

**FY 2015/FY 2016 School Improvement Grant  
(SIG) 1003(g)  
LEA Application  
Round 2**



**Mississippi Department of Education  
Office of School Improvement  
359 North West Street, Suite 213  
Jackson, Mississippi 39201**

**Contact: Dr. Sonja J. Robertson  
Phone: 601-359-1003  
Fax: 601-576-2180**

**Issue Date: March 27, 2017**

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# INSTRUCTIONS

## **Overview of the School Improvement Grant Application**

The Federal FY2015/FY2016 School Improvement Grant (SIG) Local Education Agency (LEA) Application consists of four parts: the LEA Plan Overview, the School Proposal, SIG Budgets, and requested appendices. An LEA applying for multiple schools will submit for *each* applicant school an LEA Plan Overview, a *unique* School Proposal, SIG Budgets, and appropriate appendices. (For example, if an LEA is going to apply for three schools, the LEA will submit 3 identical LEA Plan Overviews, 3 unique School Proposals, 3 unique SIG Budgets, and 3 sets of appendices.) With every LEA Application, an LEA must provide a completed Mississippi Department of Education (MDE)-formatted cover page, the FY 2015/2016 1003(g) checklist, and a signed copy of the LEA Assurances. All of these documents can be found in the LEA Application.

## **Overview of LEA Application Toolkit**

The LEA Application Toolkit has been created to assist LEAs in developing high-quality applications. Some tools in the Toolkit should be attached to the LEA Application as appendices. Other tools are for planning or information only. The following tools should be completed and submitted with the LEA Application in the appendices:

- ✓ SIG Stakeholder Consultation Sign-In
- ✓ Request for Proposal
- ✓ Memorandum of Understanding
- ✓ Performance Framework

# APPLICATION PROCESS AND TIMELINE

The School Improvement Grant application process is as follows:

- *Application Released*—MDE will release the final LEA application upon approval of the application by the U.S. Department of Education.
- *Informational Webinar*—MDE will host an informational webinar for school board members, superintendents, principals, and other district leaders of eligible LEAs of the School Improvement Grant funding opportunity and grant requirements.
- *School Improvement Grant Requirements and LEA SIG Application Training*—MDE will provide training to LEAs on the SIG requirements and the LEA Application.
- The ***Intent to Submit Proposal Form*** is due on **Friday, April 7, 2017**. Failure to submit the form will not prevent applicants from submitting proposals in response to the Request for Proposals. **However, given the source of the funds supporting this competition, each superintendent of eligible schools is asked to submit a letter of intent for documentation.** The intent to submit proposal should be sent via email to Sonja Robertson at [SIG@mde.k12.org](mailto:SIG@mde.k12.org)
- *Needs Assessment*—Before submitting a proposal, LEAs must ensure that the required needs assessment has been conducted by summarizing and attaching the needs assessment information from the Mississippi Comprehensive Automated Performance-Based System (MCAPS), the online tool used to complete the Consolidated Federal Programs Application.
- *Application Submission*— The LEA must submit five (5) typed applications and five (5) electronic copies saved individually to a CD or a USB Flash drive in “read only” PDF format. Each CD or USB Flash drive must be clearly labeled to indicate the district name, application name, and the due date of the application. By submitting each CD or USB Flash drive, the district is assuring that the information contained in the application and the electronic version are one in the same and the MDE may use either for evaluation purposes. The LEA must submit the application by 3:30 P.M., **Monday, May 8, 2017**, to the following address:

Deliver Proposals to:

Lorraine Wince  
Office of Procurement  
Mississippi Department of Education  
FY 2015/2016 School Improvement Grant  
Central High School Building, Suite 307  
359 North West Street  
Jackson, MS 39201  
**(DO NOT OPEN)**

Mail Proposals to:

Lorraine Wince  
Office of Procurement

Mississippi Department of Education  
 FY 2015/2016 School Improvement Grant  
 Post Office Box 771  
 Jackson, MS 39201-0771  
**(DO NOT OPEN)**

Ship Proposals to:  
 (FedEx, UPS, etc.)

Lorraine Wince  
 Office of Procurement  
 Mississippi Department of Education  
 FY 2015/2016 School Improvement Grant  
 359 North West Street  
 Jackson, MS 39201  
**(DO NOT OPEN)**

- *Application Review*—MDE will recruit a panel of qualified internal and external reviewers to evaluate applications based on MDE-created rubrics. These reviewers will determine which school proposals qualify for a final interview round.
- *Interview Round*—A small team of MDE staff and external reviewers will interview school teams with qualifying proposals from the application review. Based on the results of the interview round, interviewers will determine which school proposals should be recommended for funding. Recommended school proposals will then be prioritized based on the SEA prioritization criteria.
- *Grant Awards*—Using the prioritized list of recommended school proposals, MDE will award grants to LEAs based on a funding methodology approved by the Mississippi State Board of Education.

This grant process will align with the following timeline:

Month	Action
March 27, 2017	• LEA Application Released
April 7, 2017	• Letter of Intent Due
May 8, 2017	• Applications submitted to MDE
May 2017	• District applications reviewed/Interviews
June 2017	• Grant awards recommended to State Board of Education for approval • LEAs will be notified about their award status • LEA grants awarded for up-to-four years
July 1 – December 2017	• Planning/Pre-Implementation
January 2018	• LEAs begin Year 1 of full implementation
August 2018	• LEAs begin Year 2 full implementation
August 2019	• LEAs begin Year 3 full implementation
August 2020	• LEA begins Year 4 and Sustainability Year

**RESPONSIBILITY OF THE APPLICANT**

The LEA is responsible for ensuring that the proposal is delivered by the deadline and assumes all risks of delivery.

At the time of receipt of the proposal, the proposals will be date stamped, and recorded in Suite 307 of Central High School Building.

Incomplete proposals will not be evaluated and will not be returned for revisions. No late, faxed, or e-mailed copies or attachments will be accepted.

Proposals and modifications received after the time set in the proposal will be considered **late** and will not be accepted or considered for an award.

Proposals that do not include the required signatures, copies and CD or USB Flash Drive will not be evaluated.

The proposal transmittal form must be signed by an authorized official to bind the applicant to the proposal provisions.

#### **QUESTIONS**

Questions concerning the RFP should be sent to [SIG@mdek12.org](mailto:SIG@mdek12.org). The deadline for submitting **written** questions by email is **April 7, 2017**. Responses will be provided **only to written questions**. Copies of all questions submitted and responses will be posted to MDE's website under the Public Notice section and the Office of School Improvement homepage: <http://www.mdek12.org/OSI> which will be available to the general public on **April 14, 2017**. **No individual responses will be sent.**

#### **ACCEPTANCE OF PROPOSALS**

The MDE reserves the right, in its sole discretion, to waive minor irregularities in proposals. A minor irregularity is a variation from the RFP that does not affect the proposal, give one applicant an advantage or benefit not enjoyed by other applicants, or adversely impact the interest of the MDE. Waivers, when granted, shall in no way modify the RFP requirements or excuse the party from full compliance with the RFP specifications and other grant requirements if the party is awarded the grant.

#### **REJECTION OF PROPOSALS**

The MDE may reject proposals that do not conform to the requirements of this RFP. Proposals may be rejected for reasons that include, but are not limited to, the following:

- The proposal does not contain the required eligibility components;
- The proposal contains unauthorized amendments to requirements of the RFP;
- The proposal is conditional;
- The proposal is incomplete or contains irregularities that make the proposal indefinite or ambiguous;
- The proposal contains false or misleading statements or references;
- The proposal does not meet all requirements of the RFP;
- The proposal is submitted and does not include five (5) typed, printed copies

- The proposal is submitted without an electronic copy saved individually to five (5) CDs or USB Flash Drives in a PDF format;
- The proposal is not submitted by the designated deadline;
- The proposal's Cover Page and LEA Assurances are not signed by authorized representative(s) of the applicant; or
- The applicant has previously been cited with major and or significant deficiencies by the MDE in one or more programs.

#### **DISPOSITION OF PROPOSALS**

All proposals become the property of the State of Mississippi.

#### **CRITERIA FOR EVALUATION OF PROPOSALS**

Proposals submitted by the specified time in the specified format and containing the parts described in the application process and timeline section shall be evaluated by an Evaluation Committee selected by the MDE. Evaluation will be according to the FY 2015/FY2016 1003(g) School Improvement Grant (SIG) RFP Rubric which will be released at the same time as this application.

#### **Application review will take place in three (3) stages.**

**Stage 1:** The first part of each application will be reviewed for eligibility according to the rubric. If applicants are deemed not eligible, the application will not be reviewed by the team of reviewers and will be disqualified.

**Stage 2:** Reviewers will score each eligible application using the rubric. Rubric scores for the LEA Plan Overview, each of the three parts, and the budget will be added to determine which applicants will make it to the interview round.

**Stage 3:** Finalists will be invited to an interview round. Interview scores will be added to the rubric scores to determine a final ranking. MDE will fund applications in the order of their rank until funds are exhausted. ***The MDE reserves the right to examine proposed expenditures and request modifications to proposals that make it to the interview round.***

**SCHOOL IMPROVEMENT GRANT (SIG) FY2015/FY2016 1003(g)  
INTENT TO SUBMIT PROPOSAL FORM  
2017**

**(Must be completed for each district with eligible schools).**

Section 1003(g) of ESEA authorizes the Secretary to award school improvement grants to State Educational Agencies (SEAs). Title I School Improvement Grants will provide states and districts the funds necessary to leverage change and turnaround schools.

Please complete and submit this form which allows the MDE to appropriately plan for the evaluation process.

DISTRICT: Quitman County School District

ADDRESS: P.O. Drawer E / 310 Pecan Street, Marks, MS 38646

PHONE NUMBER: (662) 326-7046

Yes, my eligible school(s) will apply.

No, my eligible school(s) will **not** apply.

If the response is no, please provide explanation: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

SUPERINTENDENT'S SIGNATURE: \_\_\_\_\_



DATE OF SUBMISSION: April 5, 2017

Please complete this form and return by April 7, 2017 to:

**Dr. Sonja Robertson**  
**Office of School Improvement**  
**P.O. Box 771, Suite 213**  
**Jackson, Mississippi 39205**

Fax to: **Dr. Sonja Robertson**  
**Office of School Improvement**  
**601-576-2180**

E-mail to: [SIG@mde.k12.ms.us](mailto:SIG@mde.k12.ms.us)

Questions regarding the School Improvement Grants (SIG) should be directed to:  
[SIG@mde.k12.ms.us](mailto:SIG@mde.k12.ms.us).





# COVER PAGE

<b>District Name:</b> <i>Quitman County School District</i>			
<b>District State Code:</b> 6000			
<b>District NCES Identification Code:</b> 2803810			
<b>Address:</b> 1362 Martin Luther King Highway, Marks, MS 38646			
<b>District Contact:</b> Dr. Evelyn W. Jossell, Superintendent		<b>Phone:</b> 662-326-3694	
<b>Email:</b> evelynjossell@qcsd.k12.ms.us		<b>Fax:</b> 662-326-3694	
<i>School(s) Served— Official School Name and School Code:</i>	<i>NCES Identification Code:</i>	<i>Intervention Model:</i>	<i>Total Allocation Request:</i>
<i>Quitman County Elementary School</i>	280381000732	<i>Transformation</i>	<b>1,199,839</b>
<i>Quitman County Middle School</i>	280381000734	<i>Transformation</i>	<b>1,199,928</b>

APPROVED

JUL 26 2017

MS DEPT. OF EDUCATION  
OFFICE OF SCHOOL IMPROVEMENT

<b>LEA-Level Allocation Request</b>			<b>0</b>
<b>TOTAL LEA REQUEST</b>			<b>\$2,399,767</b>
<i>For MDE use only</i>		<i>Date Received: May 8, 2017</i>	
Mississippi Department of Education Approval			
			
Executive Director, OSI		Bureau Director, OSI	

## COVER PAGE

By my signature below, I hereby represent that I am authorized to and do bind the applicant to the provisions of the attached proposal. The undersigned offers and agrees to perform the specified personal and professional services in accordance with the provisions set forth in the Request for Proposal (RFP). Furthermore, the undersigned fully understands and assures compliance with the Standard Terms and Conditions contained in the RFP. The undersigned is fully aware of the evaluation criteria to be utilized in awarding the contract.

 Superintendent

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Authorized Representative Signature 05/07/17  
Date

# FY2015/FY2016 1003(g) CHECKLIST

INSTRUCTIONS: Complete a checklist for each applicant school. Failure to include items marked with "\*" will cause the application to be rejected. Failure to include items marked with "+" will negatively affect the application's score.

District: \_\_\_\_\_ School: \_\_\_\_\_ Intervention Model: \_\_\_\_\_

Item	For LEA use	For MDE use
Cover Page* Five (5) CDs or five (5) USB Flash Drives (5) Copies of the completed paper application	<input type="checkbox"/> X Completed and attached. <input type="checkbox"/> X CDs or USB Flash Drives with saved PDF copy of completed proposal included and each one labeled. <input type="checkbox"/> X Copies of the complete Application	<input type="checkbox"/> Completed and attached. <input type="checkbox"/> Not completed or not attached.
LEA Assurances* <b>Include all pages 12-17</b>	<input type="checkbox"/> x Signed copy attached.	<input type="checkbox"/> Signed copy attached. <input type="checkbox"/> Copy not signed or not attached.
LEA Plan Overview* <i>Complete and attach identical copy of the LEA Plan Overview for each applicant school.</i>	<input type="checkbox"/> X Copy attached.	<input type="checkbox"/> Copy attached. <input type="checkbox"/> Copy not attached.
School Proposal* <i>Complete and attach a unique School Proposal for each applicant school.</i>	<input checked="" type="checkbox"/> Unique proposal attached.	<input type="checkbox"/> Unique proposal attached. <input type="checkbox"/> Attached proposal is not unique (for a different school). <input type="checkbox"/> Proposal not attached.
Appendices† <i>Complete and attach the checklist of appendices within the LEA Application. Also, attach all relevant appendices in the order appearing on the checklist.</i>	<input type="checkbox"/> x Checklist completed and attached. <input type="checkbox"/> x All relevant appendices attached.	<input type="checkbox"/> Checklist completed and attached. <input type="checkbox"/> All relevant appendices attached. <input type="checkbox"/> Some or all appendices are missing.

<b>SIG Budgets*</b> <i>Complete and attach the SIG Budget pages for each applicant school.</i>	<input checked="" type="checkbox"/> Completed and attached.	<input type="checkbox"/> All budget pages completed and attached and relevant. <input type="checkbox"/> Missing one or more budget years. <input type="checkbox"/> Budget pages attached do not correspond to school proposal.
<b>FY2015/FY2016 1003(g) Checklist</b>	<input checked="" type="checkbox"/> Completed and attached.	<input type="checkbox"/> Completed and attached.

FOR MDE USE ONLY

Notes:

# LEA ASSURANCES

Certain terms and conditions are required for receiving funds under the School Improvement Grant and through the Mississippi Department of Education (MDE); therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

The LEA must sign and return a copy of the following assurances as part of its application.

## School Improvement Grant (SIG) 1003(g) Assurances

1. The LEA will use its School Improvement Grant to implement fully and effectively an intervention in each priority and focus school that the LEA commits to serve consistent with the final requirements. LEA implementation of intervention models should adhere to all regulations in accordance with the final requirements for School Improvement Grants under section 1003(g) of Title I of the Elementary and Secondary Education Act (<https://www.gpo.gov/fdsys/pkg/FR-2015-02-09/pdf/2015-02570.pdf>).
2. The LEA will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each priority and focus school that it serves with school improvement funds.
3. The LEA will report to the SEA the school-level data that is required under section III of the final requirements, including baseline data for the year prior to SIG implementation.
  - Number of minutes within the school year and school day;
  - Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
  - Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;

- Dropout rate;
- Student attendance rate;
- Discipline incidents;
- Chronic absenteeism;
- Distribution of teachers by performance level on the LEA teacher evaluation system;
- Teacher attendance rate;
- Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics, by grade and by student subgroup;
- Average scale scores on State assessments in reading/language arts and mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup;
- Percentage of limited English proficient students who attain English language proficiency;
- School improvement status and AMO targets met and missed;
- College enrollment rates; and
- Graduation rate.

MDE will make grant renewal decisions for each school based on whether the school has satisfied requirements for meeting its annual performance targets for leading and achievement goals. Schools must meet the following:

- *Leading Indicators*—A school must meet 5 of 9 leading indicator goals.
- *Achievement/Lagging indicators*—The school must meet or make progress towards meeting achievement goals.

MDE may grant exceptions to this rule only if highly unusual, extenuating circumstances occur.

4. The LEA will ensure that each priority and focus school that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

**State Assurances and Other Federal Assurances:**

The LEA will establish an LEA-based School Improvement Office that will be responsible for taking an active role in the day-to-day management of turnaround efforts at the school level in each identified priority school to be served by the application and for coordinating with the SEA.

The LEA commits that School Improvement Grant (SIG) funds will not be used to support district-level activities for schools that are not receiving SIG funds.

The LEA/grantee assures that it will adhere to all grant requirements and monitor the status of school level grant implementation.

The LEA grantee understands that future funding opportunities may be hindered if this or any grant or contract with MDE has not been fulfilled and/or if required reports are not submitted in a timely fashion.

The LEA/grantee will adhere to the applicable provisions of the Education Department General Administrative Regulations (EDGAR): 34 CFR Subtitle A, Parts 1-99.

The LEA /grantee will adhere to the applicable regulations of the Office for Civil Rights, U.S. Department of Education: 34 CFR Subtitle B, Parts 100-199.

The LEA /grantee will adhere to 2 CFR Part 200 and Part 225, Office of Management and Budget (Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards).

The LEA /grantee will assure that salary and wage charges will be supported by proper time reporting documentation to meet the requirements of 2 CFR part 225, OMB Circular A-87.

The LEA/ grantee will assure the use of fiscal control and fund accounting procedures that will ensure proper disbursement of, and

accounting for, federal funds paid to that agency under this program.

The LEA/ grantee will assure that it recognizes that SEA approval of an application does not relieve the LEA of its responsibility to comply with all applicable state and federal requirements.

### **Changes**

This agreement will not be modified, altered, or changed except by mutual agreement by an authorized representative(s) of each party to this agreement and must be confirmed in writing through the Mississippi Department of Education grant modification procedures.

### **Independent Grantee**

The grantee shall perform all services as an independent grantee and shall discharge all of its liabilities as such. No act performed or representation made, whether oral or written, by grantee with respect to third parties shall be binding on the Mississippi Department of Education.

### **Termination**

The Mississippi Department of Education, by written notice, may terminate this grant, in whole or in part, if funds supporting this grant are reduced or withdrawn. To the extent that this grant is for services, and if so terminated, the Mississippi Department of Education shall be liable only for payment in accordance with payment provision of this grant for services rendered prior to the effective date of termination.

The Mississippi Department of Education, in whole or in part, may terminate this grant for cause by written notification. Furthermore, the Mississippi Department of Education and the grantee may terminate this grant, in whole or in part, upon mutual agreement.

Mississippi Department of Education may cancel an award immediately if the State finds that there has been a failure to comply with the provisions of an award, that reasonable progress has not been made or that the purposes for which the funds were awarded/granted have not been or will not be fulfilled.

Either the Mississippi Department of Education or the grantee may terminate this agreement at any time by giving 30 days written notice to the other party of such termination and specifying the effective date thereof. The grantee shall be paid an amount which bears the same



ratio to the total compensation as the services actually performed bear to the total services of the grantee covered by the agreement, less payments of compensation previously made.

#### **Access to Records**

The grantee agrees that the Mississippi Department of Education, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit and examine any pertinent books, documents, papers, and records of the grantee related to the grantee's charges and performance under this agreement. Such records shall be kept by grantee for a period of five (5) years after final payment under this agreement, unless the Mississippi Department of Education authorizes their earlier disposition. Grantee agrees to refund to the Mississippi Department of Education any overpayments disclosed by any such audit. However, if any litigation, claim, negotiation, audit or other action involving the records has been started before the expiration of the 5-year period, the records shall be retained until completion of the actions and resolution of all issues, which arise from it.

#### **Laws**

This agreement, and all matters or issues collateral to it, shall be governed by, and construed in accordance with the laws of the State of Mississippi.

#### **Legal Authority**

The grantee assures that it possesses legal authority to apply for and receive funds under this agreement.

#### **Equal Opportunity Employer**

The grantee shall be an equal opportunity employer and shall perform to applicable requirements; accordingly, grantee shall neither discriminate nor permit discrimination in its operations or employment practices against any person or group of persons on the grounds of race, color, religion, national origin, handicap, or sex in any manner prohibited by law.

### **Copyrights**

The grantee (i) agrees that the Mississippi Department of Education shall determine the disposition of the title and the rights under any copyright by grantee or employees on copyrightable material first produced or composed under this agreement; and, (ii) hereby grants to the MDE a royalty free, nonexclusive, irrevocable license to reproduce, translate, publish, use and dispose of, to authorize others to do so, all copyrighted or copyrightable work not first produced or composed by grantee in the performance of this agreement, but which is incorporated in the material furnished under the agreement, provided that such license shall be only to the extent grantee now has, or prior to the completion or full final settlements of agreement may acquire, the right to grant such license without becoming liable to pay compensation to others solely because of such grant.

Grantee further agrees that all material produced and/or delivered under this grant will not, to the best of the grantee's knowledge, infringe upon the copyright or any other proprietary rights of any third party. Should any aspect of the materials become, or in the grantee's opinion be likely to become, the subject of any infringement claim or suite, the grantee shall procure the rights to such material or replace or modify the material to make it non-infringing.

### **Personnel**

Grantee agrees that, at all times, employees of the grantee furnishing or performing any of the services specified in this agreement shall do so in a proper, workmanlike, and dignified manner.

### **Assignment**

Grantee shall not assign or grant in whole or in part its rights or obligations under this agreement without prior written consent of the Mississippi Department of Education. Any attempted assignment without said consent shall be void and of no effect.

### **Availability of Funds**

It is expressly understood and agreed that the obligation of the Mississippi Department of Education to proceed under this agreement is conditioned upon the appropriation of funds by the Mississippi State Legislature and the receipt of state and/or federal funds. If the funds


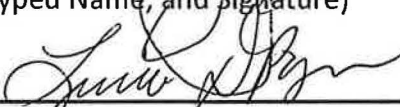
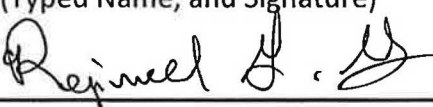
It is expressly understood and agreed that the obligation of the Mississippi Department of Education to proceed under this agreement is conditioned upon the appropriation of funds by the Mississippi State Legislature and the receipt of state and/or federal funds. If the funds anticipated for the continuing fulfillment of the agreement are, at anytime, not forthcoming or insufficient, either through the failure of the federal government to provide funds or of the State of Mississippi to appropriate funds or the discontinuance or material alteration of the program under which funds were provided or if funds are not otherwise available to the Mississippi Department of Education (MDE), the MDE shall have the right upon ten (10) working days written notice to the grantee, to reduce the amount of funds payable to the grantee or to terminate this agreement without damage, penalty, cost, or expenses to MDE of any kind whatsoever. The effective date of reduction or termination shall be as specified in the notice of reduction or termination.

**Mississippi Ethics**

It is the responsibility of the grantee to ensure that subcontractors comply with the Mississippi Ethics Law in regard to conflict of interest. A statement attesting to said compliance shall be on file by the grantee.

**Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions**

This certification is required by the Department of Education regulations and the participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

Dr. Evelyn W. Jossell		5/7/17
Superintendent (Typed Name, and Signature)		Date
Linda Payene		5/7/17
LEA Board President (Typed Name, and Signature)		Date
Reginald Griffin		5/7/17
Federal Programs Coordinator (Typed Name, and Signature)		Date
Miron Thompson		5/7/17
Business Manager (Typed Name, and Signature)		Date

***Include all pages 12-17 in application.***

## LEA PLAN OVERVIEW

### PART I: INTRODUCTION

#### A. Descriptive Information about the Eligible Schools

Complete the following chart for every eligible school. If the LEA does not intend to apply for a school, select “Not served” in the Selected Intervention column.

SCHOOL NAME	MSIS School Code (LEA, School)	NCES ID (LEA, School)	Designation	2015-2016 State Accountability Label	Selected Intervention
<i>Example School</i>	<i>1234-1234567</i>	<i>1234567-12345</i>	<i>Priority School</i>	<i>A – F</i>	<i>Turnaround</i>
Quitman County Elementary	6000024	28038100073 2	Focus School	F	Transformation
Quitman County Middle School	6000032	28038100073 4	Focus School	F	Transformation

#### B. Consultation with Stakeholders

Describe the process by which the LEA consulted with relevant stakeholders regarding the LEA’s application and the LEA’s proposed implementation of school improvement models in its served school(s). ***The LEA must, in particular, demonstrate a robust process for engaging families and the community in the selection of the intervention model and design of the application.*** The Quitman County School District has engaged several strategies as a catalyst to explain the School Improvement Grant process and purpose, to garner public input, and answer questions or concerns regarding the grant application. The Superintendent met with parents, PTO officials, staff, and administrators at the Quitman County Elementary School on Tuesday,

April 10, 2017 to consult on the LEA's application and selection of the Transformation Model of the School Improvement Grant. At this time, attendees were provided an opportunity to ask questions and provide input into the grant process. An Executive Summary was included in the Board of Education's Board pack explaining the SIG application process and the Superintendent responded to all questions, suggestions/concerns regarding the process prior to Board Approval on Tuesday, April 10, 2017. The district also conducted its annual survey of parents and staff at the end of last year and again in April to gather input on what they would like to see addressed in the school's improvement plan. Information gathered has been addressed in this comprehensive plan. The proposal will be posted on the district's website, and if the grant is approved, progress on the plan will be shared at monthly board meetings and at PTO meetings conducted at the school site.

In Appendix A, attach the agenda, minutes, and sign-in form (see LEA Application Toolkit) from the stakeholder consultation.

### C. Disclosure of External Party Application Assistance

LEAs must guard against conflicts of interest in cases where grant dollars may later be used for contracts with external parties who assisted in the grant-writing process. In the FY2015/FY2016 application, LEAs must list the names and job titles of all persons who contributed to the grant application. If the LEA collaborated with external parties in the development of this application, the LEA must also list these external parties and their involvement in this application. For this item, external parties are defined as any person who is not a regular employee of the district or of MDE and who may have collaborated on the development of the grant in whole or in part. External parties may be for-profit or non-profit organizations, including institutions of higher education or educational consultants. Even if the external party was not paid for the collaboration, the relationship must still be disclosed.

#### 1. Grant-Writing Team

Describe the make-up of the team writing the grant, including the names and job titles of each person who contributed to the grant application.

Dr. Evelyn W. Jossell, Superintendent  
Reginald Griffin, Federal Programs Director

Kegi Wells, Curriculum Coordinator  
 Crotez Moss, QCMS Principal  
 Jennifer Steele, QCMS Counselor  
 Sabrina Wilborn, Acting Principal QCES  
 April Mason, QCES Counselor  
 Rose Caulder, Librarian  
 Reshard Jemerson, Parent Coordinator

2. External Parties Involved in Grant Writing

Did the LEA work with external parties on any part of the LEA Plan Overview or any of the LEA's school proposal(s)?  
 YES  
 NO  
 If the LEA marked "YES," please complete the chart below.

External Party	Role in Application Development
If Then Solutions	Assisted in developing School Improvement Action Plan and in understanding the entire requirement of the grant application, how to use the grant rubric to ensure all elements of the application were addressed appropriately, and how to involve stakeholders to maximize our local resources in the process

**PART II: DISTRICT LEADERSHIP**

**A. District Governance**

1. Policy Analysis and Timeline

Complete the chart below to demonstrate that the LEA has reviewed its policies and eliminated, or has plans to eliminate, any barriers which would prevent the full and effective implementation of the selected intervention models. Examples of relevant policies are provided beneath important policy areas; however, depending on the intervention model chosen, not all policy areas may require a policy change. If a policy does not require a change, please note “no change needed” or “not applicable.” In some cases, an LEA may need to create policies to address new procedures. Any new policies necessary for the SIG process should also be described below. Blank lines are provided for this purpose at the bottom of the chart.

<b>Policy</b>	<b>Analysis</b>	<b>Proposed Changes</b>	<b>Completion Date</b>
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
<u>School Zones:</u> ✓ Student assignment ✓ Student attendance areas/ school boundaries	Policies relating to student assignments, student attendance and school boundaries will not be a barrier to any proposed reforms.	This policy does not create a barrier to reform because it allows the board at its discretion to configure the district as it deems appropriate for the proper implementation of this reform effort.	Not applicable
<u>Time:</u> ✓ School year ✓ School calendar ✓ Extended school year/ summer school ✓ School day ✓ Student arrival and departure	The Quitman County School District extended the school day by 30 minutes for all schools for the 2015-2016 Year. Additionally, the District extended the school year for the 2016 summer by twenty days and for grades K-8, the year will be extended for 20 days for the summer of 2017.  Board Policy AE and AF entitled School Day allows the board at its discretion to extend the day and school year to meet the requirements of the SIG Grant	The extended school year will be mandatory for students who are score in the lowest 25% on their spring assessment. This policy will require School Board approval.	July 2017 - Recommendation and approval expected at School Board

<ul style="list-style-type: none"> <li>time</li> <li>✓ Administrative personnel time schedules</li> <li>✓ Instructional personnel time schedules</li> </ul>			
<u>Curriculum:</u> <ul style="list-style-type: none"> <li>✓ Curriculum development</li> <li>✓ Summer school programs</li> </ul>	<p>Curriculum Development of the district is governed by board policy IC and in part states that the school district is in compliance with state and/or federal requirements.</p> <p>Board Policy IDBA entitled Extended School Year allows the board at its discretion to extend the day and school year to meet the requirements of the SIG Grant.</p>	<p>Currently, the board policy mandates that Curriculum development be in compliance with all state and federal policies. This policy will not be amended.</p>	On-going
<u>Instruction:</u> <ul style="list-style-type: none"> <li>✓ Instructional programs</li> <li>✓ Multi-tiered system of supports</li> <li>✓ Class size</li> <li>✓ Grading</li> <li>✓ Assessment</li> <li>✓ Use of test results</li> <li>✓ Lesson plans</li> </ul>	<p>Specific policies in reference to the Multi-tiered system of supports are ambiguous and could present a barrier to school reform.</p> <p>Elements of the multi-tiered system may be difficult to completely align with the proposed policy, however, the school leadership is committed to reducing any impediments to the transformation model.</p>	<p>The district leadership team will revise instructional goals and program management to ensure that all instructional elements of the model align with the multi-tiered approach to instruction, including class size, lesson plans, grade assessments, and tests.</p>	July 2017 - Recommendation and approval expected at School Board
<u>Employment (Hiring):</u> <ul style="list-style-type: none"> <li>✓ Administrative personnel hiring</li> </ul>	<p>The policies on administrative personnel hiring and teacher/other staff hiring do not need to be changed because they will not deter implementation of the transformation model</p>	<p>A strong recruitment and selection process will be used to ensure the highest quality teachers and leaders will be hired. Attendance at career fairs will be crucial, inclusive with formulating partnerships with colleges and universities to</p>	On-going



<ul style="list-style-type: none"> <li>✓ Teacher/other staff hiring</li> </ul>		<p>formulate a pipeline for the brightest and best educators</p>	
<p><u>Employment (Compensation):</u></p> <ul style="list-style-type: none"> <li>✓ Administrative and teacher compensation guides</li> <li>✓ Compensation for advanced degrees</li> <li>✓ Compensation guides/ salary schedules</li> </ul>	<p>The Quitman County School District policy allows for incentive compensation for employees with advanced degrees, however there is no language that addresses compensation for professional personnel who will have extended contracts due to the increased time on task mandated by the SIG Guidelines.</p>	<p>The current policy will be amended to address compensation for professional personnel who will be working under extended contracts. Additionally policy will be amended to provide incentives to teachers and administrators showing growth in the state assessment system</p>	<p>May 2017 - Recommendation and approval expected at School Board</p>
<p><u>Employment (Placement):</u></p> <ul style="list-style-type: none"> <li>✓ Administrative personnel assignment/ re-assignment</li> <li>✓ Teacher/other staff assignment</li> </ul>	<p>The policies on administrative personnel assignment/reassignment and teacher/other staff assignment as it is written will not impede reform.</p>	<p>Under performing teachers and leaders will be reassigned based on performance.</p>	<p>August 2017- Ongoing</p>
<p><u>Employment (Career Ladder):</u></p> <ul style="list-style-type: none"> <li>✓ Administrative/ supervisory personnel</li> <li>✓ Organization charts</li> <li>✓ Instructional</li> </ul>	<p>Current policy will not need to be revised and will not be a barrier to reform.</p>	<p>Opportunities for growth will be available for teachers to assume leadership roles within the school</p>	<p>August 2017- Ongoing</p>

personnel— others			
<u>Employment (Evaluation):</u> ✓ Administrative personnel evaluation ✓ Teacher/staff evaluation	Policies on administrative personnel evaluation and teacher/staff evaluation will not interfere with reform efforts	The policies that govern employee evaluation do not need to be changed. However, Quitman County School District will make changes to evaluation schedules and the evaluation instruments that are currently being used for administrators and teachers in order to ensure alignment with grant requirements. In particular, increased student achievement will be factored into the performance evaluation of teachers and administrators	August 2017- Ongoing
<u>Employment (Termination):</u> ✓ Personnel—suspension ✓ Administrative personnel separation and dismissal ✓ Teacher/ staff separation and dismissal	The current Board Policy GBK that addresses termination will not impact this model. No changes are needed to the personnel suspension policies, administrative personnel/separation and dismissal policies. These policies do not present a barrier to reform.	No changes required.	Not applicable
<u>Professional Development:</u> ✓ Opportunities— all employees ✓ Administrative personnel professional development	Additional opportunities to grow professionally will lead to informed educators. The district teachers are ready and willing to transform the culture of the school and increase self-efficacy. Policies governing professional development opportunities for all employees and administrative personnel will not inhibit reform efforts.	A significant element of the SIG Grant centers around professional development opportunities. The teachers and leaders will actively participate in ongoing professional development opportunities	August 2017- Ongoing
<u>Student Climate:</u> ✓ Attendance	There are no changes needed in attendance, truancy, and student involvement in decision-making. Quitman County Middle School does not have a consistent	A committee of teachers and school administrators along with district personnel will revise the Student Code of Conduct to include a continuum of consequences for	July –August 2017

<ul style="list-style-type: none"> <li>✓ Truancy</li> <li>✓ Student involvement in decision-making</li> <li>✓ Student conduct</li> </ul>	<p>continuum of consequences for problem behavior that is proactive and supported by a Positive Behavior Supports model</p>	<p>problem behaviors that will include teaching critical social skills, a recess academy, and before and after school programs to make up instructional time missed due to behavior issues</p>	
<p><u>Family and Community Engagement:</u></p> <ul style="list-style-type: none"> <li>✓ School-community relations</li> <li>✓ Family involvement</li> <li>✓ Community involvement in decision-making</li> <li>✓ Federal programs procedure with complaint resolution</li> <li>✓ Visitors to schools</li> </ul>	<p>No changes required. The current school policy allows for an open-door policy for parents, and opportunities for the community to support the school. The school adheres to Federal and State policies for resolution of complaints from parents and the community.</p>	<p>The parent liaison will work to actively involve parents and community stakeholders at Quitman County Middle School. A number of diverse activities will be built into the school calendar to ensure that parents and stakeholders play a vital role in education</p>	<p>August 2017-Ongoing</p>

## 2. School Board Approval

Provide evidence of school board approval by attaching as Appendix B the Board's agenda and/or minutes from the relevant meeting. Remember, the signature of the Board President should also appear on the Assurances.

