## Action Step # 2

Funding Sources	Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation	Agenda & sign-in sheets, professional learning packets
Method for Monitoring Effectiveness	Teacher observations, Analysis professional learning packets
Position/Role Responsible	Principal, Title II-A Coordinator, Professional learning coordinator
Evidence Based Indicator	Strong
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or guidance counselor contacts Family Connection Service and monitors the end result of the need/s of the family. The district has developed several collaboratives--Shepards, Parent & Community, Advisory Council
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## Action Step # 3

Action Step	Continue with State PBIS model and PBIS support & interventions
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title V, Part B Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

## Action Step # 3

Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Sign in sheets & agendas for job-embedded PL; Professional learning packets
Method for Monitoring Effectiveness	Analysis of Professional learning packets (re-delivery)
Position/Role Responsible	Principal, PBIS Coordinator, Assistant Principal, Teachers
Evidence Based Indicator	Strong
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or guidance counselor contacts Family Connection Service and monitors the end result of the need/s of the family. The district has developed several collaboratives--Shepards, Parent & Community, Advisory Council
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## Action Step # 4

Action Step	Provide for family and community involvement through parent training workshops, school council, input meetings, volunteerism, faculty serving on community committees, Dual enrollment programs, college & career fair, health fair
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title V, Part B Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Parental involvement input meetings, Parent workshops, PLCs, School members participating in community programs

## Action Step # 4

Method for Monitoring Effectiveness	Parent surveys, Focus group interviews
Position/Role Responsible	Parental involvement specialist, principal, federal programs coordinator
Evidence Based Indicator	Strong
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	<p>Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or guidance counselor contacts Family Connection Service and monitors the end result of the need/s of the family.</p> <p>The district has developed several collaboratives--Shepards, Parent &amp; Community, Advisory Council</p>
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## Action Step # 5

Action Step	Institute the following high school after-school/Saturday school program: Academic Intervention/tutoring for core subjects
Funding Sources	Title I, Part A Title I, Part A SIG Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Student sign-in sheets, Teacher timesheets, Student-created projects, EOC grades, class grades, class failure lists
Method for Monitoring Effectiveness	Student sign-in sheets, Teacher timesheets, Student-created projects, EOC grades, class grades, class failure lists
Position/Role Responsible	Academic coaches, teachers, Principal
Evidence Based Indicator	Strong
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits,	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are
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## Action Step # 5

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	involved--DFCS, local library, economic development, district attorney, 4H, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or guidance counselor contacts Family Connection Service and monitors the end result of the need/s of the family. The district has developed several collaboratives--Shepards, Parent & Community, Advisory Council
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## Action Step # 6

Action Step	Provide Professional Learning Travel for school staff allowing them to visit nationally recognized schools with high academic achievement particularly the Ron Clark Academy in Atlanta, GA.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Faculty roster, Travel packets
Method for Monitoring Effectiveness	Faculty survey
Position/Role Responsible	Principal, Superintendent, Federal Programs Director
Evidence Based Indicator	Moderate
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or guidance counselor contacts Family Connection Service and monitors the end result of the need/s of the family. The district has developed several collaboratives--Shepards, Parent & Community, Advisory Council
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## Action Step # 7

Action Step	The District will form a Jazz Band to perform at formal school events and in the community.
Funding Sources	Title V, Part B
Subgroups	N/A Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Students will perform at school events and community events. Invitations and Performance programs will be filed
Method for Monitoring Effectiveness	Student sign-in sheet, Pictures, Invitations and programs of Performances
Position/Role Responsible	Teacher, Assistant Principal, Principal, Academic Coaches
Evidence Based Indicator	Moderate
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCS parent coordinator and or guidance counselor contacts Family Connection Service and monitors the end result of the need/s of the family. The district has developed several collaboratives--Shepards, Parent & Community, Advisory Council
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## 2. DISTRICT IMPROVEMENT GOALS

## 2.3 Overarching Need # 3

## Overarching Need

Overarching Need as identified in CNA Section 3.2	To increase state mandated GA Milestones scores by 3% in Math by the end of FY20.
Is Need # 1 also an Equity Gap?	No
Root Cause # 1	Students are entering school developmentally and academically delayed. This delay continues through several grades. Students don't have the developmental skills (social & emotional) and academic skills to succeed at a particular grade level.. There is a gap between their incoming academic skills and what is needed for students to be successful & learn new standards. Teachers and school leaders need additional professional learning in math. Teachers and school leaders will evaluate teachers. Math is integrated into other subjects such as Science. Professional learning for science teachers and other teachers will help students learn math to increase GA Milestone scores.
Goal	To increase state mandated GA Milestones scores by 3% in Math by the end of FY20.