## 3. External Provider (Educational Consultant) Contracting Process

***LEAs are not required to contract with external providers as part of the SIG process.*** If the LEA plans to contract with external providers (educational consultants) as part of any of its school proposal(s), please answer the following questions to demonstrate a rigorous, evidence-based screening process for external provider (educational consultant) contracting. *Before completing this section, please see the "External Provider (Educational Consultant) Guidance" in the LEA Application Toolkit for important information.*

### a) Recruitment of External Providers

How will the LEA recruit external providers (educational consultants)?

After a thorough assessment of the district's educational and academic needs, an aggressive intervention model was adopted, along with a focused and rigorous professional development plan. To this end, we have determined that we will recruit external providers who will provide high quality training, support, and guidance in our school reform effort. Specifically, the following steps will be used:

- Adopt MDE's model Request for Proposals
- Issue RFP/Publish on District's website
- Publish on State Procurement site
- Consider various types of providers
- Research and examine provider's track record of success

Establish a system of routinely evaluating providers

### b) Model Request for Proposal

Will the LEA use MDE's model Request for Proposal? Check one.

YES

NO

If not, attach the LEA's model RFP in Appendix C. The RFP must include the proposed scope of work potential external provider (educational consultants) must address.

c) Screening, Evaluating, and Selecting External Providers

Describe in detail the LEA's process for screening, evaluating, and selecting external provider (educational consultant) applicants, beginning with the process for developing and releasing the Request for Proposal to finalizing contracts. Include responsible parties and a timeline.

Action Step (s)	Person(s) Responsible	Timeline
Convene selection team	Dr. Jossell, Superintendent	July 2017
Determine scope of work to be outlined in RFP	Selection Team, which is inclusive of the principal	July 2017
Post RFP	IT Specialist/Website Manager	August 2017
Score proposals according to Rubric	Selection Team	August 2017
Develop Interview Rubric for External Provider (MDE model) that reviews: <ul style="list-style-type: none"> <li>• Staffing Capacity</li> <li>• Evidence of contractor successes</li> <li>• Financial Management system</li> </ul>	Selection Team	August 2017
Conduct External Provider Interviews, using MDE's example from toolkit	Selection Team	August, 2017
Conduct Lead Partner reference checks		
External Provider Selected	Selection Team	August 2017
Develop and approve MOUs	Superintendent	August 2017
External Provider begin implementation of services	Lead Partner	September 2017
Monitoring and Feedback through quarterly meetings	Superintendent Transformation Officer Principal	September 2017 Interim reporting and ongoing monitoring

Evaluation of External Provider	Superintendent School Site Leadership SIG Officer	Interim reporting and ongoing monitoring
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If the LEA has interview protocols or evaluation rubrics, attach these in **Appendix C**. An example of an interview protocol can be found in the LEA Application Toolkit.

d) Model Memorandum of Understanding

Will the LEA use MDE’s model Memorandum of Understanding (MOU) for external providers (educational consultants)?

YES

NO

If not, attach the LEA’s model Memorandum of Understanding as part of **Appendix C**. The MOU must include the following components:

- details of how the LEA will regularly review and evaluate the services provided by external providers (educational consultants), including holding quarterly meetings with external providers at a minimum, and
- the criteria which the LEA will use in determining whether to re-hire the external provider (educational consultant) for continued services.

**B. District Capacity for Selected Interventions**

Answer the following questions to demonstrate that the LEA has the capacity to support its portfolio of proposed school reforms.

1. Experience Successfully Managing and Implementing Competitive Grants

Describe the LEA’s previous successful experience managing and implementing competitive grants. Provide evidence that the grant produced positive student outcomes.

Quitman County School District has a lengthy history of effectively managing and implementing competitive grants.

- The most recent award was a 21<sup>st</sup> CCLC grant where 90% of the participants who attended sessions on a regular basis showed improvement in their academic outcomes, showed improved attendance, and fewer referrals for ISS and OSS when compared to their peers.
- Carol White P.E. Grant  
The focus of this U.S. Department of Education grant is to improve student physical fitness. Evidenced-based research indicates a direct positive correlation between student levels of physical fitness and academic achievement. Students are required to participate in physical activities for up to 60 minutes per day, and consume at least three servings of fruit and vegetables daily. Early results show that student academic

performance improved at least 10 percent.

- Learn and Serve America Grant

This is a grant program of the Corporation for National and Community Service. The focus of the activities of this program is improving the quality of education, teaching students how to protect the environment, and promote economic development of the most under-resourced children.

- School-to-Work Initiative

As an initiative of the U.S. Department of Education, this grant allows the School to provide leadership development to school executives, improve the resources available to instructors, counselors, and transition specialists. Leaders participating in this program reported improvements in communications skills, pedagogy, curriculum development, and advanced approaches to student motivation and self-determination.

- Mentoring Grant from the Department of Justice and the Mississippi Department of Public Safety.

The focus of this program is to offer professional development for ways to improve and diminish student truancy, strengthen conflict resolutions skills among teachers, students and families, and to help teachers with tools and approaches to improving classroom management for more effective teaching environments.

All grant programs produced positive student outcomes for students who participated on a consistent basis.

## 2. District Leadership on SIG

Explain the role that district executive leadership, i.e., the Superintendent or Conservator, will have in implementing the intervention model.

Dr. Jossell, the district's superintendent will monitor all aspects in the implementation of the school's intervention model, which will include:

- Monitoring school progression by conducting regular visits or walk through at the school site;
- Hiring a Transformation Officer to oversee the day to day operations of the grant;
- Requiring Bi-Monthly reports the implementation process, student achievement, and progress of milestones from Principal and SIG Coordinator;
- Meeting monthly with District and School Leadership to review leading indicator data, and identify strategies that support and promote implementation efforts;

Assigning additional leadership duties to Mr. Reginald Griffin, Federal Programs Director, to ensure ongoing coordination with existing programs and compliance with Title I and Title II funds, and adhere to procurement and accounting policies.

### 3. LEA Role in Supporting and Monitoring Implementation

How will the LEA establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics?

The 2016 Accountability Report for Quitman Elementary is the base line for data to establish annual goals. On the 700-Point Scale, data show 246 Total Points, with Reading Proficiency at 13.9 percent; Math Proficiency at 12.4 percent; Reading Growth at 47.6 percent; and Math Growth at 22.6 percent. Reading Low Growth scaled at 78.8 percent, with Math Low Growth at 35.6 percent.

The District leadership team will set annual goals, in collaboration with the school administrators, for annual student achievement goals that lead to improved student outcomes and school accountability rating. The District expectation is that no school is rated below a C. Goals are expected to lead to that expected outcome.

What policies and procedures will be instituted to enable the LEA to provide adequate resources and related support and internally monitor implementation, specifically the school's progress in meeting the leading indicators?

On a weekly basis, a member of the Quitman County School District Leadership team visits the school to assess the progress and effectiveness of school programs and leadership. During these monitoring visits, the principal must provide evidence of progress made on school wide goals, student assessments (interim and benchmark), student and teacher attendance, and behavior. This information is reported to the Superintendent during a bi-monthly meeting with the District Implementation Team. Intervention strategies are immediately implemented, when necessary. The District Leadership team can assist the principal in making the adaptations in a timely manner to improve student performance outcomes and monitor student growth. The district will continue this process to ensure progress toward meeting the SIG's milestones. In addition, the district also uses the Mississippi Growth Professional Model for teacher and leader evaluations, both of which include a student performance component.

As an added support to ensure all aspects of grant implementation are successful, the district will hire a district transformation officer who will monitor implementation daily and serve as a member of the school leadership's team. The daily monitoring and serving on the school's leadership team will ensure all personnel maintain a data-centric focus throughout implementation.

Changes at the school level will require reconstitution of the school leadership team to include department chairs, special education representative, and an elective teacher as part of the leadership team. These teams will meet at least once per week and must as part of the agenda include updates on applicable leading indicator data.

From policies to practice, the district administration is committed to fully supporting the school improvement plan and those tasked with its implementation before, during, and after the grant period.



What policies and procedures will be instituted to enable the LEA to provide adequate resources and related support and internally monitor implementation, specifically the school's progress in meeting the leading indicators?

On a weekly basis, a member of the Quitman County School District Leadership team visits the school to assess the progress and effectiveness of school programs and leadership. During these monitoring visits, the principal must provide evidence of progress made on school wide goals, student assessments (interim and benchmark), student and teacher attendance, and behavior. This information is reported to the Superintendent during a bi-monthly meeting with the District Implementation Team. Intervention strategies are immediately implemented, when necessary. The District Leadership team can assist the principal in making the adaptations in a timely manner to improve student performance outcomes and monitor student growth. The district will continue this process to ensure progress toward meeting the SIG's milestones. In addition, the district also uses the Mississippi Growth Professional Model for teacher and leader evaluations, both of which include a student performance component.

As an added support to ensure all aspects of grant implementation are successful, the district will hire a district transformation officer who will monitor implementation daily and serve as a member of the school leadership's team. The daily monitoring and serving on the school's leadership team will ensure all personnel maintain a data-centric focus throughout implementation.

Changes at the school level will require reconstitution of the school leadership team to include department chairs, special education representative, and an elective teacher as part of the leadership team. These teams will meet at least once per week and must as part of the agenda include updates on applicable leading indicator data.

From policies to practice, the district administration is committed to fully supporting the school improvement plan and those tasked with its implementation before, during, and after the grant period.

Who at the district-level will be responsible for monitoring implementation?

The superintendent will lead the monitoring with designated key district leadership team members responsible for supporting as needed and required. This includes ongoing coordination with existing supplementary programs including federally funded schoolwide programs provided with Title I and Title II funds.

How often will internal monitoring take place, especially in regards to evaluating the school's progress in meeting the leading indicators?

The school leadership team and district transformation officer will be responsible for monitoring leading indicator data as well as walkthrough and external provider reports weekly.

A report will be provided to the district leadership team at least twice per month.

What corrective actions will be taken if the LEA's internal monitoring shows that the school is not on-track to meet its leading indicators?

If analysis of the data gathered from frequent monitoring indicates that the school is off-track to meeting its leading indicators, the following steps will be taken:

- Re-assess goals and proposed indicators to identify possible gaps;
- Revisit interventions to make sure they were performed with fidelity and determine whether leadership development is needed for principals, teachers, and other staff involved in the school improvement process;

Review budget expenditures to ensure purchases are being implemented appropriately and are used strategically for services identified in School Improvement Action Plan.

#### 4. District-Level Personnel with a Track Record of Success in School Improvement

Name and describe school- or district-level personnel who will be involved with the SIG process who have a track record of success in improving student achievement. ***At least one district-level staff member must serve as the School Turnaround Officer to provide oversight of implementation.*** Include the most recent accountability label of any school under the direct management of school- or district-level personnel listed here. For personnel without prior administrative experience, include the criteria in which the district will measure their track record of success in improving student achievement.

Key staff members who will be involved with the SIG progress include:

- Dr. Evelyn Jossell, Superintendent will use her past experience and successes in administration to transform the district's processes, practices, and procedures to sustain the vision of high standards for student achievement in a supportive climate after SIG funds are expended
- The district's Curriculum Director, Kegi Wells, brings a wealth of experience as principal of an elementary school that move from an F to C status, and a high school that moved from an F to C status. Also under her leadership, Madison S. Palmer High School increased their graduation rate from 74.5% in 2014 to currently 83.5%. She also co-wrote the application for the ConnectEd Apple Grant and was the lead facilitator for implementation. She will continue to work collaboratively with the principals in implementing all phases of the district's academic curriculum including monitoring of student progress on assessments
- Mr. Reginald Griffin, Federal Programs Director, and former principal and assistant principal will use his collective experiences to ensure that Federal Funds and Funds from the SIG Grant under his guidance will be allocated appropriately to support schools and meet State Standards of Academic Achievement.

The school principals, Mr. Cortez Moss (QCMS)/Dr. Frederick Robinson(QCES) will continue to serve as the instructional leader in the school and will ensure integration of grant components into the school's academic program. The criteria in which the district will measure the principal's track record of success in improving student achievement will be the results of achievement and test data results reported during the District's Implementation Team meeting. Frequent monitoring will be continued to remain proactive in making immediate adaptations for continuous improvement.

#### 5. History of Conservatorship and/or Failing Schools

Is the LEA currently under conservatorship?

YES

NO

Has the LEA recently (within the last 5 years) emerged from conservatorship?

YES

NO

Has the LEA or any school within the LEA been rated as "F" for two consecutive years?

YES

NO

If the LEA or any school within the LEA has been rated as "F" for two consecutive years, list the LEA's 2014-2015 accountability label and each applicant school that has been rated as "F" for two consecutive years.

#### 6. Schedule of Findings and Questioned Costs

Attach the LEA's Schedule of Findings and Questioned Costs from the most recent audit as Appendix D.

#### 7. Schoolwide Plan and Priority or Focus School Action Plan, As Applicable

Attach a copy of the relevant Schoolwide Plan as well as a copy of your aligned Priority or Focus School Action Plan from MS-SOARS, if applicable, as part of Appendix D.

#### 8. Previous SIG Experience

Has any school in the LEA previously received a School Improvement Grant?

YES

NO

List the schools in the LEA that previously received a School Improvement Grant as well as the number of years awarded and the amounts.

### C. Sustainability

An important consideration for MDE is whether the LEA will be able to sustain the reforms after the funding period ends. MDE believes sustainability is created through quality implementation, building human capital, and ongoing community engagement. Please describe how the LEA, from a *district-level perspective*, will support the sustainability of reforms.

How will the district sustain the components of the proposal that are paid for primarily through SIG funds after the end of the grant term? Please include a more specific strategy than “we will shift resources” or “we will rely on philanthropic support.”

An important consideration for MDE is whether the LEA will be able to sustain the reforms after the funding period ends. MDE believes sustainability is created through quality implementation, building human capital, and ongoing community engagement. Please describe how the LEA, from a *district-level perspective*, will support the sustainability of reforms.

Presenting all stakeholders with the expectations of this model, it is anticipated that the district will be able to scale improvements on an interim and continuing basis. With the resources and training provided under this SIG, sustaining growth in student progression and achievement are expected through the use of job-embedded best practices for teaching and learning, as well as and research-based student materials that lead to student growth in ELA, Math and Science.

Efforts will continue to offer broad outreach for community engagement, with particular attention given to efforts to bolster parental involvement. Faculty and staff will receive job-embedded training to include ways to create a welcoming environment for parents and the community, and to raise the expectations of families and parents for student achievement and progression. Opportunities will be embedded in the model for parents to be more engaged at all levels of learning, and will be provided ongoing reports of student progress and achievement.

**How will the district sustain the components of the proposal that are paid for primarily through SIG funds after the end of the grant term? Please include a more specific strategy than “we will shift resources” or “we will rely on philanthropic support.”**

The district has assembled a team of educators and external providers to assist with the development and implementation of reforms proposed in the plan. From policies to practice, the district is committed to fully supporting the school improvement plan and those tasked with its implementation before, during, and after the grant period.

Key staff members at the district and school levels will ensure quality implementation of the grant and develop over the grant period a philosophy built on a foundation of success building upon success. As the school is transformed, a new mindset will be developed among school

staff that will guide further determinations of ensuring a successful school.

Staff members will be able to completely understand student progress through data. Incremental changes will be noted and addressed and all personnel will be able to access both individual and group data so that planning for growth will become the focus of the implementation of the grant. The program utilized for this purpose will provide information on individual and group growth through highly developed, well organized statistical models. The percentile comparisons will be utilized and mapped by grade and content area. Teachers will be able to determine student progress on MCCRS. Once teachers, students, and community stakeholders have tasted the success of student achievement, sustainability becomes a requirement in the minds of all involved to better prepare the youth of Quitman County.

Teachers will be trained and empowered to address the needs of the students by making data based decisions on a daily basis and providing differentiated instructions so that all students have access to grade level instruction. Teachers and Administrators will receive on-going technical support from the Mississippi Department of Education. Teachers incentives for student achievement will help improve sustained engagement in student achievement. Throughout the implementation of this grant, and beyond, teachers will be recognized for student outcomes, and rewarded for continuing student progression. Job-embedded training will be reviewed on an interim and ongoing basis to ensure effectiveness of teacher incentives, as well as the effectiveness of job-embedded training and professional development to address any recurring issues and concerns.

# SCHOOL PROPOSAL

**INSTRUCTIONS:** Complete a *unique* school proposal for each applicant school.

- Part I of the application contains information required by every intervention model.
- Complete the appropriate Parts II and III corresponding to the intervention model selected for the school.

**PART I: INTRODUCTION**

*To be completed regardless of intervention model selected.*

**A. Descriptive Information about the Eligible School**

**1. School Information**

Complete the chart below.

NAME	MSIS School Code (LEA, School)	NCES ID (LEA, School)	Designation	2015-16 State Accountability Label	Selected Intervention
<i>Example School</i>	<i>1234-1234567</i>	<i>1234567-12345</i>	<i>Priority</i>	<i>A-F</i>	<i>Turnaround</i>
Quitman County Middle School	6000032	280381000732	Priority	F	Transformation

**2. Total Number of Grant Years**

For the FY2015/FY2016 SIG funds, LEAs may apply for funding for up-to-five years, which must include three years of full implementation. How many grant years does the LEA propose for this school?

- Total Number of Years: 4
- Number of Planning Years: 0
- Number of Full Implementation Years:
- Number of Sustainability Years: 0

**B. Alignment with the Needs Assessment**

**1. Comprehensive Needs Assessment**

***To be eligible for SIG funds, all schools must complete a Comprehensive Needs Assessment.***

Schools should use their Comprehensive Needs Assessment results that are part of MCAPS and should take into account school needs as identified by parents, families, and community members. Summarize the results from MCAPS in the following chart. Attach the information from needs assessment portion of MCAPS as part of Appendix E.

Dimension	Areas of Improvement /Priority Needs	Data/Evidence to Support Identification of Priority Needs
Student	In the beginning of the 2015-2016 school	Teacher Support Team Data

<p>Achievement</p>	<p>year, across all four grades, on the STAR assessment more than half of our students were in the intervention or urgent intervention categories.</p> <p>In the same year, on the district interim assessment, less than 5% of students across all four grades scored 60% or higher on their ELA assessment.</p> <p>In Fifth and Sixth Language arts more than 50% of our students scored levels 1 and 2.</p> <p>In 6th grade, less than 5% of students were proficient</p> <p>In 7th and 8th grades, more than 50% scored level 2 and level 3 in language arts</p> <ul style="list-style-type: none"> <li>● 0% of students with diagnosed emotional challenges made growth</li> <li>● More than 65% of all students were level 3 or higher on the state math assessment, with the largest percentage of students ranking a level 3.</li> <li>● 53.4% of our students were proficient in science while the state average is 78%</li> <li>● Lack of subject area group planning time</li> </ul> <p>We've looked at our promotion and retention data as well as response to intervention data. For the 2015-2016 school year, 100% of our students were promoted. When compared to the percentage of students who scored in the minimal category on state tests, the promotion/retention practices need revision.</p> <p>Through focused conversations with teachers, parents, and students it was determined that student achievement could be improved by aligning instruction to state standards, developing academic and behavioral interventions, developing resources to guide instruction, and literacy strategies across content areas.</p>	<p>MS State Testing Data 2015-2016 Universal Screening Data 2015-2016 Promotion/Retention Data</p>
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	<p>A parent and community night was held to discuss needs of the school and the SIG process. Through the use of qualitative data, parents commented that the school needs to focus on developing students' literacy skills.</p>	
<p>Curriculum and Instruction</p>	<p>At Quitman County Middle School, 100% of our core curriculum classes have curriculum books either on the iPad or actual textbooks. These include Houghton Mifflin reading materials with software programs such as accelerated reader, IXL, Mathletics, STAR Reading, STAR Math, Moby Max, and Read Theory. Each teacher has a copy of the MS College-Career Ready Standards in their classrooms along with copies of the Scaffolding Documents for the subjects they teach.</p> <p>Each grade level has curriculum pacing guides for each 9 weeks along with a scope and sequence document in language arts and math. Pacing guides are revised through-out the school year and as new curriculum materials are made available from MDE.</p> <p>Instructional methods are traditional, lecture-based and textbook-driven for the most part. Qualitative data from the principal suggests that there is still work to be done in this area of quality instruction. Based on administrator evaluations, none of the faculty scored a level 4 or higher on the Mississippi Teacher Professional Growth System. Teacher observations has noted that teachers could stand to use more development in small group instruction and differentiated instruction. Remediation and tutoring is needed, but often teachers report they do not have time to spend remediating students and remain on pace with the course objectives.</p>	<p>Data from the following sources was reviewed to identify our prioritized needs in curriculum and instruction:</p> <p><b>Quantitative Data:</b>  Textbook Inventory List  Curriculum and Federal Programs purchases for instructional materials teacher performance evaluations.</p> <p><b>Qualitative Data:</b>  Teacher Interviews  Administrator observations</p>



<p style="text-align: center;">School Context and Organization, Including School Leadership</p>	<p>Quitman County Middle School, located in Marks, MS is a resource deprived school district located on the edge of the Mississippi Delta. The students of Quitman County Middle School come from text deprived homes where the median family income is often times less than \$18,000-\$20,000 for a family of four. The school leadership team and community envision a school where each of its students are prepared to compete in high school, college, and the globe. They also recognize that developing students academically, socially, and emotionally is foundation in pursuit. However, for the last five years Quitman County Middle School has struggled to move beyond a “D” rating and has not met annual measurable objectives in mathematics and language arts. In the beginning of the 2015-2016 school year, across all four grades, on the STAR Reading and Math assessment more than half of the students were in the intervention or urgent intervention categories. In the same year, on the district interim assessment, less than 5% of students across all four grades scored 60% or higher on their ELA assessment. In fifth and sixth grade language arts more than 50% of students scored levels 1 and 2. In 6th grade, less than 5% of students were proficient. In 7th and 8th grade, more than 50% scored level 2 and level 3 in language arts. What is more, 0% of students with an emotional disability met growth in languages arts or math. In addition, more than 65% of all students were level 3 or higher on the state math assessment, with the largest percentage of students ranking a level 3. Lastly, 53.4% students were proficient in science while the state average is 78%. For the 2015-2016 school year, 100% of our students were promoted; however, the school received an “F” accountability rating. Prior to the 2016-2017 school year, four principals had been in place and the school received the distinction of “Focus” for five years running. A transformational leader was</p>	<p>STAR DATA Comprehensive Demographic Report for Quitman County MDE Accountability Results 2015-2016 MSIS Data</p>
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	<p>hired for the 2016-2017 school year. In addition, Quitman County Middle School had 8 licensed teachers for the 2015-2016 school year while 15 were non-licensed. However, for the 2016-2017 school year under the new transformational leader, 18 licensed teachers were hired while four received emergency licensure and two did not have a license. In addition, the school hired a licensed school counselor for the 2016-2017 school year whereas for two years the school had no licensed counselor. The school is currently 100% staffed for the 2017-2018 with 20 certified teachers and 4 on emergency license.</p>	
Professional Development	<p>After careful analysis, the District Leadership Team Discovered that professional development opportunities are numerous and readily available for the staff. Many of these professional development opportunities are held off-campus locations. Travel and registration is paid by the district. It has been noted prior to this academic year much of the PD was facilitated by the school staff and were one day sessions. To maximize our limited funding, many professional development activities were also planned at the district rather than school-based.</p> <p>In surveys conducted teachers noted that they needed more support in Multi-Tiered Systems of Support. Teachers noted that they needed support in designing and tracking student interventions. What is more, teachers need additional support in identifying students with behavioral challenges. Teachers have requested additional training in support on integrating student intervention time in the daily learning block. 84.6% of teachers noted that would like an extended professional session on the topic.</p>	<p><b>Qualitative Data</b> Teacher Interviews Administrator Interviews</p> <p><b>Quantitative Data</b> Professional Development Records Curriculum and Federal Programs Teacher Surveys</p>
Family and Community	<p>Increased parent involvement through a Parent Teacher Organization is necessary.</p>	<p><b>Quantitative Data</b> Parental Involvement Plan</p>

<p>Involvement</p>	<p>Opportunities for parents to engage with teachers and in school activities outside of traditional working hours. During the focus groups, it was noted that teachers do not provide adequate amounts or feedback or collaborate with all students and families in a manner that clearly communicates students' strengths and provides specific guidance for continued development relative to learning outcomes. It was mentioned by the teachers and the principal that the school could do a better job communicating with parents about student success. The focus groups also revealed that families are given limited opportunities to provide input on school improvement efforts through surveys, committee decisions and recommendations. Lastly, it was determined that the school has not systematic process in place to engage families and the community that is communicated and is fully implemented. The school does not have a P-16 Community Engagement Council that is operational, meets regularly and provides input into district and/or school operations. Critical to the success of QCMS and school improvement will be engaging families and community. While there has been significant improvement over the last year at Quitman County Middle School, teachers, parents, and students commented in focus groups that increased parent involvement through a Parent Teacher Organization is necessary. While Quitman County Middle School currently host monthly parent advisory lunches where parents are given the opportunity to meet with the principal, it does not provide opportunities for parents to engage with teachers and in school activities outside of traditional working hours. What is more, it does not provide a venue for parents to initiate change and plan additional programming.</p>	<p>School Board Policies Title 1 School Wide Plan</p> <p><b>Qualitative Data:</b> Parent Interviews</p>
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2. Intervention Model Selection

Based on the needs assessment data, describe how the model best meets the school's needs.

Through the SIG grant, we feel that we can gain more resources, support, and training for

our teachers and students. As a school district, we've spent a considerable amount of time exploring school and district data. A transformational leader was hired during the 2016-2017 and school improvement efforts have already begun. The school has formed a site based leadership team charged with analyzing student achievement and behavior data bi-monthly. What is more, the school has implemented content (monthly) and grade level (weekly) professional learning communities focused on curriculum, instruction, and assessment. In addition, we have worked aggressively to ensure that each student has a growth target in all subject area and has an opportunity to demonstrate mastery daily. We have also employed a full time Academic Tutor to work with struggling readers. Lastly, we have formed a partnership with the University of Mississippi School Education to provide Saturday School support for the lowest 25% subgroup in ELA and Mathematics.

Because we see low-performance in all subjects and we have a strong instructional leader in place, we feel that the transformational model is the best fit for our school. What is more, we plan to continue our partnership with The University of Mississippi School of Education to provide teacher support and student academic and enrichment support.

### 3. Baseline Data and Performance Goals

Attach the school's baseline data and performance goals. Complete the Performance Framework in the LEA Application Toolkit and attach as Appendix E.

#### C. Alignment with Intervention Requirements

***All funded proposals must address every intervention requirement for the selected model.***

Complete the appropriate chart below to demonstrate that the school proposal adequately addresses each requirement. If the LEA proposes to take advantage of the Rural Flexibility allowed for the Turnaround or Transformation models, the LEA should specify this in summary in this table.

PLEASE NOTE: If the LEA is eligible for the Rural Education Assistance Program, it may choose to modify **one** element of the Turnaround or Transformation model. If the LEA exercises this option, it must describe how it will meet the intent and purpose of that element. The LEA should clearly state whether it is exercising this option for any requirement so as not to lose points.

<b>For TURNAROUND, TRANSFORMATION, and EARLY LEARNING MODELS</b>		
<b>Intervention Requirement</b>	<b>Brief Description of How Proposal Addresses the Requirement</b>	<b>Proposal Page Number</b>
<i>U.S. Department of Education requirement for the model</i>	<i>Description of how the school proposal fulfills the requirement</i>	<i>Page(s) from the proposal in which further explanation can be found</i>
<b>ALL MODELS (TURNAROUND, TRANSFORMATION, and EARLY LEARNING)</b>		
● Replacement of the Principal	The principal was hired in July of 2016 to serve as a transformational leader and will	N/A

	not be replaced during this process.	
<ul style="list-style-type: none"> <li>● Recruitment, Placement, and Retention Strategies</li> </ul>	Strategies will be used to recruit, replace, and retain highly qualified staff who possess the necessary skills to meet the needs of students in a transformational school. These strategies include but are not limited to increased presence on social media, attendance at recruitment fairs, advertising job postings, recruitment of highly qualified staff from other schools who have success with increasing student achievement.	76
<ul style="list-style-type: none"> <li>● Job-Embedded Professional Development</li> </ul>	<p>Using the goals outlined in the school's comprehensive plan, professional development will be provided to teachers through professional learning communities, vertical teams, and faculty meetings. What is more, the school staff will give voice to the types of professional development that will take place during each of the sessions.</p> <p>Professional development will be provided on-site by principals, counselor, district instructional coaches, school based Academic Tutor, and data coach. The development will include new instructional shifts, computer based programs, and tracking student performance.</p>	57,90
<ul style="list-style-type: none"> <li>● Research-Based, Vertically Aligned Curriculum Aligned to State Standards</li> </ul>	All students at QCMS will participate in a curriculum that is aligned to the Mississippi College and Career Readiness standards. The curriculum follows a logical sequence that is research based, vertically and horizontally aligned, and requires depth of understanding and rigor.	56, 57,58,59
<ul style="list-style-type: none"> <li>○ Data-Driven Decision-Making</li> </ul>	At QCMS, we believe that data-driven decision making is the heartbeat of our collective work. Data will be used daily to drive instructional decisions. Each week data will be analyzed across content teams and grade level teams. These meetings will focus on examining student level data from daily exit tickets, weekly	56,57,58,59,60,61,62, 63

	tests, and benchmark assessments. Student reading and math growth will be examined formative and adaptive assessments administered each quarter. What is more, qualitative data will be examined by utilizing students, parents, and teacher survey data. These data will help inform both instructional and non-instructional conversations.	
o Formative, interim, and summative assessment data	Each teacher will be required to administer formative assessments daily and weekly. Interim assessments will be given at the start of the year to determine student learning paths. In between, will be benchmark test to track student mastery before the final summative assessment. At QCMS, we recognize that assessment should drive instructional decision-making.	56, 57,58,59,60, 61,62
<b>TURNAROUND/TRANSFORMATION ONLY</b>		
● Increased Learning Time	Yearly learning will be increased by adding school days. In addition, the school day will be extended by having extended after-school for targeted student groups, Saturday School as needed, and Summer School/Extended School year (20 additional days at 5.5 hrs per day) activities will be focused on both low-performing and high functioning students in the format of enrichment services and remediation services.	59,63
● School Autonomy	The school district will give the district full autonomy to implement school improvement strategies to improve student achievement outcomes. A site-based leadership team has been put in place and tasked with decision-making. The site based leadership team is tasked with hiring, recruiting, supporting school personnel, determining operating schedules, class schedules and planning events. What is more, the site-based leadership team shoulders the responsibility of overall school improvement.	79,87,88,89

<b>TRANSFORMATION/EARLY LEARNING ONLY</b>		
<ul style="list-style-type: none"> <li>● Rigorous, Transparent, and Equitable Evaluation Systems for Teachers and Principals, Developed with Teacher and Principal Involvement</li> </ul>	<p>The school currently utilizes the Mississippi Educator and Administrator Professional Growth System. The system examines teacher effectiveness, student growth, instructional practices, professional responsibilities, and etc. Teachers and administrators will be provided professional development around key deliverables from each indicator.</p>	82-83
<ul style="list-style-type: none"> <li>○ Use of student growth as a significant factor</li> </ul>	<p>Student growth will be tracked for each classroom teacher using daily, weekly, benchmark, and interim assessments. Additionally, state testing data will be at the end of each testing cycle to consider student growth from year to year in Mathematics and ELA. In summation, each of these data points are examined in an effort ensure students are meeting academic targets and growth goals. Using the new computer lab, students will take online assessment to monitor their progress.</p>	64,65,66,67,68,69,70
<ul style="list-style-type: none"> <li>● Identify and Reward School Leaders, Teachers, and Other Staff</li> </ul>	<p>Teachers, Staff, and Leaders who meet and exceed student achievement goals will receive visible recognition and praise. What is more, will receive scaffolded financial incentives.</p>	79,80,81
<ul style="list-style-type: none"> <li>○ Termination process</li> </ul>	<p>After providing staff persons with targeted assistance in the form of professional growth plans and giving additional support, those persons will be removed.</p>	81
<b>TRANSFORMATION ONLY</b>		
<ul style="list-style-type: none"> <li>● Family and Community Engagement Strategies</li> </ul>	<p>Critical to the success of QCMS and school improvement will be engaging families and community. We will utilize monthly lunches, PTO events, Principal's Student Advisory Group, monthly newsletters, social media, and monthly data updates. Each of these things will happen at multiple times throughout the year and at varying times of the day to encourage as many parents and community members as possible to participate.</p>	92,93,94,95

● On-Going Technical Assistance and Support	Quitman County Middle School will work in conjunction with the MDE Office of Professional Development.	37
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**D. Foundation Laid through Priority/Focus Schools Process or Previous SIG Process**

Answer the following questions to demonstrate that the school has the commitment to reform.

1. Priority or Focus School Actions Taken

Prior to the 2016-2017 school year 4 principals had been in place and the school received the distinction of "Focus" for 5 years running. A transformational leader was hired for the 2016-2017 school year. In addition, Quitman County Middle School had 8 licensed teachers for the 2015-2016 school year while 15 were non-licensed. However, for the 2016-2017 school year 18 licensed teachers were hired while 4 received emergency licensure and 2 did not have a license. In addition, the school hired a licensed school counselor for the 2016-2017 school year whereas for two years the school had no licensed counselor. The school is currently 100% staffed for the 2017-2018 with 20 certified teachers and 4 on emergency license.

School leaders received training on maximization of instructional time and monitoring instruction. Administrators now track their day using the tools provided from the training.

Our staff received training on interacting with students through the Capturing Kids Hearts Program.

Quitman County Middle School has demonstrated commitment to reform by using data in everyday instruction to guide student learning and fill knowledge gaps. Our daily schedule has been adjusted to allow for block scheduling in tested areas and additional breaks in the school day which increase student focus during learning time. We have forged partnerships with outside agencies such as the University of Mississippi, and the Marks project to assist our students in growing their academic skills. In addition to hiring a new mental health-focused school counselor, we have also partnered with Region One Mental Health to address the significant mental health and trauma needs of our students through an in-house therapy program. We have instituted a monthly attendance reward program for students with perfect attendance and fewer than five absences for the school year to date. Our students receive rewards for showing academic growth and/or advanced or proficient ratings on benchmark exams.