## Action Step # 1

Action Step	Plan for additional quality instructional PL for staff, but especially for early grades--Study groups; vertical planning; horizontal planning; model lessons; department meetings. Teacher observations. Develop curriculum notebooks. As a result of targeted PL, teachers will deliver quality instruction and use targeted grouping for math intervention. Schedule effective scheduling time for teachers and co-teachers to plan together
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title V, Part B IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Sign-in sheets for PL; schedule for math intervention groups; RTI/MTSS data

## Action Step # 1

Method for Monitoring Effectiveness	Teacher observations; Analysis of the schedules for math intervention groups; RTI /MTSS
Position/Role Responsible	School leaders, Principal, Academic coaches, teachers, federal programs coordinators, Superintendent
Evidence Based Indicator	Strong
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	<p>Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or guidance counselor contacts Family Connection Service and monitors the end result of the need/s of the family.</p> <p>The district has developed several collaboratives--Shepards, Parent &amp; Community, Advisory Council</p>
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## Action Step # 2

Action Step	Monitor progress and monitor instruction via TKES, observations, and walkthroughs
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title V, Part B IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Monitoring benchmark data

## Action Step # 2

Method for Monitoring Effectiveness	Monitoring benchmark data; Analyzing observation data (TKES & walkthrough)
Position/Role Responsible	Principal, academic coaches, federal programs coordinators, Superintendent
Evidence Based Indicator	Strong
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	<p>Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or guidance counselor contacts Family Connection Service and monitors the end result of the need/s of the family.</p> <p>The district has developed several collaboratives--Shepards, Parent &amp; Community, Advisory Council</p>
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## Action Step # 3

Action Step	Continue to implement RTI protocols and follow them with fidelity.
Funding Sources	Title I, Part A Title I, Part A SIG Title II, Part A Title V, Part B IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	RTI/MTSS data, sign-in sheets, agendas
Method for Monitoring Effectiveness	RTI/MTSS data
Position/Role Responsible	Special education director, principal, school leaders

## Action Step # 3

Evidence Based Indicator	Strong
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or guidance counselor contacts Family Connection Service and monitors the end result of the need/s of the family. The district has developed several collaboratives--Shepards, Parent & Community, Advisory Council
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## Action Step # 4

Action Step	Students will use Intervention software programs and intervention materials during school, after school, and at home to reinforce Math standards.
Funding Sources	Title I, Part A Title I, Part A SIG Title IV, Part A Title V, Part B IDEA Perkins
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement
Method for Monitoring Implementation	Student usage reports
Method for Monitoring Effectiveness	Student usage reports
Position/Role Responsible	Academic coaches, teachers, principal
Evidence Based Indicator	Moderate
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits,	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are
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## Action Step # 4

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	involved--DFCS, local library, economic development, district attorney, 4H, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or guidance counselor contacts Family Connection Service and monitors the end result of the need/s of the family. The district has developed several collaboratives--Shepards, Parent & Community, Advisory Council
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## Action Step # 5

Action Step	The District will apply for and implement the PreK Summer School Transition Grant
Funding Sources	N/A
Subgroups	N/A Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction
Method for Monitoring Implementation	Students will be evaluated throughout the summer school program
Method for Monitoring Effectiveness	Student evaluations, Teacher timesheets
Position/Role Responsible	PreK Coordinator, Principal, Superintendent
Evidence Based Indicator	Strong
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Family connection is our local resource collaborate Agency. A representative from the school meets with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, and county commissioners. This agency addresses the need of the family. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or guidance counselor contacts Family Connection Service and monitors the end result of the need/s of the family. The district has developed several collaboratives--Shepards, Parent & Community, Advisory Council
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## DISTRICT IMPROVEMENT PLAN

## 3 Required Questions

## Required Questions

## Stakeholder Involvement to Improve and Coordinate Activities

<p>In developing this plan, briefly describe how the district sought advice from individuals and organizations [teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a district that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in Federal ESSA programs and activities designed to meet the purpose of Title II, Part A] regarding• how best to improve the district's activities to meet the purpose of Title II, Part A;</p> <ul style="list-style-type: none"> <li>• and to coordinate district activities under Title II, Part A with other related strategies, programs, Federal ESSA programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title III, Part A; Title IV, Part A; Title IV, Part B) and activities being conducted in the community.</li> </ul>	<p>QC recognizes that all stakeholders play an active and vital part in generating, collecting, summarizing, and analyzing data. The team ensures that the following stakeholders had an opportunity to give input and provide their perspectives. The district seeks advice from individuals, organizations, specialized instructional support personnel, parents, community partners, and other organizations/partners with relevant and demonstrated expertise in Federal ESSA programs and activities designed to meet the purpose of Title II-A.</p> <p>In January, the Federal/CTAE Director created a "Shared decision-making input calendar". The calendar was discussed with and approved by the Superintendent. The calendar was shared with the Superintendent's weekly cabinet that is composed of district leaders. The Federal Programs Director meets weekly with the School Principal, Parent Coordinator, and CTAE teacher and used one of those meetings to share the calendar with them. The School Principal confirmed dates and times of meetings for his school staff. Stakeholder input meetings were held from February until May with teachers, principals, school leaders, parents, postsecondary, community, pastors' collaborative, Rotary club, Family connections community collaborative, School leadership team, District leadership team, Board of Education, Elected Officials, CTAE Advisory Committee (which is composed of teachers, guidance counselor, parents, businesses, community, and postsecondary). Various data was evaluated. This data includes the Georgia Student health surveys, Georgia Parent surveys, Georgia Personnel surveys, Teacher surveys, Milestone test scores, Student failure lists, Parental involvement surveys, TKES data, Teacher retention data, Title II-A data profile, District Title II-A PL survey, District Title II-A Community and Parent Stakeholder surveys, Student surveys from Superintendent Collaborative</p> <p>Stakeholders provide input by completing surveys. Comprehensive Needs Assessment Surveys are on the district webpage. There are separate surveys for parents, community, and school employees. Hard copies of the surveys are located in the parent center. Input meetings with stakeholders are held at the school. Attendees complete a brief survey at the end of each meeting. The Parent Coordinator attends community meetings (Rotary club, Family Connections) and seeks input from those stakeholders. The Superintendent has established a 'parent and community collaborative'. These stakeholders meet 4 times per year. The members are surveyed (hard copy). The School Council meets 4 times per year. These stakeholders are surveyed. Surveys are given to gather feedback from all stakeholders. Agendas, sign-ins, and surveys are filed for documentation. Feedback is gathered through the website, interviews, conferences, and E-mails.</p>
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## Stakeholder Involvement to Improve and Coordinate Activities

In developing this plan, briefly describe how the district sought advice from individuals and organizations [teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a district that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in Federal ESSA programs and activities designed to meet the purpose of Title II, Part A] regarding

- how best to improve the district's activities to meet the purpose of Title II, Part A;
- and to coordinate district activities under Title II, Part A with other related strategies, programs, Federal ESSA programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title III, Part A; Title IV, Part A; Title IV, Part B) and activities being conducted in the community.

## Serving Low Income and Minority Children

Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:

1. ineffective teachers
2. out-of-field teachers
3. inexperienced teachers

(Please specifically address all three variables)

McKinney - Vento Homeless Questionnaires will be given to each student (grades PK-12) at the beginning of the school year and in January of each school year. The data will be analyzed. The Homeless Liaison will work with the Human Resource Coordinator and the Principal to determine whether or not any of their teachers are ineffective, out-of-field, and inexperienced. The District Homeless Liaison will view each student's schedule at the beginning of the school year and in January. Each year, student names will be highlighted different colors if their teacher is ineffective); out-of-field, and or inexperienced (less than 3 years of experience). Student data is analyzed each week by Professional Learning Communities by way of vertical planning teams, study groups, teaching & learning collaboratives, Superintendent cabinet meetings, and School leadership team. The Title I Director has direct access to each student's academic and demographic data through PowerSchool. PowerSchool allows the Title I Director direct access to student schedules, achievement, attendance, and discipline data on a daily basis. The Title II Director, Principal, HR Coordinator, and SpED Director monitor teachers who are not in-field or



## Serving Low Income and Minority Children

<p>Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:</p> <ol style="list-style-type: none"> <li>1. ineffective teachers</li> <li>2. out-of-field teachers</li> <li>3. inexperienced teachers</li> </ol> <p>(Please specifically address all three variables)</p>	<p>certified.</p> <p>After school and Saturday school remediation and test prep sessions will continue to be implemented at both schools. Educational and leadership field trips will continue with both schools.</p>
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## Professional Growth Systems

<p>Describe the district's systems of professional growth and improvement (for serving both the district and individual schools). The description might include:</p> <ul style="list-style-type: none"> <li>• how the district uses data and other evidence to identify teacher and student needs and to inform professional development strategy;</li> <li>• how district policies provide sufficient time and resources to ensure professional development is sustained, ongoing, and job-embedded;</li> <li>• how the district builds the requisite leadership capacity for those who facilitate professional development (and sustains them over time);</li> <li>• how the district is moving toward evidence-based professional development that aligns with ESSA's new definition of professional development; and</li> <li>• what measures will be used to determine whether district and school efforts are resulting in improvements in teaching and student outcomes.</li> </ul>	<p>Quitman County School District provides professional learning opportunities to all teachers, administrators, and other staff so they may acquire, enhance, and refine the knowledge, skills, practices, and dispositions necessary to create and support high levels of learning for all students.</p> <p>Quitman County School District uses multiple data sources which may include Georgia Milestones, universal screeners, benchmarks, surveys (teacher, parent, student), discipline, attendance (student &amp; teacher) to ensure all teachers, administrators and staff are provided professional learning opportunities that will increase student achievement.</p> <p>All Quitman County School District employees submits a prior approval form to ensure the professional learning is directly related to their job and they will submit how they will redeliver the PL to other staff members in the district.</p> <p>Quitman County School District utilizes the GaDOE, RESA and GLRS to provide professional learning opportunities to all staff.</p>
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## PQ – Intent to Waive Certification