2. Teams Supporting School Improvement

Complete the chart below to describe the new teams in place for supporting the improvement process.

Team Name	Purpose of team	Membership of team	Frequency and duration of meetings	Recent outcomes of meetings
<i>List the teams</i>	<i>Describe what</i>	<i>List the names</i>	<i>Provide a</i>	<i>Describe the</i>



<i>that were created to support school improvement.</i>	<i>the team does to assist the improvement process.</i>	<i>and titles of all members of the team.</i>	<i>meeting schedule for each team, e.g. every Monday from 9-10 AM. List the dates of the last three meetings.</i>	<i>most recent outcomes or actions taken arising from team meetings.</i>
District Leadership Team				
School Leadership Team	Discusses and makes decisions about issues that impact day to day operations learning, professional development on effective leadership.	Phelton Cortez Moss, Principal, Brenda Brown, Assistant Principal, Jennifer Steele, School Counselor, Jasmine Bell and Chawonea Presley, MCLs, Eddie Ivory, Tiffany Wilson, Syreatta Brasell, and Candace Armstrong, Grade Level Chairs	Every other Tuesday 3:45-5:00 April 4, 2017 March 21, 2017 February 28, 2017	Daily student schedule was adjusted to allow for more time in tested areas.  All available and qualified staff are being used for small group interventions in Math and English.
Professional Learning Community	Discusses student academic achievement on an aggregate as well as individual student level. Addresses barriers to desired academic achievement and possible solutions, and best teaching practices.	All teachers participate in two Professional Learning Communities; one organized by grade level, and one organized by subject area.	Grade Level: First Semester Tuesdays and/or Thursdays during teacher preparation periods. April 13, 2017 April 6, 2017 March 30, 2017 Subject Area: Every other Tuesday 3:45-5:00	Identified students in need of one on one or small group intensive intervention put an implementation schedule in place.

			April 11, 2017 March 28, 2017 March 7, 2017	
Other: Administrative Team	Discusses school policy and programs	Phelton Cortez Moss, Principal, Brenda Brown, Assistant Principal, Jennifer Steele, School Counselor, Jasmine Bell and Chawonea Presley, MCLs	Mondays 8:00-8:30 February 21, 2017 February 13, 2017 February 6, 2017	Challenges related to transitions in the lower grades were addressed, as well as instructors in need of additional support and coaching.

### 3. Previous SIG Experience

Has the school received or implemented a 1003(g) School Improvement Grant since the 2010-2011 school year?

YES

NO

If yes, was the school's grant terminated at any point? Why?

If yes, what were the results of the School Improvement Grant on student achievement, including state assessment data and graduation rate data, if applicable?

How have these results been sustained?

## E. Implementation Milestones

### 1. Pre-Implementation and/or Planning Year

In the chart below, delineate important activities which will enable the school to implement, fully and effectively, the requirements of the selected intervention model on the first day of the first school year of full implementation. The milestones in this chart should encompass all pre-implementation and/or planning year activities.

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
Year One Pre-Implementation Announcement of Award	Superintendent School Leadership	Internal Approvals Press Release	Fiduciary oversight is critical to the sustainability of the transformation model.	June 2017	August 2017
Review internal protocols for budget requests and protocols for reporting activities	Principal Superintendent Teachers Federal Relations Officer	Agenda Sign-in sheet	Discussing the fiscal and activity protocols of the SIG allows the District Leadership, the School Leadership, Parents and other stakeholders to understand their roles in attaining the expected outcomes in student improvement.	July 2017	August 2017

Review professional development resources for staff and student materials required for the success of the model	Superintendent Principal Teachers	Written recommendations of leadership teams and teachers	Additional resources may be required to support the activities for student improvement and achievement, and to support the professional needs for teachers.	July 2017	August 2017
Review teacher evaluations to Identify areas of need for job-embedded professional development	Superintendent Principal	MSTAR assessments Written recommendations from School and District Leadership	Assessing the level of readiness of the current staff will allow for better recruitment to fit the needs of the SIG.	July 2017	August 2017
Identify technical resource needs	Superintendent Principal Teachers	Written report of technology needs	Innovations in technology support the use of evidence-based resources to improve teaching and learning, and tracking student progression and outcomes.	June 2017	August 2017

## 2. Implementation and Sustainability Years

In the chart below, delineate important milestones which demonstrate the school is implementing the chosen model fully and effectively

throughout the grant term. The milestones in this chart should encompass work that takes place from the start of year one of implementation to the time at which the grant term concludes.

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
Year One Implementation Announce SIG Plan and Introduce Plan to Teachers, Family, Community	Superintendent Principal	Community Announcements Press Release in local newspapers Meeting Agenda Sign-In Sheets Minutes of Meeting	January 2018	May 2018
Meeting with Grade Team Leaders	Superintendent Principal	Meeting Announcement Sign-In Sheets Meeting Agenda	January 2018	January 2018
Assessment of needs related to Job-Embedded Professional Development	Superintendent Principal Grade Team Leaders Teachers	Meeting Announcement Sign-In Sheets Meeting Agenda	January 2018	March 2018
Assessment of Evidence-Based Resources and Materials	Superintendent Principal Grade Team Leaders Teachers	Meeting Announcement Sign-In Sheets Meeting Agenda	January 2018	March 2018

**PART II: TEACHING AND LEARNING—TURNAROUND, TRANSFORMATION, EARLY LEARNING, and PATHWAYS TO SUCCESS**

*To be completed if the LEA is proposing a Turnaround, Transformation, Early Learning, or Pathways to Success model.*

PLEASE NOTE: If the LEA is eligible for the Rural Education Assistance Program, it may choose to modify *one* element of the Turnaround or Transformation model. If the LEA exercises this option, it must describe how it will meet the intent and purpose of that element. The LEA should clearly state whether it is exercising this option for any requirement so as not to lose points.

**A. Curriculum**

1. Use of State Standards

Certify below that the school uses the state-adopted *Mississippi Early Learning Standards for 3- and 4-Year-Olds*, the *Mississippi College and Career Ready Standards*, and the *Mississippi Curriculum Frameworks*, as applicable, as the basis of the school’s curriculum.

YES

NO

2. Research-Based Materials

a) Current and Proposed Research-Based Materials

Complete the chart to describe the school’s current and proposed research-based curricular materials that are aligned to state standards. If the school is satisfied with its curricular materials, it does not have to propose new materials. If the school intends to discontinue programs or materials, please note what will be discontinued in the “proposed” column.

Curricular Area	Current Research-Based Curricular Materials and Programs	Proposed Research-Based Materials and Programs
<i>Subject</i>	<i>Ex. textbooks, software, manipulatives, centers, etc.</i>	<i>SIG curricular materials; specify whether items are additions, substitutions, or deletions</i>
Mathematics	STAR Math, Discovery Education-Math, Mathletics, & Dreambox Math	STAR Math, Discovery Education-Math, Mathletics, & Dreambox Math
Remedial mathematics	STAR Math, Mathletics, Discovery Education- Math, & Dreambox Math	STAR Math, Mathletics, Discovery Education- Math, & Dreambox Math
English/Language Arts (ELA)	STAR Reading, IXL ELA, Pearson Realize ELA, Read Theory,	STAR Reading, IXL ELA, Pearson Realize ELA, Read Theory,
Remedial ELA		

Reading		
Remedial reading		
Science		
Social Studies/History		

b) Monitoring the Effectiveness of Materials

How will the school monitor the effectiveness of adopted curricular materials?

The school will monitor the effectiveness of the adopted curricular and materials by using norm-referenced, common assessments that will be given four times each school year. These assessments are aligned to the Mississippi College and Career Readiness Standards. What is more, these assessments will provide immediate feedback around student growth and mastery. In addition, it will provide data that will be used to understand student gaps, determine teacher pacing, and etc. These data will be released to the teachers immediately and disaggregated by grade level, classroom, and student. After reviewing the data independently, teachers will work with their grade-level and content PLC to plan next steps for instruction. Finally, teachers will give a daily exit ticket and complete a daily data form and submit to the principal by 5:00 each day. The principal will use the data to inform their observation and coaching schedule for the next day. The following strategies will also be used:

- Instructional Actions Plans developed by each teacher after each assessment.
- In class coaching and modeling for all teachers using high capacity teachers and leaders
- Formative Assessment as a means for measuring student outcomes immediately
- Connect student performance with teacher actions
- Multi-Tiered Systems of Support as means for supporting struggling learners

c) Alignment of Materials to State Standards

How does the school ensure that curricular materials in each subject-area/grade-level are aligned with the state standards?

Teacher teams will meet to ensure that supplemental materials are aligned to the MS College and Career Readiness Standards and are a best fit for our students. Not only, the district's curriculum director will serve as the lead reviewer. Currently, our teachers build their own pacing guides and select their own teacher resources to both match MS Standards and to meet the needs of all learners. A checklist will be created to facilitate this process.

3. Vertical Alignment

Answer the following questions to describe the current or proposed process of vertically aligning the curriculum in each core subject.

a) Pacing Guides

Provide the school's website link to pacing guides in each core subject in each grade-level:

If the school does not have pacing guides for core subjects in all grade levels, please describe how the school will develop pacing guides in core subjects for all grade levels for use during the intervention model.

<http://qcschools.com>

b) Reviewing and Revising Pacing Guides

Describe the school's process for reviewing and revising pacing guides to keep them current in each core subject in each grade-level.

To review pacing guides, teachers will continue engaging in professional learning communities during the summer to ensure both cross-grade and vertical alignment of instruction. Scope and Sequence documents for each subject and grade level have been developed by the teachers for the school year. In addition, data and instruction will be used to revise curriculum pacing after each benchmark assessment. Then, curriculum folders with instructional resources will be created by the teachers to support each element of the pacing guide. The principal, district curriculum director, and instructional coaches will meet with the teachers to determine the effectiveness of the pacing guides in a feedback conversation.

c) Cross-Grade Planning

Describe the process for cross-grade planning to ensure that the curriculum in each successive grade builds on previous learning.

At QCMS, for the 2017-2018 school year, we will run a schedule that will provide for vertical planning and within grade level planning. Teacher will have at least two days a week for vertical team planning across grade-levels as well as two days a week time for within grade level planning. What is more, one faculty meeting per month will be designated for vertical team planning across schools. These meeting will examine instructional practices, review pacing guides, discuss supplemental materials, and identify standards students are struggling to master. In addition, teachers will look at student performance trend data to begin consider shifts in teaching and content. Having this opportunity to examine student data closely provides for teachers to see areas where students need further clarification or remediation.



## B. Instruction

### 1. Instructional Improvements

Answer the following questions to demonstrate that instructional improvement will be embedded into the school improvement process.

#### a) Instructional Design

The school operates a modified block schedule with 90 minutes for 5th and 6th grades; however, 7th and 8th grade have 60 a minute block due to course requirements. All students have a 20 minute block of time in their schedule for interventions. This time is used to target skill deficiencies and enrichment for students who demonstrate mastery. Teachers are required to use the Explicit Direct Instruction model which allows for students to see the teacher complete the academic task, participate with the teacher in completing the skill, and practice independently in the classroom while the teacher is available for questions and additional instruction. Teachers primarily use explicit direct instruction in the early part of the week and then transition to small group instruction at the latter part, as required by the instructional model. Teachers are required to use anchor charts during the concept development portion of their lessons. What is more, teachers also have the opportunity to observe other teachers in their subject area to allow for exchange of ideas and management practice.

Our bottom 25% students receive intervention services in reading through the iReady program, and our bottom 25% 5th grade math students receive small group instruction during an intervention period. Instruction in the majority of classrooms includes the teacher giving a lecture on curriculum content. Teachers have begun to attempt to using small instruction and hand-on activities, but this not evident as common practice.

The level of instructive questioning and dialogue is lacking. Questions are asked at the knowledge or recall levels, rather than questions that required higher order thinking. Teachers either read from the text or assign students to read. While learning objectives are often posted on the board in most classrooms, many are not written in student-friendly terms so that students are able to understand and know what they were going to learn that day. Many objectives posted are at low level off difficulty, at DOK 1 or recall level.

Classroom observations have revealed that student engagement is at an all-time low. While student engagement is low, classroom management is strong and student morale is high. Teachers need more development around student engagement strategies and differentiate instruction.

#### b) Enhancements through SIG

How will instruction be enhanced through the School Improvement Grant model, including the use of evidence-based strategies?

Our instructional day will be modified to include an intervention period. Two Academic Tutors will be hired to provide Tier 2 and Tier 3 support for identified students. In addition, a Data/

MTSS Coordinator to allow for more tracking of the bottom 25% and students who receive Tier 2 and Tier 3 services. A full-time Professional Learning Coach who will be hired to coach teachers in effectively implementing a PLC. This person will be charged with implementing PLC's to ensure cross-grade level, department, and content area planning, thus making way for vertical alignment.

SIG funds would also allow for teachers to receive ongoing professional development in aligning instruction, literacy best practices, social and emotional development, and meeting the needs of struggling readers. What is more, teachers will receive ongoing training in best practices for writing.

3. Multi-Tiered System of Supports Instructional Model/Intervention Process (IP)

**State Board of Education Policy Part 3, Chapter 41 requires all schools in Mississippi to use a Multi-Tiered System of Supports Instructional Model.** Complete the chart below to describe how the personalized academic and non-academic support services which support the school's intervention process will be improved through the SIG process.

Type of Service	Current Services	Proposed Services
	<i>What services are currently available to students who have been identified through the school's multi-tiered model?</i>	<i>How will the school enhance available services under the SIG program?</i>
Academic	Currently, students who are in the tiers receive supplemental support for core subjects through computer based programming and assessments. Programs such as i-Ready, i-XL, Read Theory are used to address students' academic shortcomings. Teachers assess all 5th-8th graders using the Star Reading and Star Math assessment and i-Ready assessment for any	The services proposed in this plan will dramatically enhance the MTSS model at Quitman County Middle School. With the addition of an MTSS Coordinator and Math/Literacy Academic Tutor we feel our long-term goal of ensuring every scholar's experiences at least one year's worth of math and reading growth will become a reality. We will now have the instructional staff

	<p>student who scores level 1 or 2 on the MAP Assessment. Tier 1 students are provided with classroom instruction and differentiated instruction and assignments when necessary. Tier 2 students are pulled by the lab assistant to receive 45 minutes of supplemental instruction, usually through computer-based means at least 4 times a week. Tier 3 students receive 60 minutes of intense supplemental instruction at least 5 times a week and attend a 6 week Saturday School program at the University of Mississippi.</p>	<p>to implement, oversee, and adjust our goals as needed. The MTSS will meet regularly with the principal, Academic Tutor, grade level chairs, and behavior specialist (funded by the district) to ensure that all scholars who need support are quickly identified and receive the appropriate services. The intervention teachers will work with Tier 2 and Tier 3 students daily. Tier 2 students will receive 40 minutes of supplemental instruction daily and Tier 3 students will receive at least 75 minutes of supplemental instruction daily. Using various learning style inventories, the Academic Tutor will develop strategies for each student.</p> <p>With the addition of computer lab for the academic tutors to use with computer based programming students will increase their likelihood to meet or exceed growth.</p>
<p>Non-academic</p>	<p>Currently, the services provided for students with non-academic issues are in need of revision. Next year, We employ a full time mental health-focused school counselor and have a partnership with Region One Mental Health that provides an in-house therapy program. Teachers lack the basic support to develop evidence based behavior plans for scholar and there is little follow-up, monitoring, and adherence to the proposed plans.</p>	<p>Our staff will receive training in de-escalation, redirecting, and servicing students with trauma and poverty concerns. In addition, we hope to utilize the full-time MTSS Coordinator to ensure not only that students with academic problems are identified, but behavior problems as well and that teachers are trained on the various strategies that build students behaviorally and academically. The second function of the MTSS Coordinator will be to help plan and develop FBA's with the special services team for special services students but will also provide training and support for teachers as well. Working with other support staff, the MTSS Coordinator will develop a schedule</p>

		for each student to ensure that the proper number of minutes in received in both behavioral and academic supplemental support.
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Attach the school's Multi-Tiered System of Supports process as part of Appendix G.

#### 4. Special Populations

Complete the chart to describe how the SIG process will enhance services, including personnel or supplemental curricular resources, for special populations.

Group	Current Services	Proposed Services
Students with Disabilities	Students with disabilities are identified for special education services through a comprehensive process that includes:	Services provided to students with disabilities through SIG will include: -the addition of an MTSS Coordinator and Reading and Math Interventionist Tutors. These adults will work with students who struggle academically and behaviorally.
English Language Learners	We do not currently have any students who are English Language Learners, however we are prepared to offer evaluations, and appropriate school support to future students requiring these services.	
Academically Behind	Students who are more than two grade levels behind receive one on one support. Students who are not performing on at least a level 3 on the state exam are provided with small group support in their area(s) of need.	Students who are academically behind will receive intensive remediation from a reading and/or math academic tutor. Using the new computer lab, students will have access to computer based programs to aide in their meeting of growth goals. When students meet their academic goals, they will receive an incentive.
Gifted or Advanced	Students who are gifted or academically advanced are given multiple opportunities to	Our gifted program currently needs revisions. Beginning next year each grade level will have

	<p>expand and enhance their learning experiences. During the unified arts period gifted students are pulled to participate in a designed program for academically talented students. Students have participated in field trips and excursions that aligned with pre-determined instructional units.</p>	<p>an honors cohort of students who are ready for more advanced material. Algebra I will be offered at the 8th grade level for high school credit. What is more, instructional units will be designed by the gifted teacher. The MTSS Coordinator will be responsible for detailing a plan for each of the gifted students. In many instances, children can be advanced or gifted in math or another area, but struggle in reading. For those students who struggle in reading, they will benefit from the new reading and math Academic Tutor. Lastly, we hope to integrate the arts in our after-school program to provide an outlet for their creativity and an opportunity to excel in areas outside of other academics.</p>
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5. TURNAROUND/TRANSFORMATION ONLY: Increased Time for Students

***The Turnaround and Transformation interventions require that schools increase the length of the instructional year in minutes*** by lengthening the instructional day, adding instructional days to the calendar, or using both methods. The intervention models require that all students are included in the increased time. Research suggests that increasing the instructional year by at least 300 additional hours can have a positive impact on student achievement.

Complete the following chart to demonstrate that the school will increase the length of the instructional year. If SIG Year 1 is a planning year, please write "planning" in the first column.

YEAR	Length of Instructional Day (in minutes)	Number of Instructional Days	Length of Instructional Year (in minutes)
Current	330	180	0
SIG Year 1	365	180	69,300
SIG Year 2	365	180	69,300
SIG Year 3	365	180	69,300

SIG Year 4	365	180	69,300
SIG Year 5			0

Attach as part of **Appendix G** the school's proposed schedule and school calendar which reflects increased time/time for educator joint planning across grade levels.

**C. Data for Instructional Decision-Making**

1. Current and Proposed Assessments

Complete the charts to describe how the school proposes to measure student progress in core subjects using formative, interim, and summative assessments.

a) Current Internal and External Assessments (List only those to be continued as part of the SIG process; *if any assessments will be discontinued, do not list them.*)

Assessment	Description	Type	Grade Levels	Subject Areas Covered	Internal or External	Frequency
<i>Title of Assessment</i>	<i>Briefly describe the characteristics of the assessment. Multiple choice or free response? Is it paper and pencil or adaptive?</i>	<i>Is the assessment formative, interim, or summative?</i>	<i>Specify which grade levels use this assessment.</i>	<i>Specify which subject areas use this assessment.</i>	<i>An internal assessment is created by district or school staff; external assessments are created by vendors or the state.</i>	<i>How often is this assessment given?</i>
STAR Reading	Renaissance STAR Reading is an assessment that provides us with interim data on students' reading skills, so we can set big goals, respond quickly to the needs of our students, monitor students' progress and maximize our students' growth.	formative, interim, and summative	5-8	This assessment tests in the following domains: <b>Foundational skills</b> like phonics, word recognition, and fluency <b>Reading/Literature and Informational text skills</b> like key ideas and details,		

				craft and structure, integration of knowledge and ideas, and a range of reading and level text complexity <b>Language</b> Vocabulary Acquisition and Use		
STAR Math	STAR Math is an online assessment program developed by Renaissance Learning. We use it in grades 5 <sup>th</sup> -8 <sup>th</sup> .	formative, interim, and summative	5-8	The program assesses forty-nine sets of math skills in eleven domains that include counting and cardinality, ratios and proportional relationships, operations and algebraic thinking, the number system, geometry, measurement and data, expressions and equations, numbers and		



				operations in base ten, number and operations - fractions, statistics and probability, and functions. The program is designed to provide teachers with individual student data quickly and accurately.		
ELS Benchmarks	Educational Leadership Solutions (ELS) provides the district with access to EZ Assessment that enables our district, school and teachers the ability to create and administer common assessments, online or offline. Teachers are quickly able to analyze the data to improve instruction.	formative, interim, and summative	5-8	These assessments cover all MCCRS and objectives		
KOAT Linkit		formative, interim, and summative	5-8	Math & Reading		
i-Ready	Built for the Common Core, i-Ready combines a valid and	formative, interim, and	5-8	Math & Reading		

	reliable growth measure and individualized instruction in a single online product that saves teachers time at a fraction of the cost of similar products.	summative				
Case 21- Mastery Connect	Assessments enable our district, school and teachers the ability to create and administer common assessments, online or offline. Teachers are quickly able to analyze the data to improve instruction.	Formative	5-8	Math, Reading, & Science		
MAP- Mississippi Assessment Program	End of Year Assessments	Summative	5-8	Math, Reading, & Science		
Discovery Education - Science Techbook	Lead with content. Engage with digital. That's the hallmark of Discovery Education Techbook. Standards-based with content that is relevant and dynamic, Techbook helps teachers differentiate and improve achievement with easy-to-use tools and resources	formative, interim, and summative	5-8	Science		

b) Proposed Assessments

(1) External Assessments

[NOTE FOR PATHWAYS MODEL: Pathways to Success applicants *must administer the ACT, the ACT Aspire Series, or an approved institutions of higher education (IHE) entrance/college placement exam to students as early as eighth grade.* The budget must reflect

how the school will offer these tests free-of-charge to students.]

Assessment	Description	Type	Grade Levels	Subject Areas Covered	Frequency
<i>Title of Assessment</i>	<i>Briefly describe the characteristics of the assessment (e.g., multiple choice or free response; paper and pencil or adaptive; etc.)</i>	<i>Is the assessment formative, interim, or summative?</i>	<i>Specify which grade levels use this assessment.</i>	<i>Specify which subject areas use this assessment.</i>	<i>How often is this assessment given?</i>

(2) Internal Assessments

If the school plans to develop new formative, interim, or summative assessments, describe how the school will develop and approve new internal assessments.

## 2. Data-Driven Decision-Making

Please answer the following questions to demonstrate that this assessment plan can enable data-driven decision-making.

### a) Instructional Decisions

Working with the instructional coach and MTSS Coordinator teachers will work with students who are found to be reading below grade level on the STAR assessment will receive services from our new reading Academic Tutor. Students who score at or below a level 3 on their state math and/or reading tests will also receive services from our Academic Tutors. This need will be reevaluated each 9 weeks after benchmark exams are complete. Administrators begin during the summer analyzing MAP and STAR data to determine students who may need additional support. Students with substantial reading deficiencies according to STAR data and that score at a level 1 on the MAP assessment will be referred to TST and Individual Reading Plans will be developed. Data will be used to determine school, teacher and student goals. Teachers will utilize data from formative assessments to determine how to differentiate instruction for all students in the Tier I classroom setting. All students' progress of mastering standards will be monitored with internal and external assessments. The data from the assessments will allow teachers to determine students who meet or do not meet performance standards. Academic Tutors will conduct targeted assessments to inform interventions. Data will provide useful information in planning MTSS interventions for students who need additional support.

### b) Immediate Analysis, Feedback, and Targeted Instruction

The principals, instructional coach, and academic tutors will use all of the above listed assessments allow for immediate review of student scores and progress upon assessment completion. Teachers are able to disaggregate data and examine whole group as well as individual remediation needs. In addition to the student data provided from the MAP assessment, student data will be collected through STAR, common assessment, and quarterly benchmarks. Currently, nine weeks' assessments are completed online and the results are generated immediately. The results are analyzed and communicated to teachers and students within three days of assessment administration. Targeted interventions in a computer lab are implemented during the designated morning intervention period for students not mastering standards within two weeks of the administration. Teachers will also have the ability to input unit assessments and exit tickets in a test tracking system for immediate feedback as needed. The test tracker can disaggregate data based on standards and individual student performance immediately. Working with the instructional coach, teachers will be able to create individual instructional paths for students based on their needs in the next class meeting. When students meet academic growth goals, they will receive incentives.

### c) Academic Growth of Students

These exams are administered several times throughout the year using the new computers in

the new computer lab, allowing for baseline as well as growth data to be obtained. Electronic trackers have been utilized to track students' most recent MAP data and their performance on interim assessments. The students are color coded based on their MAP performance level. Interim assessments are entered into the tracker and their proficiency on that assessment is also color-coded so that teachers can immediately identify if students are experiencing growth or regression. A variation of the most recent HOSS chart is utilized to compare proficiency on each assessment and determine student growth.

d) Achievement Gaps

How do these assessments allow the school to track achievement gaps in both proficiency and growth between major student subgroups?

Class roster files are uploaded prior to administration of assessments. The class roster files identify students by a number of distinguishing subgroups such as grade, class, and IEP status. Electronic trackers allow teachers, coaches, and administrators to sort, disaggregate, and analyze data by subgroups.

e) Support for Data Analysis and Use

Our TST team which will be lead by the MTSS Coordinator, grade level teams, and vertical teams will use this data to determine which students are in need of small group, whole group, or individual remediation.

The Instructional Management Office staff will support data analysis and the use of data by disaggregating data for all common and benchmark assessments and distributing and sharing the data with the administrators and teachers. They will upload the data to a tracker software, and assist the school site with Data PLCs. Administrators and teachers will meet in data PLCs weekly. Teachers and academic tutors will track regular assessment and intervention data and share it during their weekly PLCs. The teams will view their exit ticket, intervention probes, and unit assessment data and use it to plan differentiated instruction, drive resource allocation, determine program effectiveness, identify needs for professional development, and provide a means of communication to students and parents regarding students' performance levels. Data binders and/or data walls will be maintained to aid the tracking and sharing efforts of teachers. When students meet their growth targets they will receive an incentive from the school-wide incentive store.

**C. Instructional Leadership and Staff**

Please complete the charts below to demonstrate that the school will have the human capital to implement the school proposal. Only school-level positions should be listed in this chart.

1. Current Instructional Staff (List only those to be continued during SIG.)

<b>Position</b>	<b>Number of FTEs</b>	<b>Funded by</b>	<b>Roles/Responsibilities</b>	<b>Reports to</b>
<i>Title of position</i>	<i>How many full-time equivalents will hold this position?</i>	<i>Will this position be funded by SIG, another grant program, or by regular appropriations?</i>	<i>What does a person in this position do? Describe briefly.</i>	<i>Who does a person in this position report to?</i>
<i>Ex. Literacy Coach</i>	2	1 SIG 1 Title I, Part A	<i>The literacy coaches work with classroom reading teachers to improve reading instruction and facilitate full implementation of the reading curriculum.</i>	<i>Assistant Principal for Curriculum and Instruction</i>
Principal	1	District	Lead the faculty, staff and students toward improved achievement and ensure policies and procedures are followed	Superintendent
Assistant Principal	1	District	Lead the faculty staff and students in the principal's absence, discipline, testing	Principal
English Teacher	4	District	Provide instruction to students based on the MS Curriculum Frameworks	Principal
Math Teacher	4	District	Provide instruction to students based on the MS Curriculum Frameworks	Principal
Science Teacher	4	District	Provide instruction to students based on the MS Curriculum Frameworks	Principal
Social Studies Teacher	2	District	Provide instruction to students based on the	Principal

			MS Curriculum Frameworks	
ICT Teacher	2	District	Provide instruction to students based on the MS Curriculum Frameworks	Principal
PE Teacher	2	District	Provide instruction to students based on the MS Curriculum Frameworks	Principal
Art Teacher	1	District	Provide instruction to students based on the MS Curriculum Frameworks	Principal
Music Teacher	3/5	District	Provide instruction to students based on the MS Curriculum Frameworks	Principal
Gifted Teacher	1	District	Provide instruction to students based on the MS Curriculum Frameworks	Principal
Librarian	1	District	Assist the students with locating and checking out materials in the library	Principal
Self-Contained Special Services Teacher	1	District	Provide instruction to students based on the MS Curriculum Frameworks	Principal/ SPED director
Inclusion Teacher	3	District	Provide support to general education teachers and intervention services to students in the special services program.	Principal/ SPED director

2. Proposed Instructional Staff (List new positions during SIG implementation.)

<b>Position</b>	<b>Number of FTEs</b>	<b>Funded by</b>	<b>Roles/Responsibilities</b>	<b>Reports to</b>
<i>Title of position</i>	<i>How many full-time equivalent positions will hold this position?</i>	<i>Will this position be funded by SIG, another grant program, or by regular appropriations?</i>	<i>What does a person in this position do? Describe briefly.</i>	<i>Who does a person in this position report to?</i>
<i>Ex. Literacy Coach</i>	<i>2</i>	<i>1 SIG 1 Title I, Part A</i>	<i>The literacy coaches work with classroom reading teachers to improve reading instruction and facilitate full implementation of the reading curriculum.</i>	<i>Assistant Principal for Curriculum and Instruction</i>

MTSS Coordinator	1	SIG		
Academic Tutor- Math	1	SIG	The math Academic Tutor works with students who are scoring less than a level 4 on their state math and/or math benchmark tests.	Principal
Academic Tutor- ELA	1	SIG	The literacy Academic Tutor works with students who are reading below grade level and/or scoring less than a level 4 on their state ELA and/or ELA benchmark tests.	Principal
ELA Instructional Coach	1	SIG	The instructional coach works with classroom reading teachers to improve reading instruction and facilitate full implementation of the reading curriculum.	Principal
SIG Officer	1	SIG	The SIG Officer will be responsible for the full implementation of the SIG grant including budgeting, compliance, and reporting.	Principal
School Based Mental Health Therapist	1	SPED	The school based mental health therapist will be responsible for designing and implementing behavioral interventions. In addition, the therapist will work with additional agencies to provide direct services to students.	Principal



**PART III: OPERATIONS AND SUPPORT SYSTEMS—TURNAROUND, TRANSFORMATION, and EARLY LEARNING**

*To be completed if the LEA is proposing a Turnaround, Transformation, or Early Learning model.*

PLEASE NOTE: If the LEA is eligible for the Rural Education Assistance Program, it may choose to modify *one* element of the Turnaround or Transformation model. If the LEA exercises this option, it must describe how it will meet the intent and purpose of that element. The LEA should clearly state whether it is exercising this option for a requirement so as not to lose points.

**A. Allocation of Financial Resources**

Complete the chart to describe how additional resources available to the school will be allocated to support the SIG proposal.

Source of Funds	2016-2017 Allocation	How do these funds support/align with the SIG proposal?
Title I, Part A	970,418	Title I-A funds in the Quitman County School District are used for salaries for Pre-K Teachers, Teacher Assistants, Lab Technicians, Computer Lab Assistants, Pre-K assistants, Parent Liaisons, Instructional Coaches, Resource Behavioral Academic Tutors, instructional supplies, materials, and equipment to support teachers in the classrooms, professional learning activities, and parental involvement activities. All of these activities are used to supplement the district’s efforts to provide high-quality instructional opportunities for economically disadvantaged students
Title II	190,791	The district will continue to provide various site-based professional development activities to improve teacher capacity and enhance student learning in the classroom. Activities include training on best instructional practices, using data to inform instruction, integrating technology into the classroom, student engagement, classroom management, improving school culture, etc. All activities support needs identified by the staff through the comprehensive needs assessment surveys. Also, Title I and Title II funds will be used to implement sessions that will provide the needs of all staff in an effort to get more parents involved in their children's education. The schools will host multiple sessions throughout the school year to help increase the participation of parents

		and provide training in areas that have been identified through the parents needs assessment surveys.
Title III (ELL)		
Title IV (21 <sup>st</sup> Century)		
Title VI (Rural Schools)	23,760.03	The Quitman County School District will continue to participate in Jobs for Mississippi Graduates, Inc. (JMG). Jobs for Mississippi Graduates is an affiliate of Jobs for America's Graduates, the nation's largest provider of dropout prevention. Jobs for Mississippi Graduates is dedicated to preventing dropouts among young people who are most at-risk, and they prepare them to pursue postsecondary education and secure quality entry-level jobs leading to career advancement opportunities. The curriculum is evaluated through a series of standards and measurable outcomes, including a portfolio of competency-based tests and activities. The goal of this program is to increase the graduation rate and decrease the dropout rate at the high school.
McKinney-Vento Homeless Grant		
State Literacy Target School		
State Dyslexia Grant		
State Pre K Collaborative Grant		
Innovative High Schools		
State AP Funds		
Other Special Revenue:		
Other Special Revenue:		

**B. Human Resource Systems**

1. Recruitment and Hiring

a) School Leader

Schools are *required to replace the principal as part of the Turnaround, Transformation, or Early Learning models, unless the school qualifies for an exception.* Schools should complete parts (1), (2), or (3), as applicable.

(1) Newly Hired Principal Exception

If the school's principal was newly hired in 2014-2015, the school does not have to replace the principal *IF* the principal is a strong leader with a proven track record of success in raising student achievement and, if applicable, increasing graduation rates. If the school cannot demonstrate this track record, then it may not retain the newly hired principal. If the school seeks to retain its newly hired principal, complete the following:

Date when the principal was hired: July 1, 2016

Quantitative evidence that the principal has a proven track record of success in raising student achievement:

Quitman County Middle Principal, Mr. Cortez Moss began work in our district as a first year principal, July 1, 2016, and will remain in place for the upcoming year. During the year he has served as principal, Mr. Moss has made some rigorous changes in the teaching and learning model used at the school. Based on his Benchmark Data, Mr. Moss has already shown evidence that he is definitely a change agent for increasing the much needed rigor in all classes. More specifically Mr. Moss showed impressive student academic gains in his role as an English I and II Teacher/ELA Instructional Coach at Greenwood High School. His accomplishments were as follows:

- Taught 65 students in four section of English II where 65% of the students were proficient and 89% passed the exam
- Achieved a 98% proficiency rate in one academic year on the Common Core State Standards as measured by the MS PARCC Pilot Assessment for honors students in English I and English II
- Remediated seniors who were two years removed from English II and had failed the state test two or more times. 34 out of 40 students passed the test

Although Mr. Moss has been principal for one year, he has provided strong and deliberate leadership for staff members and a centralized focus on high expectations for all learners, including students with IEPs. Mr. Moss is also very astute in building Social Capital by mobilizing resources in the community to augment the mission of the Quitman County Middle School, which included partnering with the University of Mississippi to provide free tutoring and recreational opportunities for 50 of his most academically at-risk students, and other local organizations to provide college exposure and school supplies for students. Mr. Moss is aware that additional changes in academic focus are imminent in order to create and sustain a strong successful school.

(2) TURNAROUND/TRANSFORMATION ONLY: Rural Flexibility Exception

If the LEA is eligible for the Rural Education Assistance Program and is choosing to modify this element of the turnaround or transformation model by not replacing the principal, please describe how the LEA will meet the intent and purpose of this element to ensure the principal provides strong leadership.

(3) Replace the Principal

Answer the following questions to describe how the school will recruit and evaluate applicants to select a ***strong leader with a proven track record of success in raising student achievement*** and, if applicable, increasing graduation rates.

(i) Recruitment

How will the LEA or school recruit a pool of qualified applicants for the position of School Leader?

- Position openings are posted in each school facility
- Positions are posted on District web-site and MDE web-site
- Positions are posted in other districts statewide

Will the LEA or school use an external provider to recruit a pool of qualified applicants for the position of School Leader?

YES

NO

If so, please describe how the external provider will be involved in recruitment.

Attach as part of Appendix H the School Leader job description that the school will use when it markets the position.

(ii) Applicant Evaluation

Describe the process by which the school will evaluate applicants to select for a strong leader with a proven track record of success in raising student achievement and, if applicable, increasing graduation rates.

An interview protocol is used to test prospective applicant that ascertain information relevant to their educational background, prior work experience, leadership ability, and administrative experience. Case scenarios are also given to test applicants knowledge in several key areas.

If the school has interview protocols or applicant evaluation forms, attach these in Appendix H.

b) Instructional Staff

Please answer the following questions to describe how the school will recruit and evaluate applicants to select effective teachers and other instructional staff with a record of success in raising student achievement who also possess qualities that equip them to succeed in the intervention school environment.

(1) Instructional Staff Recruitment

How will the LEA or school recruit a pool of qualified applicants for instructional staff positions?

The Quitman County School District has a process in place to hire instructional staff; the steps below highlight how this procedure is done:

- Advertise all vacancies with MDE, newspapers, and on district website
- Attend local universities annual recruitment fairs as the Mississippi Teacher Recruitment Day
- Screen applicants to interview for vacancies
- Schedule interviews for applicants selected from response to vacancy inquiry
- Use five team member to conduct interview consisting of district administrative staff
- Rate and rank applicants using the interview questions and rating sheets

Will the LEA or school use an external provider to recruit a pool of qualified applicants for any available instructional staff positions?

YES

NO

If so, please describe how the external provider will be involved in recruitment.

(2) Applicant Evaluation

TRANSFORMATION and EARLY LEARNING ONLY: Describe the process by which the school will evaluate applicants to select effective teachers and other instructional staff with a record of success in raising student achievement who also possess qualities that equip them to succeed in the transformation environment.

The district uses a team to evaluate candidate applications to determine which applicants have the appropriate licensure and demonstrate a record of success. Candidates that meet the criteria are scheduled for an interview. Candidates are scored using a performance rubric. The candidates that demonstrate knowledge of educational best

practices and potential to raise student achievement are recommended for employment.

How will this process differ, if at all, from current practice?

A substantial portion of our staff were new-hires for the 2016-2017 school year. Our current process of interviewing and sample lessons has proved effective in hiring quality staff.

If the school has interview protocols or applicant evaluation forms, please attach these in **Appendix H**.

c) Financial Incentives for Principal and/or Instructional Staff

(1) SIG-Funded

Describe any SIG-funded financial incentives (such as signing bonuses, moving reimbursement, or loan repayment) that the LEA or school will use to recruit staff for the school.

One of the many challenges Quitman County School District has dealt with in the past is retaining highly qualified teachers. Once we train them, they typically leave our district to accept positions where the pay is better and they have better living conditions. To change this trend, the district developed a strategic plan with specific goals and strategies to provide incentives to recruit and retain highly qualified teachers. The recruitment incentives provides for a \$1,000 sign-on bonus for newly hired teachers teaching grades Pre K-12. Through a partnership with Reclaimed, a local CBO, the district will offer apartments to 8 new teachers with no charge for rent. The only requirement for this offer is a commitment to perform community service with Project Reclaimed such as after school tutoring, mentoring, and recreational assistants with local sports program.

After receiving the official report of state assessments, those faculty and staff members that have contributed to positive student achievement, and have an attendance rate of 95% or above, will receive incentive pay. Incentive pay based on the subject taught, and/or the duties performed as a staff member. As a method of attracting master teachers, our district recognized the significance of National Board Certified Teachers (NBCT). The school district will provide three days of paid professional leave to prepare writing entries, develop the portfolio, and prepare for certification and reimbursement of classes, workshops, travel, and supplies up to \$3,000 for any teacher who successfully becomes National Board Certified.

Additionally, teachers and assistant teachers can be reimbursed for a maximum of 3 semester hours per semester and 3 semester hours per session during the summer. Certified teachers can be reimbursed for the cost of textbooks. Certified teacher must earn a grade of "B" or better as evidenced by a copy of the grade report from the college or university providing the instruction.

(2) Non-SIG-Funded

Are there additional state-funded, federally funded, or privately funded financial incentives available to instructional staff or administrators who chose to work at the school?

YES

NO

If additional incentives are available, please describe.

3. Employment Policies

a) Placement

Prospective new teachers are required to teach a sample lesson in the area of desired employment, and hold the appropriate state certification.

b) TRANSFORMATION/EARLY LEARNING ONLY: Evaluation Policies

Will the school adopt and use the rigorous, transparent, and equitable evaluation system which incorporates student growth as a significant factor that was developed by the Mississippi Department of Education in conjunction with teachers and principals?

YES

NO

If no, describe the process that the district will use to develop rigorous, transparent, and equitable evaluation system which incorporates student growth as a significant factor that was developed in conjunction with teachers and principals and that will be fully and effectively implemented upon receipt of the grant.

c) TRANSFORMATION/EARLY LEARNING ONLY: Financial Rewards

What, if any, financial rewards (e.g., individual, team, or school-wide salary bonuses, raises, or loan repayment) are available to staff who demonstrate gains in student achievement?

a) Opportunities for Promotion and Career Growth

Providing teachers with avenues for career advancement is critical to retaining highly effective teachers. Please complete the following chart to describe opportunities for promotion and career growth available to teachers.

Question	Formal	Informal
<p>What leadership opportunities are available to teachers?</p>	<p>Inclusive with classroom teaching responsibilities, teachers are provided the opportunity to serve as grade level chairpersons, and/or as mentors to first year teachers.</p> <p>Teachers with very strong leadership abilities are encouraged to participate in MAPQL or one of the other alternate paths to school leadership.</p>	<p>Quitman County school involves teacher leaders as a part of the school's leadership team. The leadership team consists of coaches, grade level chair persons, and the assistant principal. Additionally trainings are provided through the Southern Regional Education Board (SREB) for teachers in Math and Language Arts. The Leadership team receives coaching and mentoring from the principal and Curriculum Coordinator.</p>
<p>What opportunities, particularly decision-making roles, exist for highly effective teachers to help shape the reform effort?</p>	<p>Teachers who are identified as a Grade-Level Chairperson will facilitate grade level department meetings, be a part of data assessment reviews, and serve as a resource to the teachers and principals. Highly effective teachers also have an opportunity to serve as multi-classroom leaders/instructional coaches, and they are a part of the school's leadership team.</p>	<p>Teachers who participate in the SREB Math and Literacy Models are provided yearlong training opportunities and are charged with the responsibility of helping to institute the model of instruction in year 2 with other building level teachers. Strategic coaching opportunities are provided to participating teachers in the SREB model.</p>
<p>How would a teacher receive access to these opportunities?</p>	<p>Leadership opportunities are availed to teachers based on their experience and proven classroom performance. The school level administrator will identify teachers with strong leadership traits and encourage them to pursue graduate degrees or enter into an administrative leadership program.</p>	<p>Selected teachers who successfully complete the yearlong SREB training models will serve as mentors and coaches for other teachers in their building.</p>





b) TRANSFORMATION/EARLY LEARNING ONLY: Termination

(1) Please describe the school's current process for terminating ineffective teachers and leaders by completing the chart below.

Employee	Definition of "ineffective"	Process for identifying "ineffective" staff	Definition of "Ample Opportunities"	Termination	
				Dismissal	Non-Renewal
	<i>What is the school's definition of an "ineffective" employee?</i>	<i>What is the school's process for identifying "ineffective" employees?</i>	<i>How does the school define "ample opportunities for employees to improve their professional practice" prior to termination?</i>	<i>What is the school's process for dismissing "ineffective" employees mid-contract?</i>	<i>What is the school's process for non-renewing "ineffective" employees?</i>
Leader	If the leader fails to meet district growth goals, they are placed on an improvement plan and assigned a mentor.	The current school board policy directs the superintendent to conduct an annual performance evaluation system to determine effective administrators. The superintendent has adopted the Mississippi Principal's Evaluation System as the metric for determining principal success.	It is not defined in the current policy.	At each semester, a leader evaluation will be conducted. When a teacher does not meet the required indicator he/she will be placed on a professional growth plan. Should they fail to meet prescribed benchmarks after support has been provided, said teacher will be dismissed.	Prior to contracts being issued, teachers who are not being renewed are given a letter stating their non-renewal status

Teacher	Teacher fails to achieve instructional goals set out in the MS framework by means of either deficient professional skill or excessive unexcused absences	Administrators conduct formal observations, regular classroom walkthroughs, and examine daily data. Staff attendance records are also used.	Teachers experiencing instructional challenges are assigned a mentor teacher to help with planning and management, as needed. Specific action steps are outlined, and progress toward these goals is monitored and expected.	At each semester, a teacher evaluation will be conducted. When a teacher does not meet the required indicator he/she will be placed on a professional growth plan. Should they fail to meet prescribed benchmarks after support has been provided, said teacher will be dismissed.	Prior to contracts being issued, teachers who are not being renewed are given a letter stating their non-renewal status
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(2) What, if any, changes will the school make in order to enhance the usefulness of the termination process for SIG?

**C. Organizational Structures and Management**

1. Governance

a) Proposed Governance Structure

Attach as Appendix I an organization chart that clearly presents the school's proposed governance structure. This chart should clearly represent **lines of authority and reporting between the school, district-level staff, any related bodies** (such as advisory bodies or family and teacher councils), and **any external provider** that will play a role in managing the school.

(1) TURNAROUND ONLY: New Governance

**The Turnaround Intervention requires turnaround schools to adopt a new governance structure.** If the proposal is for a turnaround school, describe how the proposed governance structure has changed to reflect a new organizational system that will drive the school improvement process.

b) District-Level Staff

Complete the chart below to describe district-level staff who will provide services to, or will oversee, the intervention school.

[NOTE FOR TRANSFORMATION: If the LEA plans to fulfill the requirement that the school receive on-going technical assistance and support through district-level staff, please note that within the “roles/responsibilities” section of the chart below.]

<b>Position</b>	<b>Funded by</b>	<b>Roles/Responsibilities</b>	<b>Reports to</b>
<i>Title of position</i>	<i>Will this position be funded by SIG, another grant program, or by regular appropriations?</i>	<i>How will a person in this position support SIG implementation? Describe briefly.</i>	<i>Who does a person in this position report to? (Must align with lines of reporting in the organization chart)</i>
Superintendent	Regular Appropriations	Will oversee all components of the Transformation Intervention Model	Quitman County Board of Education
Federal Programs Director	95% Title I; 5% District	Will assist with the planning professional development for staff and the selection of staff; will oversee all expenditures related to the SIG and provide timely and accurate SIG reports to MDE	Superintendent
Sped Director	85% IDEA, Part B; 15% District Funds	Will assist in identifying materials for performance level instruction. Will help the school’s leadership team in planning interventions and identifying training needs; Will assist with the selection of staff	Superintendent
SIG Transformation Officer	100% SIG funds	Will be responsible for overseeing the	Superintendent

MINUTES OF THE APRIL 11, 2017 MEETING  
OF THE QUITMAN COUNTY SCHOOL BOARD OF EDUCATION

BE IT REMEMBERED, that the regular November 2016 meeting of the Quitman County Board of Education was held on April 11, 2017. Such meeting was held at the YOU Building on April 11, 2017 at 5:00 p.m.

Those present: Ms. Linda Payne, District IV, Chairman; Ms. Lillie V. Davis, District II, Secretary; Mr. Lorenzo Windless, District I; and Mr. Leroy Matthews, District V.

Those absent: Mr. Calvin Campbell, District III.

Also present: Dr. Evelyn Jossell, Superintendent of Education, Ms. Marilyn Autman, Payroll Clerk, and Ms. Mary A. Brown, School Board Attorney, as well as other numerous patrons and employees.

**RE: CALL TO ORDER/ INVOCATION**

The meeting was called to order by Ms. Linda Payne and Lorenzo Windless offered the opening prayer.

**RE: ADOPTION OF AGENDA**

On Motion of Ms. Cassandra Autman, seconded by Mr. Leroy Matthews and unanimous approval by the Board, it is hereby ORDERED and approved to approve the adoption of the Agenda for the business meeting as submitted.

SO ORDERED, this the 11<sup>th</sup> day of April, 2017.

**RE: APPROVAL OF MINUTES**

On Motion of Mr. Lorenzo Windless, seconded by Mr. Leroy Matthews and unanimous approval, it is hereby ORDERED and approved to approve the minutes for March 2017.

SO ORDERED, this the 11<sup>th</sup> day of April, 2017.

It was the consensus of the board to move 4.1 for discussion as 8.32 on the Agenda.

**RE: SAR ACTION PLANS**

Ms. Sandra Wilbourn, Assistant Principal, appeared before the board to discuss the SAR ACTION PLAN for the Quitman County Elementary School.

Mr. Phelton Moss, Principal, to discuss SAR Action Plan for QCES.

**RE: APPROVAL OF HANDWRITTEN CHECKS & DOCKET OF CLAIMS**

On Motion of Mr. Lorenzo Windless, seconded by Ms. Cassandra Autman and unanimous approval, it is hereby ORDERED and approved to approve the docket of claims and handwritten

checks for March 2017 as submitted.

SO ORDERED, this the 11<sup>th</sup> day of April, 2017.

**RE: APPROVAL OF DISTRICT FINANCIAL STATEMENTS**

The Board reviewed and discussed the following:

1. Approval and discussion of March 2017 District Financial /Cash Balance Statement
2. Statement of Expenditures
3. Statement of Budget Status
4. Statement of Income
5. Statement of Fund Balance
6. Statement of Consolidated Balance
7. Statement of Cash Flow
8. Reconciled Bank Statement(s)

After discussion and On Motion of Mr. Lorenzo Windless, seconded by Ms. Cassandra Autman and unanimous approval it is hereby ORDERED and approved to approve the March, 2017 District Financial /Cash Balance Statement, Statement of Expenditures, Statement of Budget Status, Statement of Income, Statement of Fund Balance, Statement of Consolidated Balance, Reconciled Bank Statement(s) and Statement of Cash Flow as submitted.

SO ORDERED, this the 11<sup>th</sup> day of April, 2017.

**RE: APPROVAL OF RESIGNATION**

On Motion of Mr. Leroy Matthews, seconded by Mr. Lorenzo Windless and unanimous approval, it is hereby ORDERED and approved of resignation from Mrs. Maudy Wright (QCMS Parent Coordinator), effective May 31, 2017.

SO ORDERED, this the 11<sup>th</sup> day of April, 2017.

**RE: APPROVAL OF RESIGNATION**

On Motion of Mr. Leroy Matthews, seconded by Mr. Lorenzo Windless and unanimous approval, is hereby ORDERED and approved of resignation from Mr. Gary Bunch (QCMS Inclusion Teacher), effective July 31, 2017.

SO ORDERED, this the 11<sup>th</sup> day of April, 2017.

**RE: APPROVAL TO APPLY FOR GRANT**

On Motion of Mr. Leroy Matthews, seconded by Mr. Lorenzo Windless and unanimous approval, is hereby ORDERED and approved of Superintendent Jossell to apply for School

Improvement Grant (SIG) 2017-2018.

SO ORDERED, this the 11<sup>th</sup> day of April, 2017.

**RE: APPROVAL OF 2017/2018 SALARY SCALE**

On Motion of Mr. Leroy Matthews, seconded by Mr. Lorenzo Windless and unanimous approval, is hereby ORDERED and approved of FY 2017-2018 MAEP salary schedule and \$500 District Supplement.

SO ORDERED, this the 11<sup>th</sup> day of April, 2017.

**RE: APPROVAL OF QCES SAR ACTION PLAN**

On Motion of Mr. Lorenzo Windless, seconded by Mr. Leroy Matthews and unanimous approval, is hereby ORDERED and approved of progress report on QCES SAR Action Plan for March 2017.

SO ORDERED, this the 11<sup>th</sup> day of April, 2017.

**RE: APPROVAL OF QCMS SAR ACTION PLAN**

On Motion of Mr. Lorenzo Windless, seconded by Mr. Leroy Matthews and unanimous approval, is hereby ORDERED and approved of progress report on QCMS SAR Action Plan for March 2017.

SO ORDERED, this the 11<sup>th</sup> day of April, 2017.

**RE: APPROVAL OF DISTRICT RECRUITMENT PLAN**

On Motion of Mr. Lorenzo Windless, seconded by Mr. Leroy Matthews and unanimous approval, it is hereby ORDERED and approved of Quitman County School District Recruitment Plan.

SO ORDERED, this the 11<sup>th</sup> day of April, 2017.

**RE: PERSONNEL RECOMMENDATION**

On Motion of Ms. Cassandra Autman, seconded by Mr. Lorenzo Windless and unanimous approval, it is hereby ORDERED and approved to move this matter for discussion in Executive Session.

SO ORDERED, this the 11<sup>th</sup> day of April, 2017.

**RE: PERSONNEL RECOMMENDATION**

On Motion of Ms. Cassandra Autman, seconded by Mr. Lorenzo Windless and unanimous

approval, it is hereby ORDERED and approved to move this matter for discussion in Executive Session.

SO ORDERED, this the 11<sup>th</sup> day of April, 2017.

**RE: PERSONNEL RECOMMENDATION**

On Motion of Mr. Lorenzo Windless, seconded by Mr. Leroy Matthews and unanimous approval, it is hereby ORDERED and approved to hire Timothy Strickland as District Computer Technician for the 2017-2018 school year.

SO ORDERED, this the 11<sup>th</sup> day of April, 2017.

**RE: PERSONNEL RECOMMENDATION**

On Motion of Mr. Lorenzo Windless, seconded by Mr. Leroy Matthews and unanimous approval, it is hereby ORDERED and approved to hire Stacy Wiley as the Food/Child Nutrition Director for the 2017-2018 school year (Food Services).

SO ORDERED, this the 11<sup>th</sup> day of April, 2017.

**RE: PERSONNEL RECOMMENDATION**

On Motion of Mr. Lorenzo Windless, seconded by Mr. Leroy Matthews and unanimous approval, it is hereby ORDERED and approved to hire William Eckford as a District Maintenance Worker for the 2017-2018 school year.

SO ORDERED, this the 11<sup>th</sup> day of April, 2017.

**RE: PERSONNEL RECOMMENDATION**

On recommendation of Sandra Wilborn, Assistant Principal and Dr. Evelyn Jossell, Superintendent and on Motion of Mr. Lorenzo Windless, seconded by Mr. Leroy Matthews and unanimous approval, is hereby ORDERED and approved to hire the following staff for 2017-2018 school year:

SO ORDERED, this the 11<sup>th</sup> day of April, 2017.

Certified Staff		
Faculty Member	Position	Fund
Jessica Weeks	Pre-Kindergarten Teacher	Title 1-Pre-K
Pamela Riley	Pre-Kindergarten Teacher	Title 1-Pre-K
*Cynthia Gordon	Kindergarten Teacher	MAEP/District Funds
Danielle Dishman	Kindergarten Teacher	MAEP/District Funds
*Preshunda Jones	Kindergarten Teacher	MAEP/District Funds
*Marquita Jones	Kindergarten Teacher	MAEP/District Funds
Betty Figgs	First Grade Teacher	MAEP/District Funds
*Jennifer Arnold	Second Grade Teacher	MAEP/District Funds
*Valeria Cozart	Second Grade Teacher	MAEP/District Funds
Hailie Hogan-Wilson	Second Grade Teacher	MAEP/District Funds



*Terra Survillion	Third Grade Math Teacher	MAEP/District Funds
*Ricardo Sacks	Third Grade Math Teacher	MAEP District Funds
Delois Boyd	First Grade Teacher	MAEP/District Funds
Everett Mulroe	Second Grade Teacher	MAEP/District Funds
Keisha Tanna	Fourth Grade Math	MAEP/District Funds
Kristen Myles	Fourth Grade (New Hire)Reading/Language Arts	MAEP/District Funds
Katherine Upchurch	Fourth Grade Reading/Language Arts	MAEP/District Funds
Calandria Shegog	SPED	MAEP/District Funds
Cheryl Howard	SPED	MAEP/District Funds
Trixy Jones	SPED	MAEP/District Funds
*Laquienda Kincaide	SPED	MAEP/District Funds
Rose Marie Caulder	Librarian	MAEP/District Funds
Jason Reid	Physical Education	MAEP/District Funds
Patti Lowery	Art	MAEP/District Funds
Kim Corbin	Speech	MAEP/District Funds
April Mason	School Counselor	MAEP/District Funds
<b>Classified Staff</b>		
Rosalyn McCorkle	School Secretary	District Funds
Alexandria Riley	Assist, Secretary	District Funds
Shaun Rucker	Behavior Specialist Asst.	Title 1 Funds
Reshard Jemerson	Parent Coordinator	Title 1 Funds
Olympia Phipps	Computer Lab Assistant	Title 1 Funds
Lizzie Jones	Library Assistant	Title 1 Funds

**RE: PERSONNEL RECOMMENDATION**

On recommendation of Phelton Moss, Principal and Dr. Evelyn Jossell, Superintendent and on Motion of Mr. Lorenzo Windless, seconded by Mr. Leroy Matthews and unanimous approval, is hereby ORDERED and approved to hire the following staff for 2017-2018 school year:

SO ORDERED, this the 11<sup>th</sup> day of April, 2017.

Mr. Leroy Matthews exited the meeting. Ms. Sherry Woods is his sister-in-law.

2017-2018 Position	Recommended Employee	Funding Source
Assistant Principal	Brenda Stapleton-Brown	District
Counselor	Jennifer Steele	District
Parent Liaison	Shanethria Booker * New Hire	District
Secretary	Jonsha Price	District
Asst. Secretary	Deshauna Benson	District
Interventionist / Lab Assistant	Latasha Williams	Federal Programs
Custodian 1	Douglas Taylor	District
Custodian 2	Sammie White	District
Custodian 3	Linda Saddler	District
5 <sup>th</sup> Grade Social Studies (1)	Shaypierre Jones	District
5 <sup>th</sup> Grade Math (2)	Darby Starks * New Hire	District
5 <sup>th</sup> Grade English (3)	Caroline Greene	District
5 <sup>th</sup> Grade Science (4)	Syreatea Brassell	District
6 <sup>th</sup> Grade Math (5)	Tiffany Wilson	District
6 <sup>th</sup> Grade English (6)	Shannan Bailey	District
6 <sup>th</sup> Grade Science (7)	Issac Boose	District

7 <sup>th</sup> Grade English (9)	Shayna Hamm	District
7 <sup>th</sup> Grade Math (10)	Trent Calvin * New Hire	District
7 <sup>th</sup> Grade Science (11)	Albert Bush	District
7 <sup>th</sup> Grade Social Studies (12)	Molly Jones	District
7 <sup>th</sup> Grade ICT (13)	Tiffany McGee	District
8 <sup>th</sup> Grade Math (14)	Candace Armstrong	District
8 <sup>th</sup> Grade English (15)	Maya Upton	District
8 <sup>th</sup> Grade Social Studies (16)	YoKenya Miller * New Hire	District
8 <sup>th</sup> Grade Science (17)	Eddie Ivory	District
8 <sup>th</sup> Grade STEM (18)	Willie French	District
ART (19)	Elizabeth Roberts	District
PE 1 (20)	James Dean	District
PE 2 (21)	Larry Stevenson	District
Piano/Choir (22)	Jamero Carter * New Hire	District
Asst. Director of Bands (23)	(Vacant)	District
Gifted (24)	Connie Bunch	District
Self-Contained	Laquita Doyle	Sped
Self-Contained Aide	Sally Cole	Sped
Inclusion 1	Mae Smith	Sped
Inclusion 2	Shana Cunningham *Transfer	Sped
Inclusion 3 / Case Manager	Calandra Porter	Sped
Mental Health Therapist	Alison Thompson	Sped
Behavior Specialist Assistant	Willie Housley	Federal Programs

**RE: PERSONNEL RECOMMENDATION**

On recommendation of Walter Atkins, Principal and Dr. Evelyn Jossell, Superintendent and on Motion of Mr. Lorenzo Windless, seconded by Ms. Cassandra Autman and unanimous approval, is hereby ORDERED and approved to hire Ms. Sherry Woods as Librarian for the 2017-2018 school year.

SO ORDERED, this the 11<sup>th</sup> day of April, 2017.

Mr. Leroy Matthews re-enters the meeting.

Ms. Linda Payne exits the meeting. Damian Davis is her son.

It was the consensus of the board for Mr. Lorenzo Windless to take over as

**Chairman of the Board.**

**Certified Staff**

Name	Position
Patrice Miller	Special services
Rosalind Clinton-Strong	Special services
Shameka Jackson	Special services
Joyce Johnson	Special services
John Davis	Math
Jeremy Shur	Math
Tametrice Strickland	administrator
Sonya Hentz-Hill	Science
Daniel Myrick	Science

Shenita Key	Librarian
Aulisha Thompson	English
John Jossell	English
*Sinnea Douglas	English
Cheryl Conley	English
John Richardson	Social Studies
Dustin Grammer	Social Studies
Anna Suggs	Spanish
Ethel Gibson	Family Dynamics
Lakendrick Payne	P.E.
Andrea Shegog	Counselor
Jason Jossell	Music education
Walter Shegog	Teacher/Technology aide
Michael Jossell, Jr.	Social Studies
Kirk Johnson	English
LaCambrise Burgess	Science

**Classified Staff**

<b>Name</b>	<b>Position</b>
Barabara Wardlow	Behavior Specialist Asst.
Carvotta Pryor	Parent Coordinator
Sammie Davis	Special services assistant – SPED Funding
Maudy Stanford	Special services assistant – SPED Funding
Amelia Whitehead	Assistant secretary
Sharon Strickland	Secretary
Debra Smith	Distant Learning aide
Camille Smith	Custodian
Willie Johnson	Custodian
Lee Andrew Humphrey	Custodian
Evelyn Davis	Custodian

**RE: PERSONNEL RECOMMENDATION**

On recommendation of Phelton Moss, Principal and Dr. Evelyn Jossell, Superintendent and on Motion of Mr. Leroy Matthews, seconded by Ms. Cassandra Autman and unanimous approval, is hereby ORDERED and approved to hire Damian Davis, 6<sup>th</sup> Grade ICT Teacher, for 2017-2018 school year:

SO ORDERED, this the 11<sup>th</sup> day of April, 2017.

**Ms. Linda Payne re-enters meeting and reassumes her position as Chairman of the Board.**

**RE: PERSONNEL RECOMMENDATION**

On Motion of Ms. Cassandra Autman, seconded by Mr. Lorenzo Windless and unanimous approval, it is hereby ORDERED and approved to move this matter for discussion in Executive Session.

SO ORDERED, this the 11<sup>th</sup> day of April, 2017.

**RE: PERSONNEL RECOMMENDATION**

On recommendation from Latisha Rudd, Special Education Director and Dr. Evelyn Jossell, Superintendent, and on Motion of Mr. Lorenzo Windless, seconded by Mr. Leroy Matthews and unanimous approval, is hereby ORDERED and approved to hire the following staff for 2017-2018 school year:

SO ORDERED, this the 11<sup>th</sup> day of April, 2017.

Name	Position
Stephanie Shegog	Administrative Assistant
Amber Simmons	Teacher Assistant (Self-Contained)
Sharron Davis	Certified Nursing Assistant
Madeline Boykin	Speech Pathologist
JoAnn Mamon	Transitions Assistant 9 <sup>th</sup> – 12 <sup>th</sup>
Willie Johnson	Special Service Bus Driver
Jack Clark	Special Service Bus Monitor

**RE: PERSONNEL RECOMMENDATION**

On recommendation from Cynthia Washington, CTE Director and Dr. Evelyn Jossell, Superintendent, and on Motion of Mr. Lorenzo Windless, seconded by Mr. Leroy Matthews and unanimous approval, is hereby ORDERED and approved to hire the following staff for 2017-2018 school year:

SO ORDERED, this the 11<sup>th</sup> day of April, 2017.

Name	Position	Funding Source
Dorothy Survillion	Secretary	District
Charles White	Custodian	District
Gwendolyn McClinton	Counselor	MAEP
Celia Wheeler	Business Fundamentals/Management	MAEP
James Rayford	Metal Fabrication	MAEP
Baxter Swearngen	Student Service Coordinator (Pending Certification)	MAEP
Edward Wiley	Agriculture & Natural Resources (Pending Certification)	MAEP
Flora Bogan	Law & Public Safety (Pending Certification)	MAEP

**RE: PERSONNEL RECOMMENDATION**

On recommendation from Reginald Griffin, Federal Programs Director, and Dr. Evelyn Jossell, Superintendent, and on Motion of Mr. Lorenzo Windless, seconded by Mr. Leroy Matthews and unanimous approval, is hereby ORDERED and approved to hire the following staff for 2017-2018 school year:

SO ORDERED, this the 11<sup>th</sup> day of April, 2017.

Name	Position
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Angler Washington	Administrative Assistant/Bookkeeper
Dwight Barfield	Fixed Assets Manager
Dorothy Survillion	Custodian

**RE: PERSONNEL RECOMMENDATION**

On recommendation from Stacy Wiley, Child Care Nutrition Director, and Dr. Evelyn Jossell, Superintendent, and on Motion of Mr. Lorenzo Windless, seconded by Mr. Leroy Matthews and unanimous approval, is hereby ORDERED and approved to hire the following staff for 2017-2018 school year:

SO ORDERED, this the 11<sup>th</sup> day of April, 2017.

Name	Position
<b>Madison S. Palmer High School</b>	
Deleatha Glasper	Manager
Jacqueline Cunningham	Asst. Manger
Mary Davis	Cook
Gertrude Adams	Cook
Willie Mae Getter	Cook
<b>Quitman County Middle School</b>	
Mary Clark	Manager
Rosemary Glover	Asst. Manager
Joyce Gross	Cook
Flossie Duke	Cook
Willie Robinson	Cook
<b>Quitman County Elementary School</b>	
Eric Week	Manager
Tunya Wells	Asst. Manager
Joann Wright	Cook
Daisie Duke	Cook
Jennifer Hoskins	Cook
Bonnie Jackson (Child Nutrition Office)	Administrative Assistant

**RE: PERSONNEL RECOMMENDATION**

On Motion of Mr. Lorenzo Windless, seconded by Mr. Leroy Matthews and unanimous approval, it is hereby ORDERED and approved to hire Lewis Miller and Marcus Cooper as substitute Bus Drivers for the remainder of the school year.

SO ORDERED, this the 11<sup>th</sup> day of April, 2017.

**RE: PERSONNEL RECOMMENDATION**

On Motion of Mr. Lorenzo Windless, seconded by Mr. Leroy Matthews and unanimous approval, it is hereby ORDERED and approved to hire Marvin Thigpen as Transportation Supervisor/Mechanic Helper for the 2017-2018 school year.

SO ORDERED, this the 11<sup>th</sup> day of April, 2017.

**RE: PERSONNEL RECOMMENDATION**

On Motion of Mr. Lorenzo Windless, seconded by Mr. Leroy Matthews and unanimous approval, it is hereby ORDERED and approved to hire James Cooper as a part time mechanic helper for the 2017-2018 school year.

SO ORDERED, this the 11<sup>th</sup> day of April, 2017.

**RE: PERSONNEL RECOMMENDATION**

On Motion of Mr. Lorenzo Windless, seconded by Mr. Leroy Matthews and unanimous approval, it is hereby ORDERED and approved to hire Willie Williams as a mechanic helper for the 2017-2018 school year.

SO ORDERED, this the 11<sup>th</sup> day of April, 2017.

**RE: PERSONNEL RECOMMENDATION**

On recommendation from Billy Fields and on Motion of Mr. Lorenzo Windless, seconded by Mr. Leroy Matthews and unanimous approval, it is hereby ORDERED and approved to hire the following Bus Drivers for the 2017-2018 school year. Salaries will originate from district maintenance funds.

SO ORDERED, this the 11<sup>th</sup> day of April, 2017.

Name	Position
Barfield, Dwight	
Booker, Charlie	
Booker, Erma J	
Boose, Issac (pending pass test)	Sub
Cauthern, Bernadine	Sub
Conley, Cheryl	
Cooper, Marcus	Sub
Curry, Ladoshe	
Davis, John	
Dean, James C	
Duke, Flossie B	
Eckford, Howard	
Figgs, Shirley R	Sub
Griffin, Lula	
Housley, Willie L	
Johnson, Willie H	
Killebrew, Manuel	Sub
Mays, Abraham	Sub
Miller, Lewis	Sub
Myles, Terry	Sub
Payne, LeKendrick (pending pass test)	Sub
Pelts, Amanda G	
Pryor, Jr., Alvis	Sub
Simmons, Emma	
Sr. Jossell, Michael	Sub
Thigpen, Marvin L	

Walter, Debra D	
Watts, DeJuan	
White, Bernard	
White, Sammie	
Wiley, Edward D	Sub
Williams, Willie B	Sub

**RE: PERSONNEL RECOMMENDATION**

On recommendation from Kegi Wells and Dr. Evelyn Jossell, Superintendent, and on Motion of Mr. Lorenzo Windless, seconded by Mr. Leroy Matthews and unanimous approval, it is hereby ORDERED and approved to hire the following staff for the 2017-2018 school year:

SO ORDERED, this the 11<sup>th</sup> day of April, 2017.

Name	Positon
Laquita Furr	Instructional Management/Human Resource Administrative Assistant
Dr. Sarah Swauger	District ELA Instructional Coach
Jasmine Bell	District ELA Instructional Coach
Chawonea Presley	District Math Instructional Coach
Tarya Harrell	District Math Instructional Coach 7 <sup>th</sup> -12 Grade

**RE: PERSONNEL RECOMMENDATION**

On recommendation of Phelton Moss, Principal, and Dr. Evelyn Jossell, Superintendent, and on Motion of Mr. Lorenzo Windless, seconded by Mr. Leroy Matthews and unanimous approval, it is hereby ORDERED and approved to hire the following staff for the 2017 Summer School Enrichment Promotional Programs:

SO ORDERED, this the 11<sup>th</sup> day of April, 2017.