For the current fiscal year, using the flexibility granted under Georgia charter law [OCGA 20-2-2065] or State Board Rule - Strategic Waivers [160-5-1-.33], does the district intend to waive teacher certification - Yes or No? [ESSA Sec. 1112(e)(1)(B)(ii)]	The District waives certification under State Board Rule Strategic Waivers.
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## PQ – Waiver Recipients

<p>If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived: 1. for all teachers (except Special Education), or 2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12).</p> <p>[Note that in Georgia certification requirements for Special Education CANNOT be waived. All Special Education teachers are required to hold GaPSC special education certification that is in-field for the course to which the teacher is assigned. All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]</p>	The district waives certification for all teachers except Special Ed, ESOL, and Gifted in the current fiscal year. There is not a select group of teachers who the district waives certification.
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## PQ – Minimum Qualification

If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]	Bachelor's degree
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## State and Federally Identified Schools

<p>Describe actions the district will take to assist its state and federally-identified schools (CSI and TSI) needing support. Include the prioritization of Title II, Part A funds.</p>	<p>Currently, the district does not have any State and/or Federally identified schools.</p> <p>Federal funds are used to supplement, not supplant state and local funds. A RAM/P is updated yearly and uploaded into Consolidated Application to describe how local and state funds are spent. All requisitions are based upon the Comprehensive Needs Assessment, District Improvement Plans, and School Improvement Plans. Prioritized needs are listed and identified in the District Comprehensive Needs Assessment (CNA). The District and School Improvement Plans are revised as necessary throughout the year. They are living documents.</p> <p>The District Leadership team meets weekly to discuss the needs of the schools. It is necessary for us to all be on the same page and speak the same language. Monitoring of the schools is conducted by the school principal, assistant principal, and also district leadership staff. TKES is used when evaluating teachers: The data is compiled. The monitoring teams analyze the data, and use this data to plan professional learning.</p> <p>The School Leadership team meets two times per month. At this meeting, the team analyzes data, discuss trends, and monitors student achievement.</p>
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## CTAE Coordination

<p>Describe how the district will support programs that coordinate and integrate academic and career and technical education content through:</p> <ul style="list-style-type: none"> <li>• coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and</li> <li>• work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.</li> </ul>	<p>Academic and CTAE coordination is very important to the district. The CTAE teacher is actively involved in all instructional professional learning. The CTAE teacher meets weekly with all of the teachers in the high school. They communicate and collaborate regarding attendance, discipline, and instruction. The CTAE and WBL teachers sponsor FBLA. Leadership and Community Service activities will be implemented for and facilitated by CTAE. Work-based Learning opportunities provide students in-depth interaction with industry professionals.</p> <p>Quitman County School District supports programs that coordinate and integrate academic and career technical education content at various grade levels. The CTAE Department collaborates with schools to conduct a review of current practices regarding integration of career and technical education content at various levels. All students participate in Career Day. On Career Day, elementary students dress in career attire and listen to career guest speakers. Middle and High school students participate in the College &amp; Career Fair held in the gym. Guest speakers are throughout the building talking with students about their career, leadership skills, and employability skills. Career lessons are incorporated into grades 1-5. The school counselor meets with and trains teachers on the career lessons. Teachers for grades 1-5 incorporate</p>
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## CTAE Coordination

<p>Describe how the district will support programs that coordinate and integrate academic and career and technical education content through:</p> <ul style="list-style-type: none"> <li>• coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and</li> <li>• work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.</li> </ul>	<p>career lessons into their lesson plans.</p> <p>The district offers 3 different pathways for high school: Business and Technology, Financial Services, and Criminal Justice.</p> <p>Quitman County School District is a Dual Enrollment participating school district. Quitman County High School coordinates instruction with Columbus Technical College in Columbus, Georgia, and Andrew College in Cuthbert, Georgia. Students are able to exempt college courses, when they score at least a B-average in certain classes and pass a national assessment/End of pathway test. Columbus Technical College and Andrew College offer college courses to our high school students. Students are currently enrolled college and earn college credit, in addition to high school credit.</p> <p>A yearly college career fair is held at Quitman County High School. Students are able to get career and technical information from colleges, military, and businesses.</p>
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## Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