Summer Position	Recommended Employee	Funding Source
Teacher 1	Pam Riley	Literacy Grant
Teacher 2	Marquita Jones	Literacy Grant
Teacher 3	Terra Survillion	Literacy Grant
Teacher 4	Syreata Brassell	Literacy Grant
Teacher 5	Latasha Williams	Literacy Grant
Teacher 6	Tiffany Wilson	Literacy Grant
Coach/ Admin.	Brenda Stapleton-Brown	Literacy Grant
Bus Driver 1	Willie Housley	Literacy Grant
Bus Driver 2	Lula Griffin	Literacy Grant
Bus Driver 3	Sammie White	District- QCMS
Bus Driver 4	Emma Simmons	District- QCMS
Summer Staff	Larry Stevenson	Barksdale Grant (Direct Pay to Employee)
Summer Staff	Eddie Ivory	Barksdale Grant (Direct Pay to Employee)
Summer Staff	Issac Boose	Barksdale Grant

**RE: PERSONNEL RECOMMENDATION**

On Motion of Mr. Lorenzo Windless, seconded by Mr. Leroy Matthews and unanimous approval, it is hereby ORDERED and approved to hire Laquita Doyle for the Extended School Year Coordinator/Primary Care Provider for the students for the summer 2017 and approval of the ESY application.

SO ORDERED, this the 11<sup>th</sup> day of April, 2017.

**RE: PERSONNEL RECOMMENDATION**

On Motion of Mr. Lorenzo Windless, seconded by Mr. Leroy Matthews and unanimous approval, it is hereby ORDERED and approved to hire the following employees to work the Summer Feeding Program June 19, 2017-July 14, 2017:

SO ORDERED, this the 11<sup>th</sup> day of April, 2017.

Name	Position
Bonnie Jackson	Site Supervisor
Mary Davis	Cook
Joann Davis	Cashier
Jennifer Hoskin	Substitute Cook
Flossie Duke	Substitute Cook
Jackie Cunningham	Substitute Cook
Joyce Gross	Substitute Cook
Tunya Well	Substitute Site Supervisor
Deleatha Glasper	Substitute Site Supervisor

**RE: APPROVAL OF AGREEMENT**

On Motion of Mr. Lorenzo Windless, seconded by Ms. Cassandra Autman and unanimous approval, is hereby ORDERED and approved to accept a MOU between Quitman County School District and Teach for America to offer the Summer Institute from June 9, 2017-July 14, 2017.

SO ORDERED, this the 11<sup>th</sup> day of April, 2017.

**RE: APPROVAL OF AGREEMENT**

On Motion of Ms. Cassandra Autman, seconded by Mr. Leroy Matthews and unanimous approval, is hereby ORDERED and approved to accept a MOU between Quitman County School District and CORE Educational Services to provide three (3) day on site instruction support at the QCMS.

SO ORDERED, this the 11<sup>th</sup> day of April, 2017.

**RE: APPROVAL OF AGREEMENT**



On Motion of Ms. Cassandra Autman, seconded by Mr. Lorenzo Windless and unanimous approval, is hereby ORDERED and approved to accept a MOU between Quitman County School District and Jobs for Mississippi Graduates for 2017-2018 school year.

SO ORDERED, this the 11<sup>th</sup> day of April, 2017.

**RE: APPROVAL OF AGREEMENT**

On Motion of Mr. Lorenzo Windless, seconded by Ms. Cassandra Autman and unanimous approval, is hereby ORDERED and approved to accept a MOU between Quitman County School District and the University of Mississippi Writing Project, for a two week summer writing camp at no cost to the district.

SO ORDERED, this the 11<sup>th</sup> day of April, 2017.

**RE: APPROVAL TO TRAVEL**

On Motion of Ms. Cassandra Autman, seconded by Mr. Leroy Matthews and unanimous approval, is hereby ORDERED and approved Dr. Evelyn Jossell, Kegi Wells, Cynthia Washington, Phelton Moss, Walter Atkins, Tarya Harrell, Candace Armstrong, John Jossell, and Maya Upton to attend an SREB Readiness/Staff Development Conference in Nashville, Tennessee-July 10-15, 2017.

SO ORDERED, this the 11<sup>th</sup> day of April, 2017.

**RE: APPROVAL OF AGREEMENT**

On Motion of Ms. Cassandra Autman, seconded by Mr. Leroy Matthews and unanimous approval, is hereby ORDERED and approved to accept a MOU between Quitman County School District and If Then Solutions, LLC to provide 3 days of professional development and coaching support on the school improvement action plan.

SO ORDERED, this the 11<sup>th</sup> day of April, 2017.

**RE: APPROVAL TO ACCEPT DONATION**

On Motion of Mr. Lorenzo Windless, seconded by Mr. Leroy Matthews and unanimous approval, is hereby ORDERED and approved to accept a bus donation from Youth Opportunities Unlimited.

SO ORDERED, this the 11<sup>th</sup> day of April, 2017.

**RE: APPEARANCE BEFORE THE BOARD**

Ms. Kimberly V. Bracey, Aunt Joyce's Kids Tutoring/Mentoring Program to discuss the

services she can provide to the children of the district.

**RE: APPROVAL TO CONSIDER EXECUTIVE SESSION**

On Motion of Ms. Cassandra Autman, seconded by Mr. Leroy Matthews and unanimous approval, it is hereby ORDERED and approved to discuss 8.4, 8.5, 8.11, and student disciplinary matter.

SO ORDERED, this the 11<sup>th</sup> day of April, 2017.

**RE: APPROVAL TO ENTER EXECUTIVE SESSION**

On Motion of Ms. Cassandra Autman, seconded by Mr. Leroy Matthews and unanimous approval, it is hereby ORDERED and approved to discuss 8.4, 8.5, 8.11, and student disciplinary matter.

SO ORDERED, this the 11<sup>th</sup> day of April, 2017.

Ms. Linda Payne exited the meeting at 5:57 p.m. Mr. Lorenzo Windless took over as Chairman of the Board.

**RE: PERSONNEL RECOMMENDATION**

On Motion of Mr. Leroy Matthews, seconded by Ms. Cassandra Autman and unanimous approval, it is hereby ORDERED and approved to table this matter for discussion at a recessed meeting on Thursday, April 13, 2017, at 8:00 a.m.

SO ORDERED, this the 11<sup>th</sup> day of April, 2017.

**RE: PERSONNEL RECOMMENDATION**

On recommendation of Dr. Evelyn Jossell, Superintendent, and on Motion of Mr. Leroy Matthews, seconded by Ms. Cassandra Autman and unanimous approval, it is hereby ORDERED and approved to hire Dr. Frederick Robinson as QCES Principal for the 2017-2018 school year.

SO ORDERED, this the 11<sup>th</sup> day of April, 2017.

**RE: PERSONNEL RECOMMENDATION**

On recommendation of Mr. Walter Atkins, Principal, and Dr. Evelyn Jossell, Superintendent, and on Motion of Ms. Cassandra Autman, seconded by Mr. Leroy Matthews and unanimous approval, it is hereby ORDERED and approved to hire the following staff for the 2017-2018 school year:

SO ORDERED, this the 11<sup>th</sup> day of April, 2017.

**RE: STUDENT DISCIPLINARY MATTER**

On Motion of Mr. Leroy Matthews, seconded by Ms. Cassandra Autman and unanimous

approval, it is hereby ORDERED and approved to uphold the Disciplinary Committee's recommendation on student\_\_\_\_\_.

SO ORDERED, this the 11<sup>th</sup> day of April, 2017.

**RE: APPROVAL TO EXIT EXECUTIVE SESSION**

On Motion of Mr. Leroy Matthews, seconded by Ms. Cassandra Autman and unanimous approval, it is hereby ORDERED and approved for the Board to exit Executive Session.

SO ORDERED, this the 11<sup>th</sup> day of April, 2017.

**THE BOARD RECONVENED IN OPEN SESSION**

There being no further business to come before the Board at this time, on Motion of Mr. Leroy Matthews, seconded by Ms. Cassandra Autman and unanimous approval, the meeting was recessed until Thursday, April 13, 2017, at 8:00 a.m.

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LINDA PAYNE, CHAIRMAN

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LILLIE V. DAVIS, SECRETARY

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Dr. EVELYN JOSSELL,  
SUPERINTENDENT OF EDUCATION

# APPENDIX C

## LEAD PARTNER INTERVIEW

*(This tool is an example of an interview protocol for prospective External Providers.)*

Name of Lead Partner	School District
Contact Information	School District Contact

Questions	Notes
<b>Financial Management System</b>	
Describe the type of clients the contractor serves (e.g., schools vs. districts, large or small districts, rural or urban, low income).	
How many clients does the contractor currently serve?	
Does the organization obtain an annual financial audit? What was the outcome of the most recent audit? (Ask for documentation.)	
Has the contractor ever had to cancel a contract or contracts? If so, why?	

<b>Management and Staffing Capacity</b>	
Who are the contractor's key leaders and what is their level of relevant professional experience?	
How will the contractor staff this project?	
Does the contractor's staff have K-12 education experience? Provide a current resume of all staff members who will work in the district.	
How does the contractor monitor the services of its staff?	
What specific training and experience does the contractor's staff have in improving student performance, instructional coaching, state curriculum standards, data analysis, and turnaround strategies?	
In the event that the school district is dissatisfied with the services of the contractor's staff, what is the process for changing contractual staff?	

<b>Internal Performance Analysis</b>	
Does the contractor internally review and assess the quality of services it delivers? How?	
Does the contractor solicit information from clients to determine their satisfaction with the contractor's products or services? By what method, and how often?	
What method(s) will the contractor use to communicate outcomes of weekly services to the school district?	
Provide a list of clients and contact information.	
<b>Customer Service Orientation</b>	
Does the contract or memorandum of understanding provide specific details on the type and amount of services to be provided?	
How flexible or customizable is the contract?	

Provide evidence that the contractor has been successful in improving student performance outcomes in a short period of time.	
Provide evidence that the contractor has been successful in improving teacher/principal quality in low-performing schools.	
<b>OTHER QUESTIONS:</b>	

Source: American Institutes for Research, "Choosing an Education Contractor: A Guide to Assessing Financial and Organizational Capacity", 2006



# APPENDIX D

**QUITMAN COUNTY SCHOOL DISTRICT  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
FOR THE YEAR ENDED JUNE 30, 2015**

**Section I: Summary of Auditor's Results**

**Financial Statements:**

- |    |                                                       |               |
|----|-------------------------------------------------------|---------------|
| 1. | Type of auditor's report issued:                      | Unmodified    |
| 2. | Internal control over financial reporting:            |               |
|    | a. Material weaknesses identified?                    | Yes           |
|    | b. Significant deficiencies identified?               | None Reported |
| 3. | Noncompliance material to financial statements noted? | No            |

**Federal Awards:**

- |    |                                                                                                                        |            |
|----|------------------------------------------------------------------------------------------------------------------------|------------|
| 4. | Internal control over major programs:                                                                                  |            |
|    | a. Material weaknesses identified?                                                                                     | No         |
|    | b. Significant deficiencies identified?                                                                                | Yes        |
| 5. | Type of auditor's report issued on compliance for major programs:                                                      | Unmodified |
| 6. | Any audit findings disclosed that are required to be reported in accordance with Section 510(a) of OMB Circular A-133? | Yes        |

7. Identification of major programs:

<u>CFDA Numbers</u>	<u>Name of Federal Program or Cluster</u>
84.010	Title I grants to local educational agencies
84.027; 84.173	Special Education Cluster
84.287	Twenty-first century community learning centers

- |    |                                                                          |           |
|----|--------------------------------------------------------------------------|-----------|
| 8. | Dollar threshold used to distinguish between type A and type B programs: | \$300,000 |
| 9. | Auditee qualified as low-risk auditee?                                   | No        |

**Section II: Financial Statement Findings**

*Deficiencies Identified as Material Weaknesses in Internal Controls Over Reporting*

**Finding 2015-001. Bank account reconciliations not complete.**

Criteria: Timely, accurate bank account reconciliations are required for correct presentation of cash in the financial and accounting records of the school district.

Condition: There were unresolved differences in five (5) of the district's bank account reconciliations at June 30, 2015. The largest differences, totaling \$20,016.79, were found in the imprest clearing bank accounts used to clear payroll transactions and claims docket transactions. Audit adjustments were proposed and accepted to correct the differences.

Cause: The district failed to fully resolve all differences.

Effect: Cash and other deposits in the fiduciary funds was understated by \$20,016.79. Audit adjustments were proposed and accepted to correct the differences.

Questioned Costs: None

Recommendation: We recommend that all bank account reconciliations be completed on a timely basis and that all differences be reviewed and resolved promptly.

---

**Finding 2015-002. Control Deficiencies surrounding the control cycle of non-payroll expenditures and related liabilities.**

Criteria: The district is charged with the responsibility of designing and implementing a system of internal controls surrounding non-payroll expenditures and related liabilities that will effectively reduce the risk of financial statement misstatement and asset misappropriation to an acceptably low level.

Condition: The controls surrounding the cycle of non-payroll expenditures and related liabilities is not working effectively to reduce the risk of financial statement misstatement. The district failed to accrue accrued liabilities at the end of the fiscal year in the total amount of \$58,680.13. Proposed audit adjustments of \$42,157.22 were made and accepted to record certain payables. \$16,522.91 in adjustments to record payables were passed at the audit adjustment level.

We performed detailed testing on one hundred nineteen (119) non-payroll expenditure transactions. During the detailed testing performed, we noted four (4) instances where paid claims packets to substantiate expenditures were not available for review. We noted fifteen (15) instances where the district issued purchase order did not match the invoice in either total amount of purchase or number of items purchased. Our testing showed twenty-nine (29) instances where the invoice date fell before the purchase order date, revealing purchases made without appropriate authorization. We noted a total of five (5) purchase orders that were never signed by a purchasing agent. Three (3) expenditures were coded incorrectly, and audit adjustments were proposed and accepted to correct two of these misstatements. Finally, we noted one hundred six (106) instances where no receiving documentation was preserved to document the receipt and condition of goods or services received.

Cause: The district failed to design and implement a sound system of internal controls surrounding non-payroll expenditures and related payables.

Effect: There is an increased risk that misstatements in the area of non-payroll expenditures will exist that will not be corrected in a timely manner by district personnel. This risk means that transactions may not be properly authorized and accurately classified and recorded. This risk further increases the likelihood that the financial statement information will not be complete and that a proper cut-off at the end of the fiscal year will not be made.

Questioned costs: None

Recommendation: We recommend that the district develop a system of sound internal controls surrounding the cycle of non-payroll expenditures and related liabilities and begin steps to implement the system of controls.

---

**Finding 2015-003. Control Deficiencies surrounding the control cycle of capital assets and related expenditures.**

Criteria: The district is charged with the responsibility of designing and implementing a system of internal controls surrounding capital assets and related expenditures that will effectively reduce the risk of financial statement misstatement and asset misappropriation to an appropriately low level.

Condition: Our testing of non-payroll expenditures revealed eleven (11) instances where equipment meeting the threshold for inclusion in the district's subsidiary asset records or for capitalization and depreciation were not tagged, captured, and

added to the district's subsidiary asset records. One (1) of the items was recommended for addition to the asset records and accepted and added by district employees at the time of audit. The district failed to capture and capitalize building improvements of \$687,759.24. These improvements were recommended for addition to the asset records and accepted and added by district employees at the time of audit. Our testing of current year depreciation expense for a sample size of twenty (20) items yielded four (4) items with incorrect depreciation computations. These corrections were recommended and accepted and adjusted by district employees at the time of audit. Finally, there was no clear evidence of a complete physical inventory being performed during the year ended June 30, 2015.

Cause: While a set of designed internal controls surrounding this control cycle of transactions exists, the controls were circumvented or ignored for the year ending June 30, 2015.

Effect: Net capital assets were understated in the district's subsidiary records at June 30, 2015. Additions and corrections were necessary before being able to rely on the accounting information to compile entity-wide financial statements.

Questioned costs: None

Recommendation: We recommend that the district follow the internal controls found in the school board policies in the area of capital asset management. This includes the requirement that a complete physical inventory be conducted on an annual basis. Results of the inventory should be used to reconcile physical counts with the district's subsidiary records.

---

**Finding 2015-004. Control Deficiencies surrounding the control cycle of payroll expenditures and related liabilities.**

Criteria: The district is charged with the responsibility of designing and implementing a system of internal controls surrounding payroll expenditures and related payables that will effectively reduce the risk of financial statement misstatement and asset misappropriation to an appropriately low level. This includes controls to ensure that the district meets the requirements of fair labor standards.

Condition: We tested the details of earnings records for thirty-five (35) district employees for the year ended June 30, 2015. We noted three (3) instances where the board did not approve salary amounts for the employee being tested or the amount of board approved salary differed from the contract amount or amount paid. We noted one (1) instance where there were no daily time records available for a non-exempt employee. Our review revealed that the district has no established monitoring of non-exempt employees in all groups to detect and pay overtime wages if overtime hours are reached in any given work week.

Cause: The district failed to fully implement a sound system of internal controls surrounding payroll expenditures and related payables. This is especially evident in the area of overtime monitoring to ensure compliance with fair labor standards.

Effect: There is an increased risk that misstatements in the area of payroll expenditures will exist that will not be corrected in a timely manner by district personnel. This risk means that transactions may not be properly authorized and that the district may not maintain compliance with fair labor standards.

Questioned Costs: None

Recommendation: We recommend that the school board approve all salary wage and rate amounts for all employees. Such exhibits should be fully integrated into the official minutes of the school board. We further recommend that detailed hourly payroll records be maintained and reviewed for all non-exempt employees to identify any amounts due employees for overtime hours worked. This review should extend to those employees who are paid in equal installments, but who are non-exempt from fair labor standards requirements.

---

**Section III: Federal Award Findings and Questioned Costs**

*Significant deficiencies surrounding internal controls and instances of noncompliance that are not material.*

**Repeat Finding 2015-005. Control deficiencies in the expenditure cycles of the Title I grant award.**

Award: Title I grants to local educational agencies  
FDA Number: 84.010

Criteria: The district is charged with the responsibility for designing and implementing a set of internal controls to ensure

compliance with federal award programs. As part of this responsibility, the district must ensure that goods and services purchased are appropriately authorized and that such goods and services are received in good condition. The district must further ensure that all employees being paid from program award dollars are actually working in the federal award area.

Condition: In our testing of non-payroll expenditures we noted four (4) instances where a district purchase order authorizing the purchase was dated after the related expenditure invoice date. We noted three (3) instances where paid claims were not supported by adequate receiving documentation. Finally we noted that seven (7) employees paid from the grant award did not have semi-annual certifications or had only one of the two required semi-annual certifications on file.

Cause: The district failed to fully implement a sound system of internal controls surrounding grant award expenditures.

Effect: Our testing showed that the grant award dollars were being obligated without documentation of proper authorization for the purchases made. Further, claims were not supported by adequate receiving documentation, increasing the risk that claims could be paid for goods or services not received or that goods and services are received in poor condition. The lack of semi-annual certifications increases the risk that employees funded through grant award dollars may not spend their time on grant activities.

Questioned Costs: None

Recommendation: We recommend that the school district begin immediate steps to improve the controls surrounding grant award expenditures by requiring properly authorized purchase orders prior to actual purchases being made, by requiring written receiving documentation to verify receipt of goods and services prior to actual payment for the goods and services, and by preparing semi-annual certifications on all employees paid from the grant award.

---

#### Finding 2015-006. Cash management – excess amounts of cash drawn.

Award: Title I grants to local educational agencies  
CFDA Number: 84.010

Criteria: The school district must have a system for drawing down federal award dollars that will ensure that cash is drawn only for immediate needs.

Condition: The district drew excessive cash down in four (4) of the twelve (12) months tested for the year ending June 30, 2015.

Cause: The district failed to properly implement a sound system of internal controls surrounding cash management in the grant award. The district requested cash draw downs based on current month expenditures, without looking at the related cash receipts flowing into the program. Refunds and approved program transfers from other federal award grants were ignored instead of being considered when cash needs were computed.

Effect: For the months of October 2014, December 2014, January 2015, and February 2015, the district requested more cash than was needed to satisfy current needs. The excessive cash draws are a violation of the cash management requirements.

Questioned Costs: None

Recommendation: We recommend that the district limit cash draws to those amounts needed for immediate use.

---

#### Finding 2015-007. Equipment and Inventory Management – Control Deficiencies.

Award: Title I grants to local educational agencies  
CFDA Number: 84.010

Criteria: The district is charged with the responsibility of designing and implementing a set of internal controls to ensure that equipment is managed in accordance with federal and state requirements, with the more stringent requirements of the two being ensured. The district must account for all equipment purchased with grant award dollars.

Cause: The district failed to properly implement a sound system of internal controls surrounding equipment and inventory management.

Condition: The district failed to capture and add to its subsidiary equipment inventory records thirty-five (35) pieces of equipment totaling \$35,361.86.

Effect: The failure to capture the equipment and add the items to the district's subsidiary equipment inventory records increases the risk that equipment may be stolen, damaged, or converted to inappropriate use (use outside of program objectives).

Questioned Costs: None

Recommendation: We recommend that the district begin immediate steps to enforce the guidelines and controls surrounding the purchase and subsequent tagging and inventorying of assets meeting the threshold for inclusion in the district's subsidiary asset inventory records.

---

**Finding 2015-008. Procurement and Suspension and Debarment.**

Award: Title I grants to local educational agencies  
CFDA Number: 84.010

Criteria: The district is charged with the responsibility of designing and implementing a set of internal controls to ensure compliance with competitive purchasing requirements of the grant award. For all purchases exceeding the micro-purchase threshold amount (\$3,000 through September 30, 2015 and \$3,500 on October 2, 2015), the district must show that competitiveness was introduced into the purchasing process through quotes or a formal bid process. The requirements include three tiers for determining the levels of competitiveness required. This includes the retention of documents to substantiate compliance with competitive purchasing requirements.

Cause: The district failed to properly implement a sound system of internal controls surrounding competitive purchasing.

Condition: The district failed to maintain documentation to show that competitive purchasing requirements were met in twenty-four (24) instances of program expenditures.

Effect: The failure to maintain documentation means that the district cannot substantiate compliance with the grant award's competitive purchasing requirements.

Questioned Costs: None

Recommendation: We recommend that the district begin immediate steps to enforce the guidelines and enforce existing written requirements that require competitive purchasing practices on all orders exceeding the micro-purchase threshold amount. On October 1, 2015, the Micro-Purchase Threshold increased from \$3,000 to \$3,500.

**Finding 2015-009. Allowable and unallowable costs/Cost Principles.**

Award: Special Education Cluster  
CFDA Numbers: 84.027/84.173

Criteria: The district is charged with the responsibility of designing and implementing a set of internal controls to ensure compliance with federal award programs. As part of this responsibility, the district must ensure that goods and services purchased are appropriately authorized and that such goods and services are received in good condition. The district must further ensure that all employees being paid from program award dollars are actually working in the federal award area.

Condition: In our testing of non-payroll expenditures we noted one (1) instance where a grant award purchase was not approved by the federal program director. We noted nine (9) instances where paid claims were not supported by adequate receiving documentation. Finally we noted that three (3) employees paid from the grant award did not have semi-annual certifications or had only one of the two required semi-annual certifications on file.

Cause: The district failed to fully implement a sound system of internal controls surrounding grant award expenditures.

Effect: Our testing shows that the grant award dollars were being obligated without documentation of proper authorization or the purchases made. Further, claims were not supported by adequate receiving documentation, increasing the risk that claims could be paid for goods or services not received or that goods and services are received in poor condition. The lack

of semi-annual certifications increases the risk that employees funded through grant award dollars may not spend their time on grant activities.

Questioned Costs: None

Recommendation: We recommend that the school district begin immediate steps to improve the controls surrounding grant award expenditures by requiring properly authorized purchase orders prior to actual purchases being made, by requiring written receiving documentation to verify receipt of goods and services prior to actual payment for the goods and services, and by preparing semi-annual certifications on all employees paid from the grant award.

---

**Finding 2015-010. Cash management – excess amounts of cash drawn.**

Award: Special Education Cluster  
CFDA Numbers: 84.027/84.173

Criteria: The school district must have a system for drawing down federal award dollars that will ensure that cash is drawn only for immediate needs.

Condition: The district drew excessive cash down in seven (7) of the twelve (12) months tested for the year ending June 30, 2015.

Cause: The district failed to properly implement a sound system of internal controls surrounding cash management in the grant award. The district requested cash draws based on current month expenditures, without looking at the related cash receipts flowing into the program. Increases in cash caused by reclassification journal entries were not taken into account when making requests for cash draws.

Effect: For the months of October 2014, December 2014, January 2015, and February 2015, the district requested more cash than was needed to satisfy current needs. The excessive cash draws are a violation of the cash management requirements.

Questioned Costs: None

Recommendation: We recommend that the district limited cash draws to those amounts needed for immediate use.

---

**Finding 2015-011. Equipment and Inventory Management – Control Deficiencies.**

Award: Special Education Cluster  
CFDA Numbers: 84.027/84.173

Criteria: The district is charged with the responsibility of designing and implementing a set of internal controls to ensure that equipment is managed in accordance with federal and state requirements, with the more stringent requirements of the two being ensured. The district must account for all equipment purchased with grant award dollars.

Condition: The district failed to capture and add to its subsidiary equipment inventory records three (3) pieces of equipment totaling \$1,752.95.

Cause: The district failed to properly implement a sound system of internal controls surrounding equipment and inventory management.

Effect: The failure to capture the equipment and add the items to the district's subsidiary equipment inventory records increases the risk that equipment may be stolen, damaged, or converted to inappropriate use (use outside of program objectives).

Questioned Costs: None

Recommendation: We recommend that the district begin immediate steps to enforce the guidelines and controls surrounding the purchase and subsequent tagging and inventorying of assets meeting the threshold for inclusion in the district subsidiary asset inventory records.

---

**Finding 2015-012. Special Provisions – Reporting.**

Award: Special Education Cluster  
CFDA Numbers: 84.027/84.173

Criteria: The district is charged with the responsibility of designing and implementing a set of internal controls to ensure compliance with federal award program requirements. As part of this responsibility, the district must ensure that all award program financial reports are prepared using information taken from district accounting records.

Condition: Our testing of the details of the annual expenditure report filed with the Mississippi Department of Education in September 2015 revealed that the report did not agree with the district's accounting records. The district failed to report on the Annual Expenditure Report \$11,662.36 of indirect costs charged to the cluster of awards and \$2,204.98 in supplies and \$1,568.00 in equipment in the Preschool grant award.

Cause: The cause of the discrepancies was the district's failure to use final reporting data on the Annual Expenditure Report. This is likely because the district had not completely closed its annual accounting period at the date the expenditure report was compiled.

Effect: The Annual Expenditure Report contained incomplete information. Expenditures were under-reported.

Questioned Costs: None

Recommendation: We recommend that the district completely close its fiscal year and record all transactions before completing the Annual Expenditure Report and filing the report with the Mississippi Department of Education each year.

---

**Finding 2015-013. Allowable and unallowable costs/Cost Principles.**

Award: Twenty-first Century Community Learning Centers  
CFDA Number: 84.287

Criteria: The district is charged with the responsibility of designing and implementing a set of internal controls to ensure compliance with federal award program requirements. As part of this responsibility, the district must ensure that goods and services purchased are appropriately authorized and that such goods and services are received in good condition. The district must further ensure that costs charged to the grant are not included in both direct cost categories and indirect cost categories. And the district must limit the draw of indirect costs to those costs computed in the indirect cost plan approved by the Mississippi Department of Education.

Condition: In our testing of non-payroll expenditures we noted one (1) instance where a grant award purchase was not supported by a claims packet, which should have included authorizing documentation and an invoice. We noted four (4) instances where paid claims were not supported by adequate receiving documentation. Finally we noted that three (3) employees paid from the grant award were not approved in the grant application, and the work performed by those employees was also a part of the indirect costs captured. (\$9,257.42) We further noted that the district drew excess indirect costs in the total amount of \$5,163.25.

Cause: The district failed to fully implement a sound system of internal controls surrounding grant award expenditures.

Effect: Our testing shows that the grant award dollars were being obligated and paid without documentation for the purchases made. Further, claims were not supported by adequate receiving documentation, increasing the risk that claims could be paid for goods or services not received or that goods and services are received in poor condition. Payroll expenditures were charged both as indirect costs in the district's approved indirect cost plan and as direct costs charged to the program, resulting in disallowed costs of \$9,257.42. The district drew excess indirect costs, resulting in questioned costs of \$5,163.25.

Questioned Costs: \$9,257.42 (payroll unallowed costs) and \$5,163.25 (excess indirect costs)

Recommendation: We recommend that the school district begin immediate steps to improve the controls surrounding grant award expenditures by limiting all costs to those that are allowable and by appropriately documenting all costs associated with the award grant.

---



**Finding 2015-014. Allowable and Unallowable Costs/Cost Principles.**

**Award/CFDA Numbers:**

Learn and serve America – school and community based programs	93.778
Education technology state grants	84.318
Title I grants to local educational agencies	84.010
State grants for innovative programs	84.298
Improving teacher quality state grants	84.267
Title I grants to local educational agencies, recovery	84.389A
Special education grants to states	84.027

**Criteria:** The district is charged with the responsibility for designing and implementing a set of internal controls to ensure compliance with federal award programs. As part of this responsibility, the district must ensure that program expenditures and transfers are appropriately authorized and that such expenditures and transfers are allowable.

**Condition:** In an attempt to close out old, unobligated cash balances in grant funds, the school district transferred remaining cash balances to the general fund.

**Cause:** The district attempted to liquidate such balances through a residual equity transfer instead of returning the monies to the Mississippi Department of Education.

**Effect:** The transfers constitute unallowable costs, resulting in total questioned costs of \$109,778.97 across seven (7) different federal award programs.

**Questioned Costs:**

Learn and serve America – school and community based programs	93.778	\$ 3,730.90
Education technology state grants	84.318	22,331.27
Title I grants to local educational agencies	84.010	14,779.16
State grants for innovative programs	84.298	813.20
Improving teacher quality state grants	84.267	35,008.74
Title I grants to local educational agencies, recovery	84.389A	32,039.30
Special education grants to states	84.027	1,076.40

**Recommendation:** We recommend that the district expend all grant dollars within the period of performance. Draws of cash should be made only to satisfy immediate cash needs. For grant funds remaining after the period of performance has passed, the district should contact the Mississippi Department of Education for assistance in returning the unobligated grant funds.

School Plan - Demographics

QUITMAN CO SCHOOL DIST (6000) Public District - FY 2017 - QUITMAN COUNTY MIDDLE SCHOOL (6000032) Public School - School Plan - Rev 0

Student Demographics (Enrollment)

Year	School Enrollment	Female	Male	Asian	Black	Hispanic	Native American	White	Multi-Racial	Economically Disadvantaged	IEP	English Learners	Immigrant	Migrant	Homeless
2014-15	367	171	196	0	351	0	0	16	0	367	44	0	0	0	0
2015-16	349	154	195	0	334	0	0	15	0	349	40	0	0	0	0

School Data - Grid

Year	Student ADA	# of Teacher Absences	% of Highly Qualified Teachers
2014-15	358.88	0	
2015-16	334.16	0	

School Characteristics (ie. poverty, rural status, businesses/industries, natural disasters)

Community Characteristics (ie. poverty, rural status, businesses/industries, natural disasters)

School Plan - Accountability Data

QUITMAN CO SCHOOL DIST (6000) Public District - FY 2017 - QUITMAN COUNTY MIDDLE SCHOOL (6000032) Public School - School Plan - Rev 0

Check the box that reflects your school accountability designation

Two-Year School Accountability Designation

Year	Priority	Focus	Not meeting AMOs	Meeting AMOs	Reward
2014-15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2015-16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Accountability Designation - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

Elementary and Middle Schools

	Language Arts		Mathematics		Science		Participation Rate	
	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16
Proficiency								
Growth All Students								
Growth Low 25%								
	2014-15				2015-16			
Accountability Grade	Select...				Select...			
Total Points								

Elementary and Middle Schools - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

High Schools

	English		Algebra		Biology		US History		Acceleration		Participation Rate		Graduation Rate		College & Career Readiness	
	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16
Proficiency																
Growth All Students																
Growth Low 25%																

	2014-15	2015-16
Accountability Grade	Select...	Select...
Total Points		

High Schools - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

Empty text area for data analysis and summary.

School Plan - College and Career Readiness

QUITMAN CO SCHOOL DIST (6000) Public District - FY 2017 - QUITMAN COUNTY MIDDLE SCHOOL (6000032) Public School - School Plan - Rev 0

College and Career Readiness 11th Grade ACT Scores

Year	Composite	English	Math	Reading	Science
2014-15					
2015-16					

ACT Scores - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

N/A

Student Promotion Data (% Promoted)

Year	K	1	2	3	4	5	6	7	8
2014-15	0%	0%	0%	0%	0%	100%	100%	100%	100%
2015-16									

Student Promotion - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

All students were promoted during the last academic school year.

Describe other transitions that may be applicable to your school, such as elementary to middle school, middle school to high school, high school to post-secondary.

All 8th graders were promoted to high school.

School Plan - School Climate and Culture

**QUITMAN CO SCHOOL DIST (6000) Public District - FY 2017 - QUITMAN COUNTY MIDDLE SCHOOL (6000032) Public School - School Plan - Rev 0**

**Out-of-School Suspensions**

	2014-15		2015-16	
	Total Number of Days	Percent of Total Number of Days	Total Number of Days	Percent of Total Number of Days
All	249		11	
IEP	68	27.31%	0	0%
EL	0	0%	0	0%
Asian	0	0%	0	0%
BLK/AA	244	97.99%	11	100%
His/Lat	0	0%	0	0%
NAM	0	0%	0	0%
NH/PI	0	0%	0	0%
White	5	2.01%	0	0%

What discipline issues if any impact student achievement/growth?