<p>Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.</p>	<p>Quitman County School District supports efforts to reduce the overuse of discipline practices that remove students from the classroom. Discipline data is analyzed during school leadership meetings, which are held two times per month. The state-model of PBIS is implemented. Through PBIS, the PBIS team will analyze discipline data in various ways. Analyzing data and implementing ways to curtail the discipline data will be key to decreasing the discipline gap. This implementation will keep students in the classroom.</p> <p>Being proactive will prove to be key in decreasing the discipline gap and keeping students in the classroom.</p>
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## Middle and High School Transition Plans

<p>Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:</p> <ul style="list-style-type: none"> <li>• coordination with institutions of higher education, employers and local partners; and</li> <li>• increased student access to early college high school or dual or concurrent enrollment opportunities or career</li> </ul>	<p>The district is small and has one school counselor who covers grades PK-12. The school counselor is a district leader. The principal is also the Assistant Superintendent; and is a district leader. District leaders will intervene early, when students are developing their college and career aspirations. For example, district leaders will be a part of the development of graduation plans for those students transitioning to high school and postsecondary schools.</p> <p>Emphasize rigor and high expectations for all students, along with appropriate counseling and other supports. Teachers, school leaders, and district leaders will take on the role of being mentors to some students for support. Integrate</p>
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## Middle and High School Transition Plans

<p>Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:</p> <ul style="list-style-type: none"> <li>• coordination with institutions of higher education, employers and local partners; and</li> <li>• increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.</li> </ul>	<p>strong academic content into career-focused classes. Teachers, school leaders, and district leaders are a part of building awareness of different career choices by corresponding with the school level leaders in hosting college/career fairs. The district collaborates with postsecondary institutions, economic development agencies, and employers to help create smoother transitions to college and the workforce.</p>
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## Preschool Transition Plans

<p>Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.</p>	<p>Head Start is housed in the building next to the elementary school where Pre-K is housed. This makes the transition from one program to the next fluid. Parents register their child for pre-k, in the spring. At the parents' request, the Head Start Coordinator makes copies of student records to pass on to the Pre-K Coordinator. Pre-K students visit Kindergarten during the Spring, prior to being promoted to Kindergarten.</p> <p>The Pre-K is located on the same hall as kindergarten. These classes share the same lunch schedule. Teachers plan programs together and take field trips together. This helps pre-k students become familiar with the kindergarten staff and expectations.</p> <p>Summer school for rising Kindergarteners begins for the first time this summer. Pre-K students will be able to attend classes for 7 weeks during the summer in order to better prepare them for Kindergarten. Open House is scheduled before classes start so that students and parents can meet their teachers and visit their classroom. This helps lower the anxiety of a new teacher and new classroom.</p> <p>Within the first month of school, pre-k parents are required to attend an orientation with the pre-k teacher and the pre-k coordinator. Policies and guidelines are discussed at this time. The Parenting Coordinator provides "Going to Kindergarten" booklets to be used for parent meetings.</p>
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## Title I, Part A - Targeted Assisted Schools Description

<p>If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the multi-criteria selection to be used to identify the students to be served.</p>	<p>Quitman County School District is a schoolwide Title I school, and not a targeted assistance school system. The goal is for all children to increase academic achievement and to benefit from Title I funds.</p>
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## Title I, Part A – Instructional Programs

<p>Provide a general description of the instructional program in the following:</p> <ul style="list-style-type: none"> <li>• Title I schoolwide schools;</li> <li>• Targeted Assistance Schools; and</li> <li>• schools for children living in local institutions for neglected or delinquent children.</li> </ul>	<p>Quitman County School System is a Title I school-wide school. The instructional program centers around full implementation of the Georgia Standards of Excellence in a standards-based classroom environment. Technology integration is also a strong component of the instructional program. Title I funds will purchase devices, software, and applications for student and teacher use.</p> <p>Evidence-based interventions will be utilized throughout the year. These evidence-based interventions include Benchmark Literacy, Leveled Literacy Intervention, Thinking Maps, IXL, Dream Box Learning, Paraprofessionals, Pull-out Teacher, Parenting &amp; Family Engagement, After-School Intervention, After-School Tutorial, Professional Development, Computer Labs, STEM equipment, and End-of-Course/End-of-Grade Test Prep.</p> <p>In ELA, grades K-6 will continue to implement Benchmark Literacy and Leveled Literacy Intervention. Title Funds are used to support this intervention.</p> <p>Grades 7-12 utilizes units from the Georgia frameworks. Benchmark Literacy is the overall reading initiative to support all content areas.</p> <p>Title I funds provide 2 full-time instructional paraprofessionals. These paraprofessionals work with the lowest academic-achieving students with the classroom teachers in Literacy and Math. They are assigned to classrooms based on the number of low-achieving students in a core classroom. They work with all low-achieving students.</p> <p>Title I funds provide for 1 part-time intervention teacher. This intervention teacher works with the lowest academic-achieving students through pull-out. She works with small groups using intervention strategies for literacy and math.</p> <p>Title I funds provide 1 parent coordinator. The parent coordinator's goal is to increase student achievement by involving the parents and families; and by increasing the capacity of teachers and staff. Four different times a year, a capacity building activity is conducted with the teachers and support staff. The goal of these activities is to train and support teachers so that they can better engage with parents and families. The parent plan, compacts, and parent meetings are major ways we get parents involved because parents share in the</p>
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## Title I, Part A – Instructional Programs