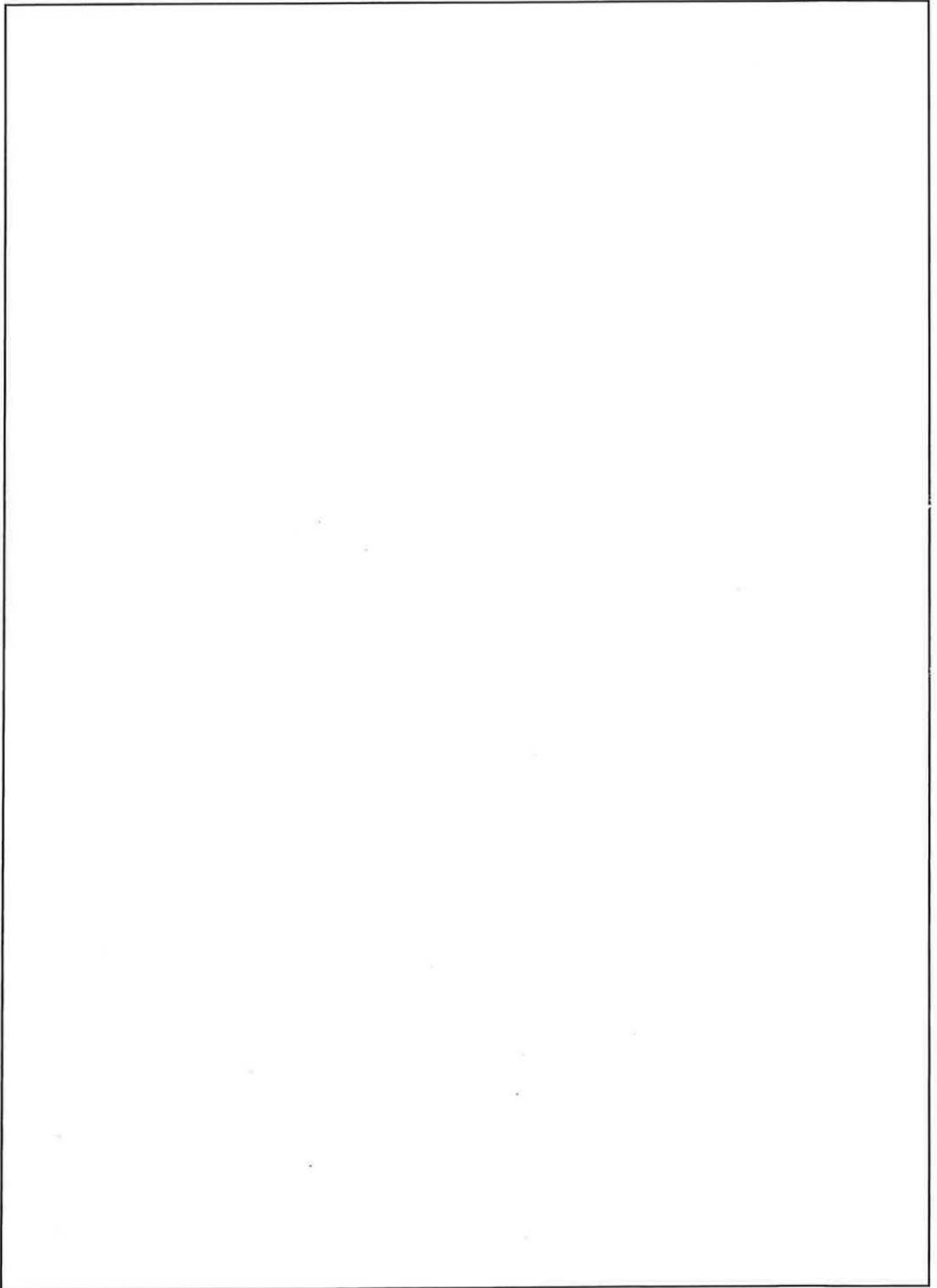
During the 2015-2016 school year there was a total of 11 days in suspension, those student who missed those days were impacted by the loss of instruction time.

What safeguards does the school have in place to ensure that excessive discipline does not negatively impact academic achievement?

This school year we are beginning stage 1 of capturing kids hearts, we have instituted period-by-period in school suspension to decrease the number of out-of-school suspensions, and we have re-arargned the school into different academies for each grade level in order to create communities that have respect agreements.

Summarize other factors impacting climate and culture. (optional)

Quitman County Middle School has a new leadership team. As any school is in the process of making adjustments, students are struggling to adjust to a structured learning environment where consequences are given for serious breeches of school culture.



School Plan - Dimension 1: Student Achievement

QUITMAN CO SCHOOL DIST (6000) Public District - FY 2017 - QUITMAN COUNTY MIDDLE SCHOOL (6000032) Public School - School Plan - Rev 0

Language Arts

Year	Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		SATP2/Eng. II	
2015	Select...		Select...		Select...		MAP		MAP		MAP		MAP		Select...	
2016	Select...		Select...		Select...		MAP	8.0	MAP	6.0	MAP	11.1	MAP	18.3	Select...	

\*UnvSc- Universal Screener Reading Spring Assessments, such as: STAR, CASE 21, MAP, AIMSweb, etc. (% Proficient and Above)

\*\*SA - State Assessment

Language Arts - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

Language Arts is our far most challenging areas. Our students have struggled tremendously in language arts. We received the lowest amount of growth points and prophecy in Language Arts. What is evident, is that our scholars have not had a consistent Language Arts teacher in the last three years. Our current 7th grade scholars had three Language Arts Teachers in 6th grade and two in 5th grade. We believe that many of the challenges around Language Arts is due to scholars not have a consistent Language Arts teacher.

Mathematics

Year	Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Algebra I	
2015	Select...		Select...		Select...		MAP		Select...		Select...		Select...		Select...	
2016	Select...		Select...		Select...		MAP	12.4	Select...	22.5	MAP	27.2	MAP	27.7	Select...	

\*UnvSc- Universal Screener Reading Spring Assessments, such as: STAR, CASE 21, MAP, AIMSweb, etc. (% Proficient and Above)

\*\*SA - State Assessment

Mathematics - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

Traditionally QCMS has performed significantly better in Mathematics than Language Arts. The same was true for the last academic year. Our biggest hope is with our 6th grade class. Last year, well over 50% of those scholars were within a few points of being proficient. However, our biggest challenge is with our 8th grade scholars. They experience the lowest amount of proficient scholars as well as the least amount of growth in the school. However, we have our strongest math teacher in 8th grade Mathematics.

Subject Area Data Grades 9-12

Year	Algebra		Biology		English		U. S. History	
2015	Select...		Select...		Select...		Select...	
2016	Select...		Select...		Select...		Select...	

\*\*SATP2/SATP3 Assessment (% Proficient and Above)

Subject Area - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.



ESEA Annual Measurable Objectives

Reading/Language Arts

Group	2014-2015			2015-2016		
	AMO Goal	%Prof	+/-	AMO Goal	%Prof	+/-
All						
AI/AN						
Asian						
BIK/AA						
His/Lat						
NH/PI						
Multi-Racial						
White						
Female						
Male						
ED						
LEP						
IEP						

Mathematics

Group	2014-2015			2015-2016		
	AMO Goal	%Prof	+/-	AMO Goal	%Prof	+/-
All						
AI/AN						
Asian						
BIK/AA						
His/Lat						
NH/PI						
Multi-Racial						
White						
Female						
Male						
ED						

Annual Measurable Objectives - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.																																																												
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**QUITMAN CO SCHOOL DIST (6000) Public District - FY 2017 - QUITMAN COUNTY MIDDLE SCHOOL (6000032) Public School - School Plan - Rev 0**

**Teacher Retention Trends**

Year	1 to 3 years		4 to 10 years		11 to 20 years		21 plus years	
	#	%	#	%	#	%	#	%
2014-15								
2015-16								

**Highly Qualified & Effective Teachers – Describe how you recruit, retain and evaluate teachers.**

This year we've worked with the 8 public universities to to recruit recent grads. Not only that, we've working with neighboring districts to attract individuals they didn't need who had applied for a particular role within in their district. We are extremely focused on teacher retention this year. We are working to retain 85% of our teaching staff this year. We are aggressively attacking this by having as school-wide site based leadership team that is focused on making large school-wide decisions. We use a Grade Level Chair model that empowers teachers to make grade-level specific decisions about their scholars. This created a leadership pipeline as well. Our grade level chairs are our best teachers not the team and they are able to coach and support their team at higher levels.

**Highly Qualified & Effective Teachers – Describe how the requirements of Section 1119 qualifications for teachers and paraprofessionals are met.**

N/A

**Describe how the school uses its curriculum and staff to provide accelerated, high quality instruction.**

Currently we have to a Multi Classroom Leaders for STEM and Literacy. They both teacher part-time and lead the other. They serve as co-teachers, instructional coaches, and interventionist.

**Identify current supplemental instructional resources and describe their use and impact on student achievement in your school.**

Currently we are using IXL, Moby Max, Mathletics, and Discovery Education as supplemental resources to help all scholars. In addition, we have a full-time interventionist who supports our bottom 25%.

**Describe the school's instructional plan and how the plan is based on scientific/evidence based research and strengthens the core academic**

**program of the school.**

- Use of instructional strategies that help students achieve the knowledge and skills they are expected to learn
- Teachers provide instructional activities that involve students in their learning.
- Students are given sufficient amount of homework to help them succeed at their studies.
- Teachers hold high expectation for students learning
- Teachers are available to give students the assistance they need with assignments.
- Teachers frequently use the results of assessments of students' learning to modify and adjust teaching strategies to best meet the learning needs of students.
- Teachers use technology in the delivery of instructions.
- Teachers believe they are making a difference in student learning.
- Teachers and administrators in our school consistently enforce rules.
  - Discipline policies are fair at this school.
  - The school provides a clean, well-maintained, and pleasant learning environment.
  - The availability of teaching materials and supplies is adequate to support good teaching.
  - Teachers have common planning time.
  - Teachers are recognized for individual excellence.
  - School actively promotes parent/teacher communication.
  - Parents feel welcome in our school.
  - Teachers regularly communicate with parents of their students.
  - Volunteers feel appreciated and recognized.
  - Teachers pursue a clear, common purpose for all students' learning.
  - Support and interaction of the instructional coach.
  - Principal, Multi-Classroom Leaders, and mentors observe and feedback with an opportunity for dialogue.

**Will federal funds be used to extend learning time? If yes, please explain.**

**Describe how teachers are included in decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program in the school.**

We use PLC's to develop and analyze student assessments. In addition, we use PLC's to evaluate formative and summative data as regard to student achievement. Lastly, we use a site based leadership model that serves as the decision making arm of the school. This body has homogenous group of teachers and leaders who make decision about climate, culture, and achievement.

**Professional Development Planning**

Identified Priority Needs	Data Sources

**Professional Development – Describe how your professional development plan focuses on improving instruction and aligns to the learning forward standards - (learningforward.org).**

- Using iPads and Apple TVs in the classroom
- Analyzing State Test data and Making Data Driven Decision
- Peer Coaching
- Teaching Reading to Struggling Reading
- Using Science Based Experiments to improve reading and mathematics
- Using iPads and Apple TVs in the Classroom—Teachers will learn how to use the iPad, the Apple TV and apps in the instructional delivery
- Analyzing State Test Data and Making Data Driven Decision—2013-2014 Data will be analyzed to determine students' strengths and weaknesses in science, reading and mathematics.
- Peer Coaching—Teachers will be assigned to observe a particular teacher during a class period for rigor, instructional process, and all other components of the Effective Teaching Practices.
- Using Science-Based Experiments to Improve Reading Mathematics—Teachers will learn how hands-on science based experiments.

**Professional Development – Describe how activities will be based on a review of scientifically based research and why the activities are expected to improve student outcomes.**

- Using iPads and Apple TVs in the Classroom—Teachers will learn how to use the iPad, the Apple TV and apps in the instructional delivery
- Analyzing State Test Data and Making Data Driven Decision—2013-2014 Data will be analyzed to determine students' strengths and weaknesses in science, reading and mathematics.
- Peer Coaching—Teachers will be assigned to observe a particular teacher during a class period for rigor, instructional process, and all other components of the Effective Teaching Practices.
- Using Science-Based Experiments to Improve Reading Mathematics—Teachers will learn how hands-on science based experiments.

■  
**Professional Development – Describe the activities and how they are aligned with challenging state standards and how the activities will have substantial, measurable and positive impact on student outcomes and help eliminate the achievement gap that separates low-income and minority students from other students.**

**At the end of each nine week period, teachers will analyze benchmark test results and compare to previous year's test results. Teachers will also track each students progress in relation to previous year's score in reading and mathematics. Peer Coaching will be conducted throughout the entire school year. Teachers will provide feedback and make recommendation to peers for improvement.**

**How will the school evaluate the improvement of its instructional and leadership practices?**

Though the lens of 360 survey data focused on climate and culture, weekly student achievement data (Are 75% of scholars scoring 80% or higher), formative exit ticket data, and summative benchmark test.

School Plan - Dimension 4: Family and Community Involvement

QUITMAN CO SCHOOL DIST (6000) Public District - FY 2017 - QUITMAN COUNTY MIDDLE SCHOOL (6000032) Public School - School Plan - Rev 0

**Family and Community Involvement**

Identified Priority Needs	Data Sources

**Family and Community Involvement – Describe the strengths and challenges around family, parental and community involvement.**

Fortunately, parents at Quitman County Middle School are keenly engaged. They work closely with the school to the meet the needs of their scholars. While this is true, we still have a population of parents who are not as involved as we would like. Critical to this culture is our parent liaison. She has been transformational in role and ensuring that parents are engaged in our school.

**Family and Community Involvement – How do you analyze and communicate assessment results to stakeholders?**

We give presentations to the school board as well as during our district community tours we provide data about where we are as school and how we making way on our school improvement goals. In addition, we post our data on the bulletin boards in the common areas of our school.

**Family and Community Involvement – Briefly describe the process used to develop and implement the Parent Compact.**

We host parent advisory each month. During parent advisory for the first month of school we worked closely with our parents to begin implanting our parent compact. In fact, we like to measure ourselves against the impact to ensure successful completion of the compact.

School Plan - Dimension 5: School Context and Organization

QUITMAN CO SCHOOL DIST (6000) Public District - FY 2017 - QUITMAN COUNTY MIDDLE SCHOOL (6000032) Public School - School Plan - Rev 0

**Pupil/Teacher Ratios (Enter response in the format x : y or 25 : 1 for example)**

Year	K	1	2	3	4	5	6	7	8
2014-15						17	18	17	20
2015-16						1	1	1	1

**Stakeholder Decision Making**

	Yes/No	Comments (optional)
Teachers are involved in decision-making and school procedures.	<input checked="" type="checkbox"/> Yes	
Teachers have a role in deciding what assessments will be used to evaluate individual students or the program as a whole.	<input checked="" type="checkbox"/> Yes	
School committees and other decision-making bodies make it easier for teachers, parents, paraprofessionals, support staff, and students to be heard.	<input checked="" type="checkbox"/> Yes	
Stakeholders take part in developing solutions to identified problems.	<input checked="" type="checkbox"/> Yes	

**Describe the need for class size reduction teachers.**

N/A



**QUITMAN CO SCHOOL DIST (6000) Public District - FY 2017 - QUITMAN COUNTY MIDDLE SCHOOL (6000032) Public School - School Plan - Rev 0**

**Summarize what's working in your school and why?**

- Use of instructional strategies that help students achieve the knowledge and skills they are expected to learn
- Teachers provide instructional activities that involve students in their learning.
- Students are given sufficient amount of homework to help them succeed at their studies.
- Teachers hold high expectation for students learning
- Teachers are available to give students the assistance they need with assignments.
- Teachers frequently use the results of assessments of students' learning to modify and adjust teaching strategies to best meet the learning needs of students.
- Teachers use technology in the delivery of instructions.
- Teachers believe they are making a difference in student learning.

**Summarize what's not working in your school and why?**

- Less than 15% of the students showed proficiency on the MCT2 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade Language Arts assessments.
- Less than 25% of the students showed proficiency on the MCT2 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> grades Mathematics assessments.
- More than 60% of the students scored Basic and Minimal on the MCT2 Language Arts assessment in 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades
- Less than 50% of the students showed growth on the MCT2 Language Arts assessment in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades.
- Less than 70% of the students showed growth on the 5<sup>th</sup> grade MCT2 Language Arts assessment.
- Less than 10% of the students showed growth on the 6<sup>th</sup> grade MCT2 Language Arts assessment.
- More than 60% of the students scored minimal and basic on the 5<sup>th</sup> grade science test.

List, in order of priority, the areas of need as identified through the needs assessment. Prioritizing needs will identify the most critical areas where the work will begin with the creation of goals and strategies.

Dimension	Areas of Improvement/Priority Needs	Data/Evidence to Support Identification of Priority Needs

<b>Student Achievement</b>	Language Arts Mathematics 5 <sup>th</sup> & 8 <sup>th</sup> Grade Sciences	State Tests Results
<b>Professional Development</b>	The comfortable use of technology in the classroom.	Survey Results Classroom Observations Classroom Assessments
<b>School Context and Organization</b>	Additional support of Interventionist	Survey results Teachers feedback
<b>Curriculum and Instruction</b>	The comfortability of research-based instructional strategies.  An additional academic coach to help improve reading and mathematics results.	Survey results Teachers feedback
<b>Family &amp; Community Involvement</b>	Process of involving all stakeholders in the decision making process	Survey Results

Mississippi Department of Education  
 Schools At-Risk Action Plan  
 2016-2017

District Name: Quitman County School District

School Name: Quitman County Middle School

District and School Actions	Strategies <i>What should take place to complete the goal? How will the goal be accomplished?</i>	Resources <i>What resources (people, materials, funding) are needed to address the strategy?</i>	Responsible Staff <i>Who will be responsible for ensuring that the strategy is completed?</i>	Timeline <i>What are the start and end dates?</i>	Update <i>What happened and when did it take place?</i>	Expected Outcomes <i>How will you know that the strategy is effective?</i>
<b>LEADERSHIP</b>						
<b>Goal(s): Develop strong school administrators and other leadership personnel who are able to support teaching staff and raise student achievement on state testing.</b>						
District Action(s):						
School Action(s):	Provide support and guidance to teachers in instruction and classroom culture, provide support and guidance to teachers regarding exceptional needs of specific students	Leadership Team	Principal, Assistant Principal, Counselor, MCL	Support and guidance will be provided throughout the year	Guidance for best serving specific students and teacher instructional guidance has been provided in both targeted professional development, and on an as-needed basis.	Staff performance and sense of community will increase, leading to gains in student achievement and staff retention
<b>CURRICULUM AND INSTRUCTION</b>						
<b>Goal(s): Place a focus on rigorous teaching and personalized learning in order to increase student achievement, use data to inform all decisions in order to grow all students.</b>						
District Action(s):						
School Action(s):	Train tested area teachers on Impact Standards on the MAP assessment and develop plans to teach those standards by the end of the year. In addition, use non-tested area teachers to teach daily skill builders to aid in supporting student performance on end of the year assessments.	Leadership Team, Consultants	Principal	Curriculum and instructional support will take place throughout the year.	Teachers are routinely provided guidance and support on how to deliver state standards in an engaging and rigorous manner.	Increase school accountability rating from an "F" rated school to a "C" rated school.
<b>PROFESSIONAL DEVELOPMENT</b>						
<b>Goal(s): Train and retain a high quality teaching staff that will further student growth by providing rigorous, standards based instruction.</b>						
District Action(s):						

**Mississippi Department of Education  
Schools At-Risk Action Plan  
2016-2017**

District Name: Quitman County School District

School Name: Quitman County Middle School

<b>School Action(s):</b>	Provide weekly development opportunities in PLC meetings, vertical teams, and bi-weekly whole staff meetings focusing on providing rigorous instruction and data-driven teaching strategies.	MCLs, Administrative Staff	Principal, MCLs	Professional Development will take place throughout the year.	Staff have been provided professional development in weekly PLC meetings and in bi-weekly staff meetings.	All staff members receive a 3 or higher on the end of year Mississippi Teacher Professional Growth Rubric.
<b>District and School Actions</b>	<b>Strategies</b> <i>What should take place to complete the goal? How will the goal be accomplished?</i>	<b>Resources</b> <i>What resources (people, materials, funding) are needed to address the strategy?</i>	<b>Responsible Staff</b> <i>Who will be responsible for ensuring that the strategy is completed?</i>	<b>Timeline</b> <i>What are the start and end dates?</i>	<b>Update</b> <i>What happened and when did it take place?</i>	<b>Expected Outcomes</b> <i>How will you know that the strategy is effective?</i>
<b>CLIMATE AND SAFETY</b>						
<b>Goal(s): Create a focused, consistent, and caring school environment for both staff and scholars that will transfer into community life.</b>						
<b>District Action(s):</b>						
<b>School Action(s):</b>	Create a rewards system for students who are attending school each day; create a defined set of school-wide expectations, rewards, and consequences; implement after-school, and in school detention for breaches in culture; send out weekly memo for staff, implement a school site based leadership team to aid in making school-wide decisions; utilize school resource officer to ensure a safe environment.	resource officer grant, faculty and staff	Leadership team, school faculty and staff, school resource officer	School climate and culture are continuously evolving entities	Monthly attendance rewards are given to students with perfect attendance, and fewer than 5 absences for the school year to date. School-wide rewards and consequences have been established and implemented. Site based leadership team meets biweekly to discuss school-wide issues. School resource officer performs hourly safety checks.	Staff says they feel like they work on a team, are supported, and are having fun while getting results. Students say they attend a safe school, are learning, and are feeling successful in their classes.
<b>ASSESSMENT</b>						
<b>Goal(s): 1 year of reading growth on STAR test, 50% proficiency on MAP ELA and Math Assessments, 80% proficiency on 5th and 8th grade science assessments.</b>						
<b>District Action(s):</b>						

**Mississippi Department of Education  
Schools At-Risk Action Plan  
2016-2017**

District Name: Quitman County School District

School Name: Quitman County Middle School

School Action(s):	Students will be given quarterly benchmark assessments, and STAR reading assessments three times a year in order to give staff an accurate picture of student progress and achievement. Instructional decisions regarding Intervention and remediation will be made based on these assessments.	STAR reading, Interventionist	Interventionist, teaching staff, leadership team	Benchmark tests will be given at the end of each 9 week term, STAR reading tests will be given at the beginning, middle, and end of the school year.	All benchmark and STAR tests have been given on schedule.	Students will show one or more years of growth on their STAR reading tests, 50% of students will show proficiency on MAP ELA and math assessments, and 80% of students will show proficiency on 5th and 8th grade science assessments.
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Board President: Linda Payne  
(Printed Name)

[Signature]  
(Signature)

Date: 02/14/17

Superintendent: Evelyn W. Jossell  
(Printed Name)

[Signature]  
(Signature)

Date: 02/14/17

Principal: [Signature]  
(Printed Name)

[Signature]  
(Signature)

Date: 02/14/17

School Board Approval Date: February 14, 2017

# APPENDIX E

School Plan - Demographics

QUITMAN CO SCHOOL DIST (6000) Public District - FY 2017 - QUITMAN COUNTY MIDDLE SCHOOL (6000032) Public School - School Plan - Rev 0

Student Demographics (Enrollment)

Year	School Enrollment	Female	Male	Asian	Black	Hispanic	Native American	White	Multi-Racial	Economically Disadvantaged	IEP	English Learners	Immigrant	Migrant	Homeless
2014-15	367	171	196	0	351	0	0	16	0	367	44	0	0	0	0
2015-16	349	154	195	0	334	0	0	15	0	349	40	0	0	0	0

School Data - Grid

Year	Student ADA	# of Teacher Absences	% of Highly Qualified Teachers
2014-15	358.88	0	
2015-16	334.16	0	

School Characteristics (ie. poverty, rural status, businesses/industries, natural disasters)

Community Characteristics (ie. poverty, rural status, businesses/industries, natural disasters)

School Plan - Accountability Data

QUITMAN CO SCHOOL DIST (6000) Public District - FY 2017 - QUITMAN COUNTY MIDDLE SCHOOL (6000032) Public School - School Plan - Rev 0

Check the box that reflects your school accountability designation

Two-Year School Accountability Designation

Year	Priority	Focus	Not meeting AMOs	Meeting AMOs	Reward
2014-15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2015-16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Accountability Designation - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

Elementary and Middle Schools

	Language Arts		Mathematics		Science		Participation Rate	
	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16
Proficiency								
Growth All Students								
Growth Low 25%								
	2014-15				2015-16			
Accountability Grade	Select...				Select...			
Total Points								

Elementary and Middle Schools - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

High Schools

	English		Algebra		Biology		US History		Acceleration		Participation Rate		Graduation Rate		College & Career Readiness	
	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16
Proficiency																
Growth All Students																
Growth Low 25%																



	2014-15	2015-16
Accountability Grade	Select...	Select...
Total Points		

High Schools - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

School Plan - College and Career Readiness

QUITMAN CO SCHOOL DIST (6000) Public District - FY 2017 - QUITMAN COUNTY MIDDLE SCHOOL (6000032) Public School - School Plan - Rev 0

College and Career Readiness 11th Grade ACT Scores

Year	Composite	English	Math	Reading	Science
2014-15					
2015-16					

ACT Scores - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

N/A

Student Promotion Data (% Promoted)

Year	K	1	2	3	4	5	6	7	8
2014-15	0%	0%	0%	0%	0%	100%	100%	100%	100%
2015-16									

Student Promotion - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

All students were promoted during the last academic school year.

Describe other transitions that may be applicable to your school, such as elementary to middle school, middle school to high school, high school to post-secondary.

All 8th graders were promoted to high school.

**QUITMAN CO SCHOOL DIST (6000) Public District - FY 2017 - QUITMAN COUNTY MIDDLE SCHOOL (6000032) Public School - School Plan - Rev 0**

**Out-of-School Suspensions**

	2014-15		2015-16	
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<b>All</b>	<b>249</b>		<b>11</b>	
<b>IEP</b>	<b>68</b>	<b>27.31%</b>	<b>0</b>	<b>0%</b>
<b>EL</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>
<b>Asian</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>
<b>BLK/AA</b>	<b>244</b>	<b>97.99%</b>	<b>11</b>	<b>100%</b>
<b>His/Lat</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>
<b>NAM</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>
<b>NH/PI</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>
<b>White</b>	<b>5</b>	<b>2.01%</b>	<b>0</b>	<b>0%</b>

What discipline issues if any impact student achievement/growth?

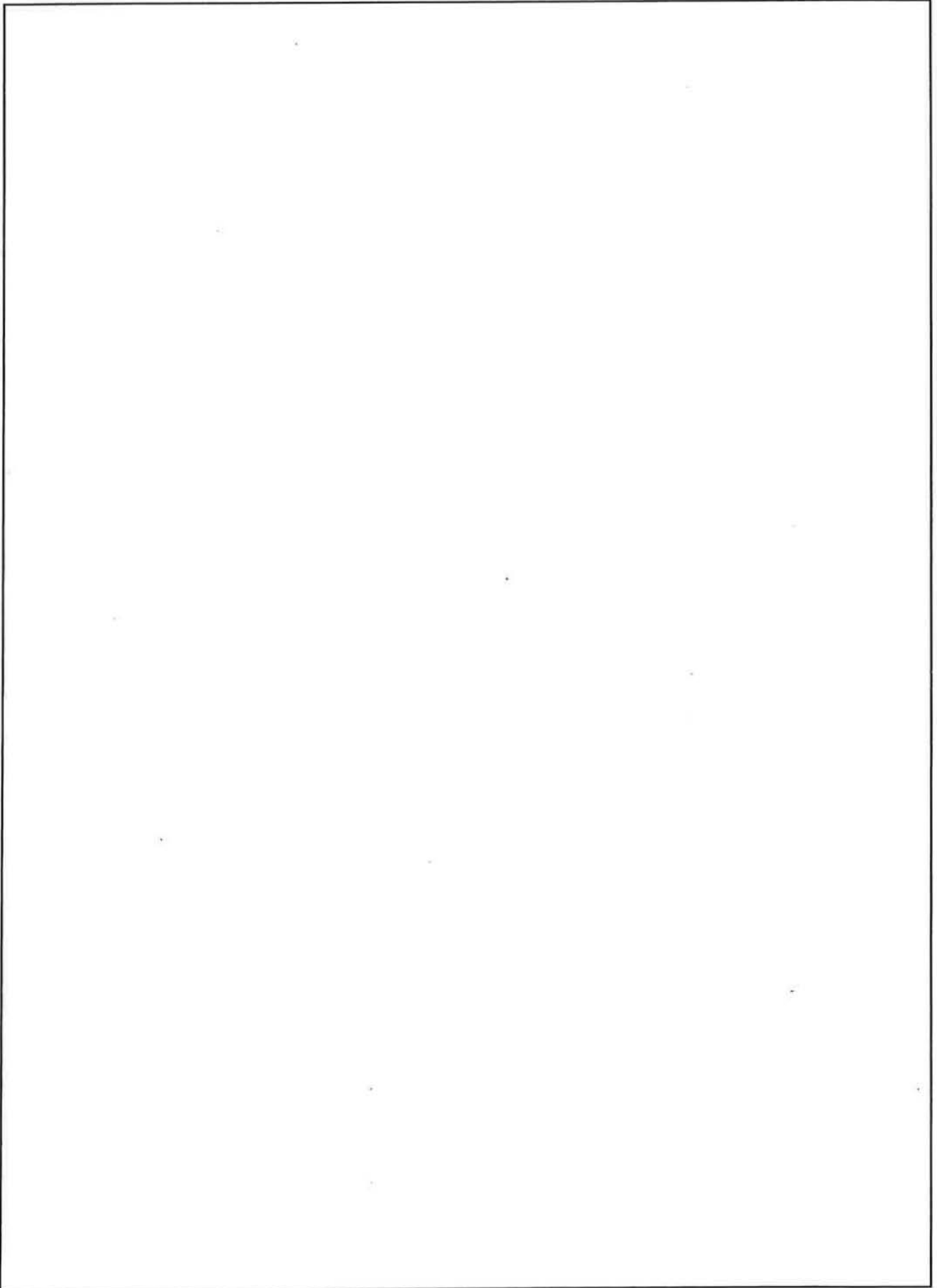
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What safeguards does the school have in place to ensure that excessive discipline does not negatively impact academic achievement?

This school year we are beginning stage 1 of capturing kids hearts, we have instituted period-by-period in school suspension to decrease the number of out-of-school suspensions, and we have re-arargned the school into different academies for each grade level in order to create communities that have respect agreements.

Summarize other factors impacting climate and culture. (optional)

Quitman County Middle School has a new leadership team. As any school is in the process of making adjustments, students are struggling to adjust to a structured learning environment where consequences are given for serious breeches of school culture.



School Plan - Dimension 1: Student Achievement

QUITMAN CO SCHOOL DIST (6000) Public District - FY 2017 - QUITMAN COUNTY MIDDLE SCHOOL (6000032) Public School - School Plan - Rev 0

Language Arts

Year	Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		SATP2/Eng. II	
2015	Select...		Select...		Select...		MAP		MAP		MAP		MAP		Select...	
2016	Select...		Select...		Select...		MAP	8.0	MAP	6.0	MAP	11.1	MAP	18.3	Select...	

\*UnvSc- Universal Screener Reading Spring Assessments, such as: STAR, CASE 21, MAP, AIMSweb, etc. (% Proficient and Above)

\*\*SA - State Assessment

Language Arts - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

Language Arts is our far most challenging areas. Our students have struggled tremendously in language arts. We received the lowest amount of growth points and prophecy in Language Arts. What is evident, is that our scholars have not had a consistent Language Arts teacher in the last three years. Our current 7th grade scholars had three Language Arts Teachers in 6th grade and two in 5th grade. We believe that many of the challenges around Language Arts is due to scholars not have a consistent Language Arts teacher.

Mathematics

Year	Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Algebra I	
2015	Select...		Select...		Select...		MAP		Select...		Select...		Select...		Select...	
2016	Select...		Select...		Select...		MAP	12.4	Select...	22.5	MAP	27.2	MAP	27.7	Select...	

\*UnvSc- Universal Screener Reading Spring Assessments, such as: STAR, CASE 21, MAP, AIMSweb, etc. (% Proficient and Above)

\*\*SA - State Assessment

Mathematics - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

Traditionally QCMS has performed significantly better in Mathematics than Language Arts. The same was true for the last academic year. Our biggest hope is with our 6th grade class. Last year, well over 50% of those scholars were within a few points of being proficient. However, our biggest challenge is with our 8th grade scholars. They experience the lowest amount of proficient scholars as well as the least amount of growth in the school. However, we have our strongest math teacher in 8th grade Mathematics.

Subject Area Data Grades 9-12

Year	Algebra		Biology		English		U. S. History	
2015	Select...		Select...		Select...		Select...	
2016	Select...		Select...		Select...		Select...	

\*\*SATP2/SATP3 Assessment (% Proficient and Above)

Subject Area - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

ESEA Annual Measurable Objectives

Reading/Language Arts

Group	2014-2015			2015-2016		
	AMO Goal	%Prof	+/-	AMO Goal	%Prof	+/-
All						
AI/AN						
Asian						
BIK/AA						
His/Lat						
NH/PI						
Multi-Racial						
White						
Female						
Male						
ED						
LEP						
IEP						

Mathematics

Group	2014-2015			2015-2016		
	AMO Goal	%Prof	+/-	AMO Goal	%Prof	+/-
All						
AI/AN						
Asian						
BIK/AA						
His/Lat						
NH/PI						
Multi-Racial						
White						
Female						
Male						
ED						

LEP									
IEP									

Annual Measurable Objectives - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

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**QUITMAN CO SCHOOL DIST (6000) Public District - FY 2017 - QUITMAN COUNTY MIDDLE SCHOOL (6000032) Public School - School Plan - Rev 0**

**Teacher Retention Trends**

Year	1 to 3 years		4 to 10 years		11 to 20 years		21 plus years	
	#	%	#	%	#	%	#	%
2014-15								
2015-16								

**Highly Qualified & Effective Teachers – Describe how you recruit, retain and evaluate teachers.**

This year we've worked with the 8 public universities to to recruit recent grads. Not only that, we've working with neighboring districts to attract individuals they didn't need who had applied for a particular role within in their district. We are extremely focused on teacher retention this year. We are working to retain 85% of our teaching staff this year. We are aggressively attacking this by having as school-wide site based leadership team that is focused on making large school-wide decisions. We use a Grade Level Chair model that empowers teachers to make grade-level specific decisions about their scholars. This created a leadership pipeline as well. Our grade level chairs are our best teachers not the team and they are able to coach and support their team at higher levels.

**Highly Qualified & Effective Teachers – Describe how the requirements of Section 1119 qualifications for teachers and paraprofessionals are met.**

N/A

**Describe how the school uses its curriculum and staff to provide accelerated, high quality instruction.**

Currently we have to a Multi Classroom Leaders for STEM and Literacy. They both teacher part-time and lead the other. They serve as co-teachers, instructional coaches, and interventionist.

**Identify current supplemental instructional resources and describe their use and impact on student achievement in your school.**

Currently we are using IXL, Moby Max, Mathletics, and Discovery Education as supplemental resources to help all scholars. In addition, we have a full-time interventionist who supports our bottom 25%.