<p>Provide a general description of the instructional program in the following:</p> <ul style="list-style-type: none"> <li>• Title I schoolwide schools;</li> <li>• Targeted Assistance Schools; and</li> <li>• schools for children living in local institutions for neglected or delinquent children.</li> </ul>	<p>decision-making process. The parent coordinator also has various meetings throughout the year designed to increase parent capacity, such as PowerSchool training, EOC tests, EOG tests, Curriculum nights, Input meetings, Attendance, Discipline, Parent Day Luncheon, Grandparents' Lunch, Mother-Daughter Luncheon, and etc.</p> <p>Quitman County is not a Targeted Assistance School. We are a school-wide Title I school. There are no N&amp;D Facilities in the geographical area.</p>
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## Title I, Part C – Migrant Intrastate and Interstate Coordination

<p>Describe how the district (Direct Funded and Consortium) will promote interstate and intrastate coordination of services and educational continuity through:</p> <ul style="list-style-type: none"> <li>• the use of the Title I, Part C Occupational Survey during new student registration and back to school registration for all students;</li> <li>• the timely transfer of pertinent school records, including information on health, when children move from one school to another; and</li> <li>• how the district will use the Migrant Student Information Exchange (MSIX).</li> </ul>	<p>Quitman County School District will promote interstate and intrastate coordination of services and educational continuity. At the beginning of each school year and during registration, the Occupational Survey is given to parents/guardians to complete. Because migrant workers are usually homeless, they are referred to the school Homeless Liaison for service.</p> <p>The Migrant Student Information Exchange is used to allow States to share educational and health information on migrant children who travel from State to State and who as a result, have student records in multiple States' information systems. MSIX works in concert with the existing migrant student information systems that States currently use to manage their migrant data to fulfill its mission to ensure the appropriate enrollment, placement, and accrual of credits for migrant children nationwide.</p> <p>Pertinent school records are transferred in a timely manner when children move from one school to another. The records include immunization records; birth certificate; and ear, eye, &amp; dental records.</p>
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## Title I, Part C – Migrant Supplemental Support Services

<p>1. Describe how the district (Direct Funded and Consortium in coordination with ABAC MEP staff) will provide academic instructional support and outreach activities:</p> <ul style="list-style-type: none"> <li>ul</li> <li>2. to migratory preschool children</li> <li>3. to out-of-school youth and drop-outs/ul</li> <li>4. Describe how the district (Direct Funded and Consortium in coordination with ABAC MEP staff) will provide outreach activities</li> </ul>	<p>The district will collaborate with the ABAC Consortium to serve potential Migrant participants in our district. Regional Migrant Recruiters send the district a courtesy email every time he/she visits our district while they are recruiting. This email gives us the opportunity to meet with the Regional Recruiter face-to-face. Also, our Region 2 Coordinator has provided me with contact information, if questions arise, and I can contact DOE anytime.</p> <p>The district will provide academic instructional support and outreach activities. To all children, preschool through 12th grade and out-of-school youth and drop-outs, the district will ensure that parents are given the Migrant survey during registration. Through the survey, parents will be able to notify</p>
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## Title I, Part C – Migrant Supplemental Support Services

<p>1. Describe how the district (Direct Funded and Consortium in coordination with ABAC MEP staff) will provide academic instructional support and outreach activities:</p> <ul style="list-style-type: none"> <li>2. to migratory preschool children</li> <li>3. to out-of-school youth and drop-outs/ul</li> <li>4. Describe how the district (Direct Funded and Consortium in coordination with ABAC MEP staff) will provide outreach activities (coordination with other educational programs, health services, nutrition programs, and social services) to migrant families, out-of-school youth, drop-outs and preschool children during the regular school year and summer.</li> </ul>	<p>the school if they are migrant and receive instructional support. For out-of-school youth and drop-outs, MEP flyers are placed throughout the community (along with Homeless posters) to share contact information so that they can be provided support. Flyers that explain MEP summer trainings and MEP acceptance or denial letters, will be made available to all children and youth (preschool through 12th grade, and out-of-school youth and drop-outs. Support is also provided by way of our local resource collaborate agency, Family connection. Three representatives from the school meet with the collaborative monthly. Various community stakeholders are involved--DFCS, local library, economic development, district attorney, 4H, and county commissioners. This agency addresses the needs of MEP families. They locate and make contact with the correct agency to address family needs. QCSD parent coordinator and or school counselor contacts Family Connection Service and monitors the end result of the need/s of the family. If questions arise, we confer with our Consortium Specialist as part of our collaboration efforts.</p>
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## IDEA Performance Goals