**Describe the school's instructional plan and how the plan is based on scientific/evidence based research and strengthens the core academic**



**program of the school.**

- Use of instructional strategies that help students achieve the knowledge and skills they are expected to learn
- Teachers provide instructional activities that involve students in their learning.
- Students are given sufficient amount of homework to help them succeed at their studies.
- Teachers hold high expectation for students learning
- Teachers are available to give students the assistance they need with assignments.
- Teachers frequently use the results of assessments of students' learning to modify and adjust teaching strategies to best meet the learning needs of students.
- Teachers use technology in the delivery of instructions.
- Teachers believe they are making a difference in student learning.
- Teachers and administrators in our school consistently enforce rules.
  - Discipline policies are fait at this school.
  - The school provides a clean, well-maintained, and pleasant learning environment.
  - The availability of teaching materials and supplies is adequate to support good teaching.
  - Teachers have common planning time.
  - Teachers are recognized for individual excellence.
  - School actively promotes parent/teacher communication.
  - Parents feel welcome in our school.
  - Teachers regularly communicate with parents of their students.
  - Volunteers feel appreciated and recognized.
  - Teachers pursue a clear, common purpose for all students' learning.
  - Support and interaction of the instructional coach.
  - Principal, Multi-Classroom Leaders, and mentors observe and feedback with an opportunity for dialogue.

**Will federal funds be used to extend learning time? If yes, please explain.**

**Describe how teachers are included in decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program in the school.**

We use PLC's to develop and analyze student assessments. In addition, we use PLC's to evaluate formative and summative data as regard to student achievement. Lastly, we use a site based leadership model that serves as the decision making arm of the school. This body has homogenous group of teachers and leaders who make decision about climate, culture, and achievement.

**Professional Development Planning**

Identified Priority Needs	Data Sources

**Professional Development – Describe how your professional development plan focuses on improving instruction and aligns to the learning forward standards - (learningforward.org).**

- **Using iPads and Apple TVs in the classroom**
- **Analyzing State Test data and Making Data Driven Decision**
- **Peer Coaching**
- **Teaching Reading to Struggling Reading**
- **Using Science Based Experiments to improve reading and mathematics**
- **Using iPads and Apple TVs in the Classroom—Teachers will learn how to use the iPad, the Apple TV and apps in the instructional delivery**
- **Analyzing State Test Data and Making Data Driven Decision—2013-2014 Data will be analyzed to determine students' strengths and weaknesses in science, reading and mathematics.**
- **Peer Coaching—Teachers will be assigned to observe a particular teacher during a class period for rigor, instructional process, and all other components of the Effective Teaching Practices.**
- **Using Science-Based Experiments to Improve Reading Mathematics—Teachers will learn how hands-on science based experiments.**

**Professional Development – Describe how activities will be based on a review of scientifically based research and why the activities are expected to improve student outcomes.**

- **Using iPads and Apple TVs in the Classroom—Teachers will learn how to use the iPad, the Apple TV and apps in the instructional delivery**
- **Analyzing State Test Data and Making Data Driven Decision—2013-2014 Data will be analyzed to determine students' strengths and weaknesses in science, reading and mathematics.**
- **Peer Coaching—Teachers will be assigned to observe a particular teacher during a class period for rigor, instructional process, and all other components of the Effective Teaching Practices.**
- **Using Science-Based Experiments to Improve Reading Mathematics—Teachers will learn how hands-on science based experiments.**

■  
**Professional Development – Describe the activities and how they are aligned with challenging state standards and how the activities will have substantial, measurable and positive impact on student outcomes and help eliminate the achievement gap that separates low-income and minority students from other students.**

**At the end of each nine week period, teachers will analyze benchmark test results and compare to previous year's test results. Teachers will also track each students progress in relation to previous year's score in reading and mathematics. Peer Coaching will be conducted throughout the entire school year. Teachers will provide feedback and make recommendation to peers for improvement.**

**How will the school evaluate the improvement of its instructional and leadership practices?**

Though the lens of 360 survey data focused on climate and culture, weekly student achievement data (Are 75% of scholars scoring 80% or higher), formative exit ticket data, and summative benchmark test.

School Plan - Dimension 4: Family and Community Involvement

QUITMAN CO SCHOOL DIST (6000) Public District - FY 2017 - QUITMAN COUNTY MIDDLE SCHOOL (6000032) Public School - School Plan - Rev 0

**Family and Community Involvement**

Identified Priority Needs	Data Sources

**Family and Community Involvement – Describe the strengths and challenges around family, parental and community involvement.**

Fortunately, parents at Quitman County Middle School are keenly engaged. They work closely with the school to the meet the needs of their scholars. While this is true, we still have a population of parents who are not as involved as we would like. Critical to this culture is our parent liaison. She has been transformational in role and ensuring that parents are engaged in our school.

**Family and Community Involvement – How do you analyze and communicate assessment results to stakeholders?**

We give presentations to the school board as well as during our district community tours we provide data about where we are as school and how we making way on our school improvement goals. In addition, we post our data on the bulletin boards in the common areas of our school.

**Family and Community Involvement – Briefly describe the process used to develop and implement the Parent Compact.**

We host parent advisory each month. During parent advisory for the first month of school we worked closely with our parents to begin implanting our parent compact. In fact, we like to measure ourselves against the impact to ensure successful completion of the compact.

School Plan - Dimension 5: School Context and Organization

QUITMAN CO SCHOOL DIST (6000) Public District - FY 2017 - QUITMAN COUNTY MIDDLE SCHOOL (6000032) Public School - School Plan - Rev 0

Pupil/Teacher Ratios (Enter response in the format x : y or 25 : 1 for example)

Year	K	1	2	3	4	5	6	7	8
2014-15						17	18	17	20
2015-16						1	1	1	1

Stakeholder Decision Making

	Yes/No	Comments (optional)
Teachers are involved in decision-making and school procedures.	<input checked="" type="checkbox"/> Yes	
Teachers have a role in deciding what assessments will be used to evaluate individual students or the program as a whole.	<input checked="" type="checkbox"/> Yes	
School committees and other decision-making bodies make it easier for teachers, parents, paraprofessionals, support staff, and students to be heard.	<input checked="" type="checkbox"/> Yes	
Stakeholders take part in developing solutions to identified problems.	<input checked="" type="checkbox"/> Yes	

Describe the need for class size reduction teachers.

N/A

**QUITMAN CO SCHOOL DIST (6000) Public District - FY 2017 - QUITMAN COUNTY MIDDLE SCHOOL (6000032) Public School - School Plan - Rev 0**

**Summarize what's working in your school and why?**

- Use of instructional strategies that help students achieve the knowledge and skills they are expected to learn
- Teachers provide instructional activities that involve students in their learning.
- Students are given sufficient amount of homework to help them succeed at their studies.
- Teachers hold high expectation for students learning
- Teachers are available to give students the assistance they need with assignments.
- Teachers frequently use the results of assessments of students' learning to modify and adjust teaching strategies to best meet the learning needs of students.
- Teachers use technology in the delivery of instructions.
- Teachers believe they are making a difference in student learning.

**Summarize what's not working in your school and why?**

- Less than 15% of the students showed proficiency on the MCT2 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade Language Arts assessments.
- Less than 25% of the students showed proficiency on the MCT2 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> grades Mathematics assessments.
- More than 60% of the students scored Basic and Minimal on the MCT2 Language Arts assessment in 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades
- Less than 50% of the students showed growth on the MCT2 Language Arts assessment in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades.
- Less than 70% of the students showed growth on the 5<sup>th</sup> grade MCT2 Language Arts assessment.
- Less than 10% of the students showed growth on the 6<sup>th</sup> grade MCT2 Language Arts assessment.
- More than 60% of the students scored minimal and basic on the 5<sup>th</sup> grade science test.

**List, in order of priority, the areas of need as identified through the needs assessment. Prioritizing needs will identify the most critical areas where the work will begin with the creation of goals and strategies.**

Dimension	Areas of Improvement/Priority Needs	Data/Evidence to Support Identification of Priority Needs

<b>Student Achievement</b>	Language Arts Mathematics 5 <sup>th</sup> & 8 <sup>th</sup> Grade Sciences	State Tests Results
<b>Professional Development</b>	The comfortable use of technology in the classroom.	Survey Results Classroom Observations Classroom Assessments
<b>School Context and Organization</b>	Additional support of Interventionist	Survey results Teachers feedback
<b>Curriculum and Instruction</b>	The comfortability of research-based instructional strategies.  An additional academic coach to help improve reading and mathematics results.	Survey results Teachers feedback
<b>Family &amp; Community Involvement</b>	Process of involving all stakeholders in the decision making process	Survey Results

## PERFORMANCE FRAMEWORK 5-YEAR GOALS

The Mississippi Department of Education is required to submit data for 18 metrics for each Priority or Focus school that implements one of the six required school intervention models and is served with SIG funds.

Schools are required to submit Baseline/Pre-data for the school year prior to the implementation of one of the six intervention models and for each subsequent year that the school implements the model. These goals will be updated once SY2016-2017 data becomes available.

### 5-YEAR GOALS

5-Year Goal - The goal to be achieved by the end of Year 5 of SIG implementation.

SIG Year 2 Goal - Goal for the end of Year 1 of full implementation.

SIG Year 3 Goal - Goal for the end of Year 2 implementation.

SIG Year 4 Goal - Goal for the end of Year 3 implementation.

SIG Year 5 Goal – Goal for the end of Sustainability Year. (Same as 5-Yr Goal)

### METRIC 1 INTERVENTION MODEL

Identify the intervention model that the school is implementing - (transformation) turnaround, restart, closure.

### METRIC 2 AMO STATUS

Identify the District and School's NCLB Adequate Yearly Progress (AMO) Status and indicate if growth was met or not met in reading/language arts, mathematics, and other academic indicators.

Was growth met or not met in the following areas?	Reading/ Language Arts		Mathematics		Other Academic Indicators		State Accountability Rating
	Met	Not Met	Met	Not Met	Met	Not Met	(notes)
Baseline/Pre-data							
5-Yr Goal							
SIG Year 2/ Full Implementation Year 1 Goal – FY 17-18							
SIG Year 3/ Full Implementation Year 2 Goal – FY 18-19							
SIG Year 4/ Full Implementation Year 3 Goal – FY 19-20							
SIG Year 5/ Sustainability Goal – FY 20-21							



- Full days: 176 days multiplied by 390 minutes = 68,640 minutes
- Partial days: 4 days multiplied by 195 minutes = 780 minutes
- Afterschool: 80 days multiplied by 90 minutes = 7,200 minutes
- Professional Learning Community: 60 minutes a week X 36 weeks = 2160 minutes
- Add the results: 68,640 + 780 + 7,200 + 2160 = **78,780 minutes**

**NOTE: Additional learning time for which all students had the opportunity to participate.**

Increased learning time is defined by the type of increased learning time that the school offered. The following types of increased learning times should be reported: longer school year, longer school day, before/after school, summer school, weekend school. Source: School Data Reports EXCLUDES LUNCH PERIOD.

Types: 1-Longer school year      2-Longer school day      3-Before/After school      4-Summer school      5-Weekend school  
6-Other (re-directed time within the school day)

	Total # of minutes	Increased # of minutes	Types of Addt'l Learning Time						# Core	# Enrichment	# Teacher PD/ Collaboration
			1	2	3	4	5	6			
<b>5-Yr Goal</b>											
<b>Baseline/Pre-data</b>	75,540	16,140				6,600			65,340		3,600

Explain calculations (clearly describe how you reached this number) The Total minutes are projected at 75,540 minutes as follows:

- 178 days x 365 minutes = 64,970 minutes
- 2 days (PD) x 185 minutes = 370 minutes
- 20 days (Extended Year) x 330 minutes = 6,600 minutes
- 100 minutes (PLCs) x 36 weeks = 3,600 minutes

Add the results: 64,970+370+6,600=3,600= 75,540

	Total # of minutes	Increased # of minutes	Types of Addt'l Learning Time						# Core	# Enrichment	# Teacher PD/ Collaboration
			1	2	3	4	5	6			
<b>SIG Year 2 Actual</b>	75,540					6,600			65,340		3,600

Explain calculations (clearly describe how you reached this number)

- 178 days x 365 minutes = 64,970 minutes
- 2 days (PD) x 185 minutes = 370 minutes
- 20 days (Extended Year) x 330 minutes = 6,600 minutes
- 100 minutes (PLCs) x 36 weeks = 3,600 minutes

Add the results: 64,970+370+6,600=3,600= 75,540

	Total # of minutes	Increased # of minutes	Types of Addt'l Learning Time						# Core	# Enrichment	# Teacher PD/ Collaboration
			1	2	3	4	5	6			
<b>SIG Year 3 Actual</b>	75,540					6,600			65,340		3,600

Explain calculations (clearly describe how you reached this number) 178 days x 365 minutes =64,970 minutes  
 2 days (PD) x 185 minutes = 370 minutes  
 20 days (Extended Year) x 330 minutes= 6,600 minutes  
 100 minutes (PLCs) x 36 weeks = 3,600 minutes

Add the results: 64,970+370+6,600=3,600= 75,540

	Total # of minutes	Increased # of minutes	Types of Addt'l Learning Time						# Core	# Enrichment	# Teacher PD/ Collaboration
			1	2	3	4	5	6			
<b>SIG Year 4 Actual</b>	75,540					6,600			65,340		3,600

Explain calculations (clearly describe how you reached this number) 178 days x 365 minutes =64,970 minutes  
 2 days (PD) x 185 minutes = 370 minutes  
 20 days (Extended Year) x 330 minutes= 6,600 minutes  
 100 minutes (PLCs) x 36 weeks = 3,600 minutes

Add the results: 64,970+370+6,600=3,600= 75,540

	Total # of minutes	Increased # of minutes	Types of Addt'l Learning Time						# Core	# Enrichment	# Teacher PD/ Collaboration
			1	2	3	4	5	6			
<b>SIG Year 5 Actual</b>	75,540					6,600			65,340		3,600

Explain calculations (clearly describe how you reached this number)  
 178 days x 365 minutes =64,970 minutes  
 2 days (PD) x 185 minutes = 370 minutes  
 20 days (Extended Year) x 330 minutes= 6,600 minutes  
 100 minutes (PLCs) x 36 weeks = 3,600 minutes

Add the results: 64,970+370+6,600=3,600= 75,540

### METRIC 6 PROFICIENCY ON STATE ASSESSMENTS

Identify the percentage (%) of students by each proficiency level (minimal, basic, proficient, advanced) on the State assessments for reading/language arts and mathematics by grade and by student subgroup.

Metric 6: Grade - 3

M=minimal B=basic P=proficient A=advanced

Reading/Language Arts	All				IEP				LEP				ED			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline/Pre-data																
3 Yr Goal																
Year 1 – Goal FY 14-15																
Year 2 – Goal FY 15-16																
Year 3 – Goal FY 16-17																

**METRIC 9 ATTAINMENT OF ENGLISH LANGUAGE PROFICIENCY**

Identify the percentage of English Language students who attain English proficiency. (Refer to Mississippi guidelines for ELL; link is on the MS Star dashboard under Other Documents.)

	Percentage of ELL students who attain English proficiency	N/A
Baseline/Pre-data	❖	NA
3 Yr Goal		
Year 1 – Goal FY 14-15		NA
Year 2 – Goal FY 15-16		
Year 3 – Goal FY 16-17		

**METRIC 10 GRADUATION RATE**

Identify the percentage of students graduating from high school (4 Year NCLB Graduation Rate).

	Percentage of students graduating from High School (4 year NCLB Graduation Rate)	N/A
Baseline/Pre-data	❖	
3 Yr Goal		
Year 1 – Goal FY 14-15		
Year 2 – Goal FY 15-16		
Year 3 – Goal FY 16-17		

**METRIC 11 DROPOUT RATE**

Identify the percentage of students who fail to graduate from high school with their cohort group.

	Percentage of students who fail to graduate from High School with their cohort group	N/A
Baseline/Pre-data	❖	
3 Yr Goal		
Year 1 – Goal FY 14-15		
Year 2 – Goal FY 15-16		
Year 3 – Goal FY 16-17		

Metric 7: Grade - 5

Reading/Language Arts	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal									
Year 1 - Goal FY 14-15	99%								
Year 2 - Goal FY 15-16	99.3%								
Year 3 - Goal FY 16-17	99.5%								
Mathematics	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal									
Year 1 - Goal FY 14-15	99%								
Year 2 - Goal FY 15-16	99.3%								
Year 3 - Goal FY 16-17	99.5%								

Metric 7: Grade - 6

Reading/Language Arts	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal									
Year 1 - Goal FY 14-15	99%								
Year 2 - Goal FY 15-16	99.3%								
Year 3 - Goal FY 16-17	99.5%								
Mathematics	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal									
Year 1 - Goal FY 14-15	99%								
Year 2 - Goal FY 15-16	99.3%								
Year 3 - Goal FY 16-17	99.5%								

Metric 7: Grade - 7

Reading/Language Arts	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal									
Year 1 - Goal FY 14-15	99%								
Year 2 - Goal FY 15-16	99.3%								
Year 3 - Goal FY 16-17	99.5%								
Mathematics	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal									
Year 1 - Goal FY 14-15	99%								
Year 2 - Goal FY 15-16	99.3%								
Year 3 - Goal FY 16-17	99.5%								

Metric 7: Grade - 8

Reading/Language Arts	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal									
Year 1 - Goal FY 14-15	99%								
Year 2 - Goal FY 15-16	99.3%								
Year 3 - Goal FY 16-17	99.5%								
Mathematics	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal									
Year 1 - Goal FY 14-15	99%								
Year 2 - Goal FY 15-16	99.3%								
Year 3 - Goal FY 16-17	99.5%								

**METRIC 14 COLLEGE ENROLLMENT RATES**

Identify the number and percentage of students who complete high school and enroll in post-secondary institutions.

	Number and percentage of students who completed high school and enrolled in postsecondary institutions	
	Number#	Percentage%
Baseline/Pre-data	❖	❖
3 Yr Goal		
Year 1 – Goal FY 14-15		
Year 2 – Goal FY 15-16		
Year 3 – Goal FY 16-17		

**METRIC 15 DISCIPLINE RATES**

Identify the number of incidents of discipline data.

Discipline Rates	Weapons Offenses	Drug Offenses	Assaults / Fights	Bullying / Harassment	Thefts	Non-Violent Offenses
Baseline/Pre-data	❖	❖	❖	❖	❖	❖
3 Yr Goal						
Year 1 – Goal FY 14-15			2			
Year 2 – Goal FY 15-16		3	5			
Year 3 – Goal FY 16-17	2	2	20			

**METRIC 16 CHRONIC ABSENTEEISM**

Identify the number and percentage of students with absences equal to or greater than 10% of the total number of days in the regular academic school year.

	Number and	
	Number#	Percentage%
Baseline/Pre-data	❖	❖
3 Yr Goal		
Year 1 – Goal FY 14-15	11	2
Year 2 – Goal FY 15-16	13	3
Year 3 – Goal FY 16-17	6	1

### METRIC 17 DISTRIBUTION OF TEACHERS BY PERFORMANCE LEVEL

Identify number of teachers. Identify the labels used in the district’s evaluation system (e.g., unsatisfactory, needs improvement, meets standards, exemplary) on the LEA’s teacher evaluation instrument and report the distribution of teachers and principals by performance levels.

Performance levels should be one of the following: Unsatisfactory, Needs Improvement, Meets Standards, Exemplary

Performance Levels used for the Teacher Evaluations	Level 1 - Number of teachers rated as (Lowest Performing) Unsatisfactory	Level 2 - Number of teachers rated as Needs Improvement	Level 3 - Number of teachers rated as Meets Standards	Level 4 - Number of teachers rated as (Highest Performing) Exemplary
Baseline/Pre-data	❖	❖	❖	❖
3 Yr Goal				
Year 1 - Goal FY 14-15	0	1	24	2
Year 2 - Goal FY 15-16	0	0	22	5
Year 3 - Goal FY 16-17	0	2	24	1

### METRIC 18 TEACHER ATTENDANCE RATES

Identify the number of FTE days teachers worked divided by the maximum number of FTE teacher working days. (A teacher is considered absent if he or she is not in attendance on a day in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. This includes both days taken for sick leave and days taken for personal leave. Do not include administratively approved leave for professional development, field trips or other off-campus activities with students.)

	Teacher Attendance Rates
Baseline/Pre-data	❖
3 Yr Goal	
Year 1 - Goal FY 14-15	100%
Year 2 - Goal FY 15-16	98%
Year 3 - Goal FY 16-17	97%

# APPENDIX F

(N/A)



# APPENDIX G



## 2016-2017 MTSS District Expectations Quitman County School District

### Tier I

The school's MTSS leadership or school leadership team reviews the most recent Tier I data at the end of each nine-week grading period. This review shall include:

- *Attendance*
- *Discipline*
- *Academics*

Based upon patterns and trends in the data, the team problem solves to make recommendations to the school administration in respect to Tier I instructional adjustments.

### Leadership responsibilities for monitoring students not demonstrating proficiency

The school assistant principal is responsible for:

- Verifying that all non-proficient students are receiving Tier II/III instruction.
- Maintaining a comprehensive system that reviews the progress of all students receiving Tier II /III interventions.
- Assuring the interventionist is assessing, reviewing the data, and making appropriate instructional adjustments at least every other week.

The school's MTSS leadership team reviews recent Tier II and Tier III data at the end of each 4 ½ week (midterm) and 9-week grading period. These reviews may consist of formal or informal status reports/discussions from interventionists regarding the progress of their groups and/or individual students.

### Tier II

Students not demonstrating proficiency for reading and/or mathematics are provided Tier II interventions until proficiency is achieved.

A gap analysis is an integral part of the Tier II intervention analysis process. This is a problem-solving discussion on why a gap exists between the student's data and the data of their peer group.

Tier II interventions are delivered to small groups of students at least three days per week.

These are documented in ELS Student Support.

Progress monitoring data is collected at least every other week.

This is also recorded in ELS.

**During the first nine weeks of school the teacher will conference with all parents of students receiving Tier II interventions.**

**The teacher will provide:**

- *Data demonstrating the need for intervention*
- *Explanation of intervention*
- *Most recent data reflective of intervention results*
- *Intervention goal*
- *Parent's role and opportunities for support*

**Signatures are to be secured.**

**A note documenting this conference must be placed in the system**

For students demonstrating a desired rate of progress with a Tier II intervention the teacher may consider fading the intervention to see if the progress can be maintained with only Tier I instruction.

However, after a reasonable amount of time, if a student cannot demonstrate acceptable progress with an initial Tier II intervention, the interventionist should problem solve with a designated colleague in accordance with the school's MTSS process.

This might involve a mentor teacher, grade chair, academic coach, or even the school's MTSS leadership team. They should review the data and adjust instruction accordingly.

**NOTE: The involvement of other staff members (MTSS leadership) in reviewing a teacher's Tier II data is dependent upon the judgment of the interventionist providing the instruction.**

The parent/guardian must be advised of the rationale and specifics when an intervention is changed. Document notification in ELS.

If a student **cannot** demonstrate acceptable progress with a Tier II intervention the following must be considered:

- a. Did the same intervention improve other students' performance? Examine fidelity.
- b. Is the student's deficiency correctly targeted by this intervention? *Review hypothesis.*
- c. Consider intensifying this intervention for a short period of time, providing a different and/or additional Tier II intervention, and/or providing a Tier III intervention.

**Tier III**

The MTSS leadership team, including the student's parent(s), is solely responsible for providing and directing all Tier III interventions.

The MTSS leadership team will review all previous intervention data, problem solve, and identify an appropriate Tier III intervention.

- Tier III interventions are delivered daily to very small groups of students.
- The interventionist must record weekly assessment data in ELS.
- Tier III Interventions are to be documented in ELS.
- Print the revised documents and obtain parent signature. – *parent copy*
- This revision and all supporting documentation are to be maintained in student folder.
- At the end of the school year the student folder, containing the final printed plan and all supporting documentation, is to be placed into the student's cumulative file.

**QCMS 2017-2018 Master Schedule A Day**

Principal	Phelton Cortez Moss	STEM MCL	Chawonea Presley
Asst. Principal	Brenda Stapleton-Brown	Humanities MCL	Jasmine Bell
Counselor	Jennifer Steele	Parent Liason	Shanteria Booker
<b>7th Grade</b>		<b>8th Grade</b>	
7:10-7:50	Breakfast/ Morning Meeting (SIG Academic Tutors)	7:10-7:50	Breakfast/ Morning Meeting (SIG Academic Tutors)
8:00- 9:00	Class I	8:00-9:00	Class I
9:03-10:03	Class II	9:03-10:03	Class II
10:06-11:06	Class III	10:06-11:06	Class III
11:09- 12:09	Class IV	11:09- 12:09	Class IV
12:09-12:49	Lunch	12:09-12:49	Lunch
12:52- 1:52	Class V	12:52-1:52	Class V
1:55- 2:55	Class VI	1:52-2:15	Advisory ( SIG Academic Tutors)
2:58-3:30	Advisory ( SIG Academic Tutors)	2:18-3:30	Class VI
60 minute Blocks		60 Minute Blocks	
<b>5th Grade</b>		<b>6th Grade</b>	
7:10-7:55	Breakfast/ Morning Meeting (SIG Academic Tutors)	7:10-7:55	Breakfast/ Morning Meeting (SIG Academic Tutors)
8:00-9:00	Class I	8:00-9:00	Class I
9:03-10:03	Class II	9:03-10:03	Class II
10:06 -11:06	Recess/ Lunch	10:06-11:06	Recess/ Lunch
11:09-12:09	Class III	11:09-12:09	Class III
12:12-12:49	Intervention Block - SIG Academic Tutors	12:12- 12:49	Intervention Block- SIG Academic Tutors
12:52-1:52	Class IV	12:52- 1:52	Class IV
1:55-2:55	Class V	1:55-2:55	Class V
2:58- 3:30	Advisory - SIG Academic Tutors	2:58-3:30	Advisory- SIG Academic Tutors
60 minute blocks		60 minute Blocks	

Last Updated 4/25/2017

**QCMS 2017-2018 Master Schdeule B Day**

<b>5th Grade</b>		<b>6th Grade</b>	
8:00- 9:30	Block I	8:00-9:30	Block I
9:33- 11:03	Block II	9:33- 11:03	Block II
11:03-11:53	Lunch	11:03- 11:53	Lunch
11:53-12:23	Advisory/ Intervention - SIG Academic Tutors	11:53- 12:23	Advisory/ Intervention (SIG Academic Tutors)
12:26- 1:56	Block IV	12:26- 1:56	Block IV
1:59-3:30	Block V	1:59- 3:30	Block V
90 minute blocks		Four 90 minute blocks	
<b>7th Grade</b>		<b>8th Grade</b>	
8:00-9:30	Block I	8:00- 9:30	Elective
9:33-11:03	Elective	9:33-11:03	Block II
11:06-11:53	Advisory/ Intervention (SIG Academic Tutors)	11:06- 11:53	Block III

11:53- 12:23	Lunch		11:53-12:23	Lunch
12:26-1:56	Block IV		12:26-1:56	Block IV
1:59- 3:30	Block V		1:59-3:30	Block V
90 minute blocks			Four 90 Minute Blocks, one 50 minute block	

Quitman County School District  
2017-18 School Calendar-Proposed

August	1	Teachers First Day/Convocation/Professional Development	
August	2	Professional Development (Half Day SIG Collaborative Planning)	
August	3	Students First Day	(Days S-21 T-23)
September	4	Labor Day Holiday (No School)	
		End of First Month (41 days)	(Days S-20 T-20)
October	6	Homecoming	
October	10-12	First Nine Weeks Exam	
October	13-16	Fall Break (No School)	
October	23	SIG Data PD/Report Card Day 10:00-7:00 (No Students)	
		End of Second Month (19 days)	(Days S-19 T-20)
November	20-24	Thanksgiving Break (No School)	
		End of Third Month (17 days)	(Days S-17 T-17)
December	12-15	First Semester Exams	
	15	Christmas Break Begins (60% Day)	
		End of Fourth Month (11 days)	(Days S-11 T-11)
January	4, 2018	Teacher Return/Professional Development (Half Day SIG)	
January	5	Students Return	
January	15	MLK Holiday (No School)	
		End of Fifth Month (18 days)	(Days S-18 T-19)
February	19	Professional Development (Half Day SIG) (No Students)	
		End of Sixth Month (19 days)	(Days S-19 T-20)
March	5-9	3 <sup>rd</sup> Nine Weeks Exam	
March	12-19	Spring Break (No School)	
March	30	Good Friday Break (No School)	
		End of Seventh Month (15 days)	(Days S-15 T-15)
April	2	Easter Break (No School)	
		End of Eighth Month (20 days)	(Days S-20 T-20)
May	25	Seniors Last Day	
May	26	Graduation	
May	28	Memorial Day Holiday (No School)	
May	29	Last Day for Students (60% Day)	
May	30	Professional Development/Teacher Work Day	
May	31	Professional Development/Last Day for Teachers	
		End of Ninth Month (20 days)	(Days S-20 T-22)
June 18-July	13	Extended Year SIG Summer Enrichment	(Days S-20 T-20)

# APPENDIX H

**Quitman County School District  
Job Description  
Principal/Transformation Leader**

Title: School Principal  
Qualifications: A minimum of a AA in School Administration  
Reports To: Superintendent of Education, the Assistant Superintendent, and the Superintendent's designee  
Job Goal: To provide leadership and supervision through administrative skills so as to promote the educational development of each student.

Mission and Goals

- Works with the Superintendent and those whom he/she supervises to articulate and promote the school system's vision of learning and teaching
- Monitors and evaluates progress toward accomplishment of system goals and objectives
- Uses student data to identify program needs
- Develops goals and objectives, programs and operations that are consistent with school system vision, mission, and goals
- Ensures that unit and program plans are consistent with the system's strategic plan
- Organizes daily, monthly, and yearly schedules to facilitate learning and teaching in the schools
- Communicates high expectations of students, staff, and parents/guardians
- Creates, identifies, encourages, and supports innovative ideas that in turn support learning and teaching in the schools

Management of Educational Resources

- Selects and utilizes personnel to meet the needs of the school
- Administers the finances and resources of the school with sound fiscal management and educational practices
- Achieves maximum results for available resources and money spent
- Protects instructional time through effective instructional leadership
- Understands and utilizes the available technology of the school (The focus of technology is on student achievement.)

Assessment and Student Performance

- Emphasizes and relate the importance of the Mississippi Assessment System to students, faculty/staff, parents, and the community
- Makes changes in the curriculum and instructional program based upon evaluation of student achievement data.
- Establishes an effective plan for continuous improvement on the Mississippi Assessment System and revise the plan as needed
- Establishes a plan for intervention based upon an evaluation of program needs
- Maintains appropriate procedures for monitoring daily classroom assessments
- Establishes an ongoing evaluation plan for monitoring classroom instruction
- Leads and facilitates the instructional staff in ongoing and continuous analysis and planning for curriculum and instructional improvement
- Selects effective staff to meet identified needs of the instructional program
- Monitors teacher use of frameworks, blueprints, benchmarks, and rubrics for daily planning of instruction
- Ensures alignment of all instructional materials to state frameworks, blueprints, benchmarks, and rubrics

Accreditation Standards

- Communicates and follows established procedures in the Mississippi Public School Accountability Standards and other applicable federal and state regulations
- Formulates improvement plans based on most recent results of the Mississippi Accreditation Model
- Demonstrates evidence of school improvement on the Accreditation and Growth components of the Mississippi Accreditation Model
- Formulates plans for improvement based on established standards for growth under *No Child Left Behind*
- Demonstrates evidence of school improvement on the growth standards set forth in *No Child Left Behind*

Fiscal Management

- Follows all purchasing laws, statutes, and procedures
- Implements an organized, systematic plan for determining budgetary needs for programs supervised
- Maintains accurate financial statements
- Maintains financial records according to established time lines and procedures



- Follows established procedures for maintaining an appropriate fixed assets inventory
- Approves expenditures within established budget allocations
- Divides expenditures across the academic year
- Supervises and maintain upkeep and cleanliness of facilities

#### Student Discipline

- Maintains accurate and organized records for student discipline
- Follows district policies when administering student discipline
- Insures those supervised administer disciplinary actions according to established policies
- Develops a plan for insuring faculty and staff maintain appropriate and timely communication with parents concerning disciplinary referrals and actions
- Monitors the discipline program at the school and maintain timely and appropriate communication between teachers and the administration

#### Supervision

- Implements and monitors the established school wide security plan
- Establishes and monitors a plan for the continuous supervision of students
- Monitors and evaluates classified personnel and programs
- Administers and supervises extra-curricular activities

#### Communication

- Uses appropriate grammar and syntax – verbal and written
- Communicates pertinent information from meetings, conferences, and other sources in a timely and accurate manner
- Provides a monthly calendar for communication with the Superintendent, faculty, and staff
- Demonstrates courtesy and impartiality in relationships with faculty, staff, and other associates
- Provides an opportunity for faculty and staff input and incorporate their recommendations into the decision-making process where appropriate

#### Parents and Community

- Communicates school and organizational goals to parents periodically throughout the school year
- Listens effectively to the ideas, grievances, and complaints of parents and make a reasonable effort to resolve such issues
- Informs the community about school and organizational goals throughout the school year
- Provides current information on promotion/retention requirements , graduation requirements, and testing schedules
- Communicates the special academic needs to parents such as being at-risk of failure on a required state test, etc.
- Promotes parental involvement

#### General Responsibilities

- Evaluates program needs and plan suitable professional development activities (Actively participates and contributes in meetings)
- Participates in activities that will enhance administrative skills so as to promote the educational development of each student
- Studies and follows district policies applicable to the operation of a school as established by the Board of Education
- Follows any further rules or requirements as set forth by the Superintendent of Education
- Performs any other tasks as required by the Superintendent of Education, the Assistant Superintendent, and the designee of the Superintendent

Terms of Employment: Ten, eleven, or twelve month year. Salary and work year will be established by the Board of Education.

Evaluation: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

## INTERVIEW RATING GUIDE

Applicant's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Position Interviewed for: \_\_\_\_\_

**INSTRUCTIONS:** Rate the applicant on his or her suitability for the position for which he or she is applying. To help you arrive at a rating, nine traits are listed below. These traits are not meant to be all-inclusive, but are presented to assist you in arriving at a numerical rating. The statements under each trait are, again, an aid in determining a rating. Your final rating of the candidate will be shown in *Item 9 - Suitability for this Position*. Should you determine additional traits apply to your organization's needs, space is provided for recording these impressions under *General Comments*.