<p>Describe how the district will meet the following IDEA performance goals:</p> <ul style="list-style-type: none"> <li>● IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities;</li> </ul>	<p>Quitman County school system will provide evidence-based research interventions to maintain high expectations for students with disabilities to improve graduation rates. All students with disabilities will participate in a leveled-literacy intervention to improve their reading level to gain access to grade-level standards.</p> <p>Quitman County will continue to provide opportunities for students with disabilities to take classes with their typically developing peers with appropriate accommodations and modifications to make progress towards their IEP goals and objectives and grade-level standards.</p> <p>Special education teachers, special education paraprofessionals, and general education staff will participate in on-going professional learning to improve co-teaching and differentiating strategies in the general education classroom. Staff will also attend professional learning to ensure our students have the resources they need to transition successfully into to post-secondary. The special education staff meets monthly to discuss special education needs. Post-secondary transition and graduation is a priority at every meeting. Agendas and sign-in sheets are submitted to the Superintendent monthly.</p> <p>All Students with Disabilities have a transition plan in place before they enter high school or age 14, and it is updated annually with their IEP. The IEP team and the case manager for the student ensures goals in the IEP are being implemented and activities are being completed. The students case manage</p>
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## IDEA Performance Goals

<p>Describe how the district will meet the following IDEA performance goals:</p> <ul style="list-style-type: none"> <li>● IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities;</li> </ul>	<p>completes a survey with the students annually to discuss and ensure they are working towards goals they desire. Activities include support from Vocational Rehabilitation center, Columbus Technical College and CTAE. Quitman County Special Education Department hosted for the first year during FY19, a transition fair. Parents and students were invited to talk to vendors about opportunities for their children. Students with Disabilities were able to attend a couple of college fairs during FY19 to gain access and experience to a college campus. The families were also provided opportunities through parent engagement to have exposure to financial aid opportunities and scholarships. Quitman County has an 100% graduation rate for FY19. All students have signed a commitment to attend a post-secondary institution. We are very excited about this accomplishment. The Special education director will attend and/or monitor all IEP's for compliance and best practices to ensure the IEP team is discussing transition and completion of goals.</p>
<p>Describe how the district will meet the following IDEA performance goals:</p> <ul style="list-style-type: none"> <li>● IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities;</li> </ul>	<p>Quitman County School System has procedures in place to identify, locate, and evaluate children with disabilities residing in Quitman County who are in need of special education and related services. Our relationships with our stakeholders( local pediatricians, health department, Headstart, Pre-K and Babies Can't Wait) ensures that we transition and find students who are in need of specialized instruction.</p> <p>Quitman County consistently communicates with our stakeholders through our district website, flyer, local newspaper and social media to ensure we are making our community aware of opportunities for their young children in the Quitman County School System. Quitman County employs a Preschool teacher and a speech pathologist to support the general education teachers in the general education classroom.</p> <p>Quitman County was awarded a Summer Transition Grant for our rising kindergarten students. SWD's will also have an opportunity to extend their goals during the summer months in this program to ensure they have the skills they need to be successful when transitioning to kindergarten.</p> <p>The Special Education Director for the system meets monthly with the preschool staff to ensure compliance and best practice opportunities are provided to our young children and their families. Agendas and sign-in sheets are provided to the Superintendent monthly. Special education staff are also provided opportunities to attend professional learning to improve skills needed to make progress with preschool children. Staff are required to submit a redelivery form to engage other staff on relevant information.</p>

## IDEA Performance Goals

Describe how the district will meet the following IDEA performance goals:

- IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities;

Every child with a disability in Quitman County is entitled to a Free Appropriate Public Education (FAPE). The IDEA emphasizes special education and related services, which should be designed to meet a child's needs and prepare them for further education, employment, and independent living.

The IDEA procedural safeguards, as well as, the Quitman County policies and procedures manual, states that parents have a right to review all educational records pertaining to their child, receive notice prior to meetings about their child's evaluation, placement, or identification, and to obtain an Independent Educational Evaluation (IEE) for consideration at such meetings.

Students with Disabilities in the Quitman County School System will be provided services, accommodations, and modifications that give each student the greatest chance of progressing towards and accessing grade-level standards based on the state and local standards. SWD's are included in all universal screeners to ensure we are placing them in the best intervention groups alongside our general education population. SWD's are given the same opportunities the general education population to participate in interventions, extracurricular activities and our SOAR program.

All special education teachers are provided Professional learning opportunities through GLRS and local staff to include all components of an IEP and eligibility. Quitman County transitioned to GoIEP during the FY19 year to ensure all IEP's and eligibilities are compliant and meet federal and state rules/laws. The support from the GoIEP team at the GaDOE has been incredible.

The IEP team considers the Least Restrictive Environment for every student with a disability during a meeting. These considerations places students in the best place to access grade-level stands with success.

The special education Director monitors all IEP's and eligibilities, holds monthly meetings with staff, attends IEP meetings and completes classroom walkthroughs to ensure FAPE is provided to all students with disabilities.

## IDEA Performance Goals

<p>Describe how the district will meet the following IDEA performance goals:</p> <ul style="list-style-type: none"> <li>● IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.</li> </ul>	<p>Quitman County School system has policies and procedures in place that addresses all state and federal laws and regulations. The manual is a working document and is updated as needed. All staff have been provided a copy of the Quitman County Special Education Procedural manual, as well as the manual being posted on our district website. Quitman County staff understands that these approved policies and procedures are non-negotiable. Quitman County will continue to follow procedures as stated in the manual, as well as providing best practices to students, parents and staff when appropriate. The Special Education Director, as well as, the building level administrators will monitor and supervise all special education staff to ensure they are in compliance with state and federal laws. The special education director will attend/read conferences, webinars, and e-mail blast provided by the GaDOE to ensure she is up to date on recent trends and best practices involving federal programs, and will re-deliver to staff as appropriate. The Special Education will send weekly e-mails out with updates from the GaDoe to all staff, as well as, provide technical assistance, as needed. The special education director will also provide information to the staff at the monthly special education meeting to address best practices and recent trends from the GaDOE. Timeline data and submission of the data is documented in the special education procedural manual, as well as, reported to the Superintendent's cabinet members monthly to ensure all programs are reporting data accurately and on time.</p>
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## Title IV, Part A – Activities and Programming

<p>Describe continuing and/or new activities and programming, including objectives and intended outcomes, planned for supporting:</p> <ul style="list-style-type: none"> <li>● well-rounded educational opportunities for all students, if applicable</li> <li>● safe and healthy students, if applicable.</li> <li>● the effective use of technology, if applicable.</li> </ul>	<p>The district received \$13,713 in funding. FY18 and Fy19 CCRPI data results show that achievement is low for both the elementary school and the high school. There is a need to intervene and implement instructional support so that student achievement can increase. The team decided to use the funds in the following way.</p> <ul style="list-style-type: none"> <li>● Well-rounded educational opportunities for all high school students: Intervention software and supplies. Funds will be used to supplement these purchases.</li> </ul> <p>Intervention Software--Quitman County School District is a school-wide Title I district. All students are allowed access to interventions and supports. The objective of the intervention software is to provide supplemental instruction and differentiated instruction to students. The intended goal/outcome is to increase student Lexile reading levels and math milestone achievement scores.</p>
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## Title IV, Part A – Ongoing Consultation and Progress Monitoring

Describe how and when the LEA will engage in on-going consultations with original stakeholders as well as any newly formed collaborations with entities that possess a demonstrated record of success regarding the progress monitoring of activities and programming.	The district will continue to collaborate and consult with stakeholders throughout the year. Continued collaboration and consultation with original stakeholders and newly formed collaboratives will ensure that interpretation of the data is more accurate; and it will allow us to see a wider view so that we can accurately interpret the data and develop action steps.
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## Reducing Equity Gaps: Reflect on the previous year's LEA Equity Action Plan

<p>Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?</p> <ul style="list-style-type: none"> <li>● Intervention Effective – Equity Gap Eliminated</li> <li>● Intervention Effective – Maintain Activities/Strategies</li> <li>● Intervention Effective – Adjust Activities/Strategies</li> <li>● Intervention Not Effective – Adjust Activities/Strategies</li> <li>● Intervention Not Effective – Abandon Activities/Strategies</li> </ul>	<p>The district had 2 equity gaps. They were to increase the schools' star climate score rating by 1 star; and to increase the number of teachers retained in the district by 10%.</p> <p><b>Increase the schools' star climate score by 1 star.</b> The equity action plan was effective in reducing this equity gap. Each of the schools' star climate scores increased from 1 star to 3 stars (Quitman County Elementary School and Quitman County High School).</p> <p><b>Increase the number of teachers retained in the district by 10%.</b> The district saw a decrease in the number of teachers leaving the district. At the end of FY18 (last year) there were 12 vacancies. Twelve positions had to be filled this year and they were filled. At the end of this year--FY19, 2 positions will need to be filled. So, the equity action plan was effective in reducing the equity gap. The district exceeded the goal at reducing the number of teachers retained in the district by 16.6%</p>
Provide a brief description of LEA's success in implementation of FY19 LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	Quitman County was successful in implementation of the FY19 Equity Action Plan and its effectiveness in addressing the equity gaps. The Equity Action Plan was presented to our weekly Superintendent's Cabinet. The program director explained the monitoring process to the district and school leaders. The plan was revisited often.