1. **APPEARANCE:** Consider the applicant's personal appearance, bearing in mind the requirements of the position. Does he or she present a satisfactory appearance as a representative of the company?  
*Observe: dress, neatness, posture, sitting position, facial expressions, and mannerisms.*

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Unacceptable			Unsatisfactory			Acceptable w/reservations			Acceptable			Outstanding		

2. **PHYSICAL CAPACITY:** Consider the essential job functions and the applicant's physical ability to perform the duties of the position with or without accommodation. If the position requires heaving lifting or bending, does he or she possess the physical strength to do so?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Unacceptable			Unsatisfactory			Acceptable w/reservations			Acceptable			Outstanding		

3. **ABILITY TO GET ALONG WITH OTHERS:** Consider the applicant's attitude toward the interviewer. Does he or she appear to be friendly, polite, and likable? Does the applicant command respect? Is he or she over-sensitive to criticism? Is there antagonism, indifference, or a cooperative attitude?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Unacceptable			Unsatisfactory			Acceptable w/reservations			Acceptable			Outstanding		

4. **COMMUNICATION SKILLS:** Consider the applicant's choice of words, sentences, phrases and use of slang. *Observe: use of simple and correct grammar, hesitations, needless repetitions, technical word usage, logical presentation, coherence of thoughts.*

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Unacceptable			Unsatisfactory			Acceptable w/reservations			Acceptable			Outstanding		

5. **SELF-CONFIDENCE:** Consider the applicant's self-confidence. Is he or she nervous and ill-at-ease or poised and relaxed? Does the applicant appear to be uncertain or hesitant about his or her ideas?  
*Observe: embarrassment, stammering, tension, poise, hesitation, lack of confidence, over-confidence.*

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Unacceptable			Unsatisfactory			Acceptable w/reservations			Acceptable			Outstanding		

6. **INTELLIGENCE:** Consider the applicant's external demonstration of intelligence. Does he or she appear to grasp concepts easily? Is he or she a good listener? Does the applicant ask thoughtful and intelligent questions?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Unacceptable			Unsatisfactory			Acceptable w/reservations			Acceptable			Outstanding		

7. **EXPERIENCE/JOB KNOWLEDGE:** Consider the applicant's work history. Does he or she have the minimum experience required for the job? Is he or she familiar with the techniques, processes, procedures, products, equipment, and materials required to do the job?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Unacceptable			Unsatisfactory			Acceptable w/reservations			Acceptable			Outstanding		

8. **AMBITION:** Consider the applicant's motivation level. Does he or she appear eager to get the job and motivated to succeed? Although the applicant may be "qualified" for the job, is this a job that will really interest him or her, or is he or she just looking for anything?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Unacceptable			Unsatisfactory			Acceptable w/reservations			Acceptable			Outstanding		

9. **SUITABILITY FOR THIS POSITION:** Consider the applicant's potential for success. Does he or she reply readily to questions asked? Are his or her ideas original? Are the applicant's statements convincing and appropriate? Is there evidence of leadership? Does he or she speak out voluntarily at proper times? Does the applicant have a definite interest in this work? Is he or she too eager for promotion? *Observe: alertness, responsiveness, tact, cooperation, and enthusiasm.*

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Unacceptable			Unsatisfactory			Acceptable w/reservations			Acceptable			Outstanding		

GENERAL COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

TOTAL SCORE \_\_\_\_\_ OUT OF 135

SIGNATURE OF INTERVIEWER: \_\_\_\_\_ DATE: \_\_\_\_\_

## INTERVIEW RATING GUIDE

Applicant's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Position Interviewed for: \_\_\_\_\_

**INSTRUCTIONS:** Rate the applicant on his or her suitability for the position for which he or she is applying. To help you arrive at a rating, nine traits are listed below. These traits are not meant to be all-inclusive, but are presented to assist you in arriving at a numerical rating. The statements under each trait are, again, an aid in determining a rating. Your final rating of the candidate will be shown in *Item 9 - Suitability for this Position*. Should you determine additional traits apply to your organization's needs, space is provided for recording these impressions under *General Comments*.

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*Observe: dress, neatness, posture, sitting position, facial expressions, and mannerisms.*

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Unacceptable			Unsatisfactory			Acceptable w/reservations			Acceptable			Outstanding		

2. **PHYSICAL CAPACITY:** Consider the essential job functions and the applicant's physical ability to perform the duties of the position with or without accommodation. If the position requires heaving lifting or bending, does he or she possess the physical strength to do so?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Unacceptable			Unsatisfactory			Acceptable w/reservations			Acceptable			Outstanding		

3. **ABILITY TO GET ALONG WITH OTHERS:** Consider the applicant's attitude toward the interviewer. Does he or she appear to be friendly, polite, and likable? Does the applicant command respect? Is he or she over-sensitive to criticism? Is there antagonism, indifference, or a cooperative attitude?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Unacceptable			Unsatisfactory			Acceptable w/reservations			Acceptable			Outstanding		

4. **COMMUNICATION SKILLS:** Consider the applicant's choice of words, sentences, phrases and use of slang. *Observe: use of simple and correct grammar, hesitations, needless repetitions, technical word usage, logical presentation, coherence of thoughts.*

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Unacceptable			Unsatisfactory			Acceptable w/reservations			Acceptable			Outstanding		

5. **SELF-CONFIDENCE:** Consider the applicant's self-confidence. Is he or she nervous and ill-at-ease or poised and relaxed? Does the applicant appear to be uncertain or hesitant about his or her ideas?  
*Observe: embarrassment, stammering, tension, poise, hesitation, lack of confidence, over-confidence.*

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Unacceptable			Unsatisfactory			Acceptable w/reservations			Acceptable			Outstanding		

6. **INTELLIGENCE:** Consider the applicant's external demonstration of intelligence. Does he or she appear to grasp concepts easily? Is he or she a good listener? Does the applicant ask thoughtful and intelligent questions?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Unacceptable			Unsatisfactory			Acceptable w/reservations			Acceptable			Outstanding		

7. **EXPERIENCE/JOB KNOWLEDGE:** Consider the applicant's work history. Does he or she have the minimum experience required for the job? Is he or she familiar with the techniques, processes, procedures, products, equipment, and materials required to do the job?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Unacceptable			Unsatisfactory			Acceptable w/reservations			Acceptable			Outstanding		

8. **AMBITION:** Consider the applicant's motivation level. Does he or she appear eager to get the job and motivated to succeed? Although the applicant may be "qualified" for the job, is this a job that will really interest him or her, or is he or she just looking for anything?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Unacceptable			Unsatisfactory			Acceptable w/reservations			Acceptable			Outstanding		

9. **SUITABILITY FOR THIS POSITION:** Consider the applicant's potential for success. Does he or she reply readily to questions asked? Are his or her ideas original? Are the applicant's statements convincing and appropriate? Is there evidence of leadership? Does he or she speak out voluntarily at proper times? Does the applicant have a definite interest in this work? Is he or she too eager for promotion? *Observe: alertness, responsiveness, tact, cooperation, and enthusiasm.*

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Unacceptable			Unsatisfactory			Acceptable w/reservations			Acceptable			Outstanding		

GENERAL COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

TOTAL SCORE \_\_\_\_\_ OUT OF 135

SIGNATURE OF INTERVIEWER: \_\_\_\_\_ DATE: \_\_\_\_\_

# Practice Interview Questions for Teachers

## Sample questions that school administrators may ask

1. Tell me about yourself.
2. What/who influenced you the most to become a teacher? Why did you choose education as your career?
3. How have your past experiences prepared you for teaching?
4. Why do you want to teach?
5. What do you enjoy most about working with young people?
6. What do you enjoy least about working with young people?
7. Tell me about your student teaching/internship experience(s). What kind of problems did you have and how did you resolve them?
8. What classroom management techniques did you use? How effective have they been for you?
9. How do you handle discipline problems? What is the most difficult aspect of discipline for you?
10. How would you handle a student who is a consistent behavioral problem?
11. How do you keep students on task?
12. How would you handle a student who refuses to work in your class or do what you ask?
13. A student is consistently late for class. How would you handle this situation?
14. Some students always finish their assignments early. How would you deal with the free time that they have?
15. What do you feel are the most important things students learn in your classroom?
16. Describe an ideal classroom.
17. Describe a teaching strategy you used to maximize the learning potential of all students.
18. Describe how you conduct a lesson. Describe the components of an effective lesson plan.
19. Do you believe in detailed lesson plans? How do you use lesson plans?
20. Define cooperative learning and give an example of how you have used it.
21. What curriculum materials have you developed?
22. How do you individualize your teaching?
23. Would you rather teach the slow learner or the advanced learner? Why?
24. How do you teach to low achievers?
25. How would you work with a mainstreamed learning disabled student?
26. How do you handle the different ability levels of students? How do you help a student who is having difficulty?
27. How do you work with students who perform below grade level?



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28. How do you personally feel students learn?
29. How do you motivate students? What are several effective ways to motivate students toward active participation in the learning process?
30. How do you reinforce major ideas or concepts that you want students to learn?
31. How do you provide feedback to students about how they are doing?
32. How will you determine if students are learning? What evaluation techniques do you use?
33. How have/would you use paid/volunteer aides in your classroom?
34. How do you involve parents in the learning process?
35. What is your philosophy of teaching?
36. What attributes are common to good teaching?
37. What are the three most important strengths you possess that will make you a successful teacher?
38. Give me one or two examples of things that you discovered about yourself while student teaching that you would like to improve.
39. What kind of relationship do you have with your students?
40. How do you think your students would describe you?
41. What kind of learning environment do you try to create?
42. How do you reinforce self-esteem in students?
43. Describe your ability to listen and be responsive. Can you give me an example?
44. Are you the kind of person children and adults confide in?
45. How do you make students feel at ease around you, while still respecting you?
46. How do you show your students that you understand them and their frustrations?
47. Through your teaching, do you think students can be changed?
48. Is it appropriate to tell your class that you are angry with them?
49. What do you expect from your supervisor? What qualities would you like to have in your principal?
50. What issues in education are of greatest concern to you? Why?
51. What is the toughest aspect of teaching today? What are some of the greatest challenges of being an educator?
52. What is the most exciting initiative happening in your area of education today?
53. What books/journal articles have you read in the last six months/year?
54. Do you plan to continue your education/seek an advanced degree?
55. What do you want to accomplish in your profession?
56. Why should this district hire you?
57. What things about yourself would you like to bring out that have not been brought out in the interview?
58. What questions do you have that I may be able to answer?

# CANDIDATE INTERVIEW EVALUATION FORM

Candidate's Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Interviewer: \_\_\_\_\_ Position: \_\_\_\_\_

## Scoring

Candidate evaluation forms are to be completed by the interviewer to rank the candidates overall qualifications for the position. Under each heading the interviewer should give the candidate a numerical rating and write specific job related comments in the space provided. The numerical rating system is based on the following:

5 – Exceptional 4 – Above Average 3 – Average 2 – Satisfactory 1 – Unsatisfactory

**Educational Background** – Does the candidate have the appropriate educational qualifications or training for this position?

Rating: 1    2    3    4    5

Comments:

**Prior Work Experience** – Has the candidate acquired necessary skills or qualifications through past work experiences?

Rating: 1    2    3    4    5

Comments:

**Technical Qualifications/Experience** – Does the candidate have the technical skills necessary for this position?

Rating: 1    2    3    4    5

Comments:

**Administrative and budgetary experience: financial planning, staff supervision, management of resources** – Does the candidate demonstrate the knowledge of these areas necessary for this position?

Rating: 1    2    3    4    5

Comments:

**Leadership Ability** – Did the candidate demonstrate the leadership skills necessary for this position?



Rating: 1 2 3 4 5

Comments:

**Customer Service Skills** – Did the candidate demonstrate the knowledge and skills to create a positive customer experience/interaction necessary for this position?

Rating: 1 2 3 4 5

Comments:

**Communication Skills** – How were the candidate's communication skills during the interview?

Rating: 1 2 3 4 5

Comments:

**Candidate Enthusiasm** – How much interest did the candidate show in the position?

Rating: 1 2 3 4 5

Comments:

**Overall Impression and Recommendation** – Final comments and recommendations for proceeding with this candidate.

Rating: 1 2 3 4 5

Comments:

Dear Applicant:

Thank you once again for expressing interest in serving as Principal at Quitman County Elementary School for the 2017-2018 school year. We look forward to interviewing you for the Principal's position. For your interview, please be prepared to respond briefly to the following tasks during your scheduled interview.

#### Task 1

The goal of a behavior framework is to help create a positive, caring atmosphere where all children and adults feel respected and a valued member of our school community. The desired result is to have a safe, nurturing, and creative environment where both the students and the staff feel enthusiastic about learning and sharing ideas. Describe how you would create a comprehensive discipline plan that includes, but is not limited to a school-wide reward system, behavior framework, etc.

#### Task 2

Describe your change management protocol from beginning to end? Specifically, how will you create buy-in and foster accountability amongst the staff? As a new Principal, describe how you will build community trust, and trust among the staff?

#### Task 3

There is a 2<sup>nd</sup> grade teacher who is struggling to teach her content and managing the behavior of her students. What is the priority, content or management? How would you address the priority? Include timelines.

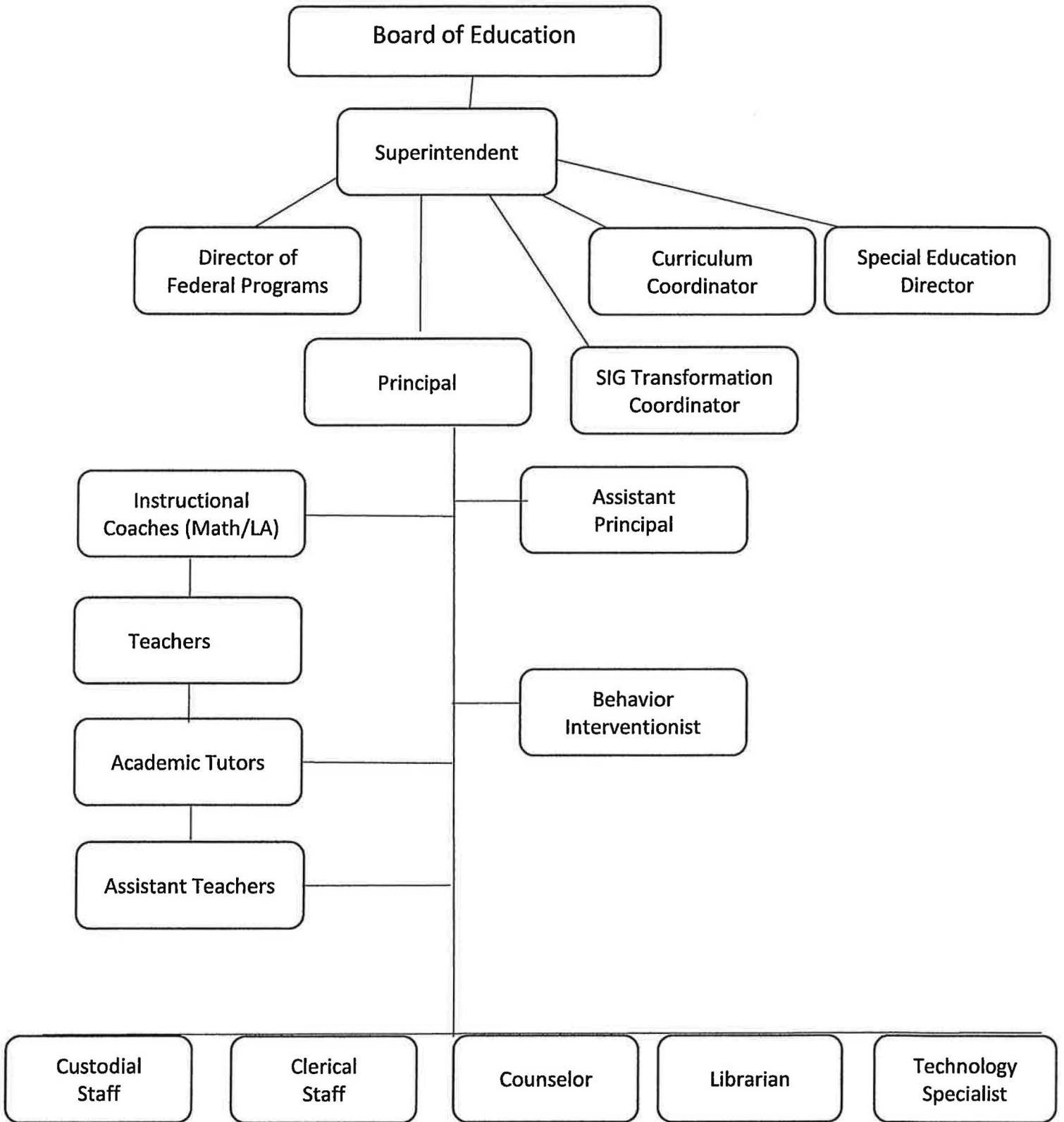
## Culture Protocol

You have been hired as principal of a moderately low performing school. 75% of your staff will be returning to work at the school. In a survey completed by the staff at the end of the previous school year, 65% of the staff said that ABC Elementary School was not a good place to work. In addition, 80% said they do not feel like they work on a team to achieve organizational goals. Lastly, 75% of the teachers said that their school leaders do not seek out feedback. The Superintendent has charged you with improving the climate and culture of ABC Elementary and will conduct a staff culture survey in December, what would be your plan to improve the climate and culture of ABC Elementary School.

ABC Elementary School (FICTITOUS) For training purposes only *Not enough data to report	2013-14	2014-15	2015-16
<b>Demographics of School - 450 students</b>			
White	62%	64%	44%
Black/African American	18%	15%	36%
Hispanic	10%	11%	8%
Asian	*	*	*
American Indian or Alaska Native	*	*	*
Two or more races	7%	6%	6%
Disabled	16%	14%	13%
Economically Disadvantaged	67%	73%	80%
ELL	4%	3%	2%
Migrant	*	*	*
<b>Overall Reading Proficiency</b>	17%	16%	17%
White	18%	20%	18%
Black/African American	15%	12%	15%
Hispanic	17%	17%	18%
Disabled	10%	7%	8%
Economically Disadvantaged	14%	16%	17%
ELL	*	*	*
<b>Overall Mathematics Proficiency</b>	15%	17%	18%
White	27%	32%	35%
Black/African American	9%	8%	8%
Hispanic	10%	11%	12%
Disabled	15%	16%	15%
Economically Disadvantaged	11%	10%	10%
ELL	*	*	*
<b>New Staff</b>			
Teachers	10 of 26	5 of 26	12 of 26
Administrators including a guidance counselor and instructional coach	0 of 3	0 of 3	1 of 4

# APPENDIX I

# Quitman County SD Organizational Chart



# APPENDIX K

2017 JUL 26 PM 12 27  
 MISSISSIPPI DEPARTMENT OF EDUCATION  
 GRANT SIGNATURE SHEET  
 P. O. BOX 771  
 JACKSON, MISSISSIPPI 39205

<p>1. Grantee's Name and Address                  Quitman County School District                  (Quitman County Middle)                  Post Office Drawer E                  310 Pecan Street                  Marks, MS 38646</p>	<p>2. Grantee's Contact Person and Telephone No.  <u>Dr. Evelyn W. Jossell, Superintendent 662-326-5451</u></p> <p>3. CFDA No. <u>84.377</u></p> <p>4. Title of Federal Program <u>School Improvement Grant 1003(g)</u></p> <p>5. Federal Award No. <u>ES377A140025, ES377A150025, ES377A160025</u></p> <p>6. Grant Beginning and Ending Dates: <u>Year 1 (SY17-18) July 1, 2017 – July 31, 2018, with a liquidation period ending Sept. 12, 2018; Year 2 (SY18-19) July 1, 2018 – July 31, 2019, with a liquidation period ending Sept. 12, 2019; Year 3 (SY19-20) July 1, 2019 – July 31, 2020, with a liquidation period ending Sept. 12, 2020; Year 4 (SY20-21) July 1, 2020 – July 31, 2021, with a liquidation period ending Sept. 12, 2021</u></p>
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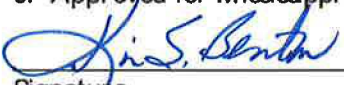
7. The following funds are obligated:

SY	GENERAL	FEDERAL/OTHER FUNDS	TOTAL
Year 1		\$387,519.00	\$387,519.00
Year 2		\$349,519.00	\$349,519.00
Year 3		\$287,347.00	\$287,347.00
Year 4		\$175,543.00	\$175,543.00
<b>Grand Total</b>		<b>\$1,199,928.00</b>	<b>\$1,199,928.00</b>

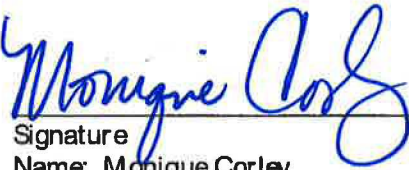
8. The grantee agrees to carry out tasks outlined in this grant in accordance with all provisions of this grant included herein. The following sections are attached and incorporated into this agreement:

- |                                                                   |                                                            |
|-------------------------------------------------------------------|------------------------------------------------------------|
| <input checked="" type="checkbox"/> Statement of Work             | <input checked="" type="checkbox"/> Reporting Requirements |
| <input checked="" type="checkbox"/> Budget Summary                | <input type="checkbox"/> Special Condition                 |
| <input checked="" type="checkbox"/> Budget Narrative              | <input checked="" type="checkbox"/> Travel Policy          |
| <input checked="" type="checkbox"/> Standard Terms and Conditions | <input type="checkbox"/> Other: _____                      |

9. Approved for Mississippi Department of Education

 \_\_\_\_\_  
 Signature Date 7/25/17

Name: Kim S. Benton  
 Title: Chief Academic Officer

 \_\_\_\_\_  
 Signature Date 7/26/2017

Name: Monique Corley  
 Title: Director, Office of Procurement

10. Approved for Grantee

 \_\_\_\_\_  
 Signature Date 07/20/17

Name: Evelyn W. Jossell  
 Title: Superintendent



## INTRODUCTION

The grant agreement between the Mississippi Department of Education (hereinafter referred to as the "MDE") and Quitman County School District (hereinafter referred to as the "Grantee") is for the purpose of administering the School Improvement Grant Awards. The time period of the grant will be Year 1 (SY17-18) July 1, 2017 – July 31, 2018, with a liquidation period ending Sept. 12, 2018; Year 2 (SY18-19) July 1, 2018 – July 31, 2019, with a liquidation period ending Sept. 12, 2019; Year 3 (SY19-20) July 1, 2019 – July 31, 2020, with a liquidation period ending Sept. 12, 2020; Year 4 (SY20-21) July 1, 2020 – July 31, 2021, with a liquidation period ending Sept. 12, 2021.

## STATEMENT OF WORK

The grantee, Quitman County School District, will fulfill all terms and conditions as outlined in the documents listed below. In the event of conflict between the documents, the terms contained in the later document will prevail over the terms contained in the earlier documents.

Attachment 1:           The Mississippi Department of Education Request for Proposal for the FY15-FY16 School Improvement Grant 1003(G) dated March 27, 2017.

Attachment 2:           Proposal submitted by Quitman County School District.

The above documents, as well as written interpretations and grant negotiations, will govern this grant.

The statement of work is outlined in detail in the attached Request for Proposal and the proposal. The grantee is expected to perform all specified tasks unless otherwise notified by the department or mutually agreed upon by the grantee and the Mississippi Department of Education.

## PROGRAM REPORTING, COMPENSATION AND FINANCIAL REPORTS

The Mississippi Department of Education will grant Quitman County School District an amount not to exceed Year 1 (SY17-18) \$387,519.00; Year 2 (SY18-19) \$349,519.00; and Year 3 (SY19-20) \$287,347.00, Year 4 (SY20-21) \$175,543.00 for the purpose of cost reimbursement. School districts shall request reimbursement by submission of a Request for Funds form. Travel expenses will be reimbursed in accordance with MDE Travel Policy for Grantee.

## STANDARD TERMS AND CONDITIONS

### Availability of Funds

It is expressly understood and agreed that the obligation of MDE to proceed under this agreement is conditioned upon the appropriation of funds by the Mississippi State Legislature and the receipt of state and/or federal funds. If the funds anticipated for the continuing fulfillment of the agreement are, at anytime, not forthcoming or insufficient, either through the failure of the federal government to provide funds or of the State of Mississippi to appropriate funds or the discontinuance or material alteration of the program under which funds were provided or if funds are not otherwise available to MDE, MDE shall have the right upon ten (10) working days written notice to the Grantee, to reduce the amount of funds payable to the Grantee or to terminate this agreement without damage, penalty, cost or expenses to MDE of any kind whatsoever. The effective date of reduction or termination shall be as specified in the notice of reduction or termination.

### Changes

This agreement shall not be modified, altered, or changed except by mutual agreement by an authorized representative(s) of each party to this agreement, and must be confirmed in writing through the Mississippi Department of Education grant modification procedures.

### Independent Grantee

The grantee shall perform all services as an independent grantee and shall discharge all of its liabilities as such. No act performed or representation made, whether oral or written, by grantee with respect to third parties shall be binding on the Mississippi Department of Education.

### Termination

The Mississippi Department of Education, by written notice, may terminate this grant, in whole or in part, if funds supporting this grant are reduced or withdrawn. To the extent that this grant is for services, and if so terminated, the Mississippi Department of Education shall be liable only for payment in accordance with payment provisions of this grant for services rendered prior to the effective date of termination.

The Mississippi Department of Education, in whole or in part, may terminate this grant for cause by written notification. Furthermore, the Mississippi Department of Education and the grantee may terminate this grant, in whole or in part, upon mutual agreement.

Either the Mississippi Department of Education or the grantee may terminate this agreement at any time by giving 30 days written notice to the other party of such termination and specifying the effective date thereof. The grantee shall be paid an amount which bears the same ratio to the total compensation as the services actually performed bear to the total services of the grantee covered by the agreement, less payments of compensation previously made.

### Access to Records

The grantee agrees that the Mississippi Department of Education, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit and examine any pertinent books, documents, papers, and records of grantee related to grantee's charges and performance under this agreement. Such records shall be kept by grantee for a period of five (5) years after final payment under this agreement, unless the Mississippi Department of Education authorized their earlier disposition. Grantee agrees to refund to the Mississippi Department of Education any overpayments disclosed by any such audit. However, if any litigation, claim, negotiation, audit or other action involving the records has been started before the expiration of the five year period, the records shall be retained until completion of the action and resolution of all issues which arise from it.

### Laws

This agreement, and all matters or issues collateral to it, shall be governed by, and construed in accordance with, the laws of the State of Mississippi.

### Legal Authority

The grantee assures that it possesses legal authority to apply for and receive funds under this agreement.

### Equal Opportunity Employer

The grantee shall be an equal opportunity employer and shall perform to all affirmative action and other applicable requirements; accordingly, grantee shall neither discriminate nor permit discrimination in its operations or employment practices against any person or group of persons on the grounds of race, color, religion, national origin, handicap or sex in any manner prohibited by law.

### Copyrights

The Grantee: (i) agrees that the MDE shall determine the disposition of the title to and the rights under any copyright by Grantee or employees on copyrightable material first produced or composed under this agreement; and, (ii) hereby grants to the MDE a royalty free, nonexclusive, irrevocable license to reproduce, translate, publish, use and dispose of, to authorize others to do so, all copyrighted or copyrightable work not first produced or composed by Grantee in the performance of this agreement, but which is incorporated in the material furnished under the agreement, provided that such license shall be only to the extent Grantee now has, or prior to the completion or full final settlements of agreement may acquire, the right to grant such license without becoming liable to pay compensation to others solely because of such grant.

Grantee further agrees that all material produced and/or delivered under this grant will not, to the best of the Grantee's knowledge, infringe upon the copyright or any other proprietary rights of any third party. Should any aspect of the materials become, or in the Grantee's opinion be likely to become, the subject of any infringement claim or suite, the Grantee shall procure the rights to such material or replace or modify the material to make it non-infringing.

### Personnel

Grantee agrees that, at all times, the employees of grantee furnishing or performing any of the services specified under this agreement shall do so in a proper, workmanlike, and dignified manner.

### Surrender of Equipment

Grantee and the Mississippi Department of Education shall jointly conduct a closing inventory and grantee shall replace or repair all equipment lost, damaged, or destroyed to make up any deficiency between opening and closing inventories.

### Assignment

Grantee shall not assign or subcontract in whole or in part, its rights of obligations under this agreement without prior written consent of the Mississippi Department of Education. Any attempted assignment without said consent will be void and of no effect.

Property, Equipment and Supplies

Property, equipment and supplies purchased, in whole or in part, with funds provided under this agreement shall be procured, accounted for and disposed of in accordance with applicable State and Federal laws and regulations. Title to any equipment and supplies purchased under this agreement shall be vested in the grantee.

Mississippi Ethics

It is the responsibility of the grantee to ensure that subcontractors comply with the Mississippi Ethics Law in regard to conflict of interest. A statement attesting to said compliance shall be on file by the grantee.

BUDGET NARRATIVE

The Mississippi Department of Education will reimburse an amount not to exceed Year 1 (SY17-18) \$387,519.00; Year 2 (SY18-19) \$349,519.00; and Year 3 (SY19-20) \$287,347.00, Year 4 (SY20-21) \$175,543.00 using the breakdown of expenses approved in the Grant Renewal Application for each school year. Travel expenses will be documented in accordance with the attached travel policy.

MISSISSIPPI DEPARTMENT OF EDUCATION  
GRANT BUDGET SUMMARY  
P. O. BOX 771  
JACKSON, MISSISSIPPI 39205

<p>2. Grantee's Name and Address Quitman County School District (Quitman County Middle) Post Office Drawer E 310 Pecan Street Marks, MS 38646</p>	<p>2. Grantee's Contact Person and Telephone No. <u>Dr. Evelyn W. Jossell, Superintendent 662-326-5451</u></p> <p>3. CFDA No. <u>84.377</u></p> <p>4. Title of Federal Program <u>School Improvement Grant 1003(g)</u></p> <p>5. Federal Award No. <u>ES377A140025, ES377A150025, ES377A160025</u></p> <p>6. Grant Beginning and Ending Dates: <u>Year 1 (SY17-18) July 1, 2017 – July 31, 2018, with a liquidation period ending Sept. 12, 2018; Year 2 (SY18-19) July 1, 2018 – July 31, 2019, with a liquidation period ending Sept. 12, 2019; Year 3 (SY19-20) July 1, 2019 – July 31, 2020, with a liquidation period ending Sept. 12, 2020; Year 4 (SY20-21) July 1, 2020 – July 31, 2021, with a liquidation period ending Sept. 12, 2021</u></p>
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COST CATEGORY	TOTAL FUNDS
1. Salaries, Wages, Fees, and/or Fringe Benefits	1. _____
2. Travel (see travel policy) a. in-state b. out-of-state	2. _____ a. _____ b. _____
3. Contractual Services a. postage b. telephone c. rental of buildings and floor space d. rental of EDP and computer equipment e. other contractual services	3. _____ a. _____ b. _____ c. _____ d. _____ e. _____
4. Commodities	4. _____
5. Equipment a. office machines, furniture, fixtures and equipment b. data processing and computer equipment c. other equipment	5. _____ a. _____ b. _____ c. _____
6. Administrative Fees	6. _____
<b>GRAND TOTAL</b>	<b>\$ 1,199,928.00</b>



**FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)  
FOUR YEAR BUDGET SUMMARY**


DISTRICT NAME <b>Quitman County School District</b>	DISTRICT NUMBER <b>6000</b>	SCHOOL CODE <b>6000032</b>
NCES LEA ID <b>2803810</b>	NCES SCHOOL ID <b>280381000732</b>	SUPERINTENDENT'S NAME <b>Dr. Evelyn Jossell</b>
SIG 1003(G) PROGRAM CONTACT <b>Phelton Moss</b>	ADDRESS <b>450 Humphrey Ave., Marks, MS 38646</b>	
EMAIL ADDRESS <b>pheltonmoss@qcsd.k12.ms.us</b>	TELEPHONE NUMBER <b>662-326-6871</b>	FAX NUMBER <b>662-326-3535</b>

MODEL SELECTION  
**Transformation**

**Directions:**  
 LEA Budget Amounts Years 1, 2, and 3 = provide the total of Attachment (Implementation Budget), based on projected costs  
 LEA Budget Amounts Year 4 (Sustainability Activities) = provide the total amount of Attachment (Sustainability Budget), cannot exceed 50% of the amount of Year 1

School Name	Year 1 Budget	Year 2 Budget	Year 3 Budget	Year 4 Budget	Four-Year Total
	Implementation	Implementation	Implementation	Sustainability Activities	
Quitman County Middle School	<b>387,519</b>	<b>349,519</b>	<b>287,347</b>	<b>175,543</b>	<b>\$ 1,199,928</b>

7/25/17  
Date  
  
 MDE – Director of Fiscal Grants Management

7/25/2017  
Date  
  
 MDE – Director of School Improvement

- Initial Budget
- Amendment (No. \_\_\_\_\_)
- LEA Comprehensive Planning Budget
- Revised Initial Budget
- LEA Sustainability Budget
- LEA Comprehensive Full Implementation Budget (Year \_\_\_\_\_)
- Priority
- Focus



Ensuring a bright future for every child

FY 2017

**SCHOOL IMPROVEMENT GRANT (SIG)  
1003(G)**

**LEA FEDERAL BUDGET SUMMARY**  
Use whole dollars only. Omit Commas  
and Decimal Places, e.g., 2536

MDE USE ONLY	PROGRAM APPROVAL DATE & INITIALS 7-25-2017 <i>SPK</i>	
	TOTAL FUNDS \$1,199,928.00	
	CARRYOVER FUNDS	
	CURRENT FUNDS \$387,519.00	
	BEGIN DATE 7/1/2017	END DATE 9/30/2021

FISCAL YEAR 2017-18	DISTRICT NUMBER 6000	SCHOOL CODE 6000032	NCES LEA ID 2803810	NCES SCHOOL ID 280381000734
DISTRICT NAME Quitman County School District			SCHOOL NAME Quitman County Middle School	
ADDRESS 450 Humphrey Street, Marks, MS 38646		SIG 1003(G) PROGRAM CONTACT Phelton Moss		SUPERINTENDENT NAME Dr. Evelyn Jossell
EMAIL ADDRESS pheltonmoss@qcsd.k12.ms.us		TELEPHONE NUMBER (662) 326-6871		FAX NUMBER (662) 326-3535

**Directions:** Prior to preparing this Budget Summary request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at <http://www.mdek12.org/OSFS/AMD>. Obligations of funds based on this budget request cannot begin prior to receipt of a substantially approvable budget request.

Line	FUNCTION NUMBER (1)	EXPENDITURE ACCOUNT (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTAL (12)
			(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)	
1	1105	Pre-Kindergarten Programs									\$ 0
2	1110	Kindergarten Programs									\$ 0
3	1120	Elementary Programs									\$ 0
4	1130	Middle-Junior High Programs	217000	56500				61000	38000		\$ 372,500
5	1140	High School Programs									\$ 0
6	1260	After School Programs									\$ 0
7	1270	Remediation Extended School Year									\$ 0
8	1300 - 1390	Adult/Continuing Education									\$ 0
9	1410 - 1420	Summer School Programs									\$ 0
10	1930 - 1990	Other Instructional Programs									\$ 0
11	2110 - 2119	Attendance & Social Work Services									\$ 0
12	2120 - 2129	Guidance Services									\$ 0
13	2130 -2139	Health Services									\$ 0
14	2190	Other Support Services - Students									\$ 0
15	2210 - 2290	Improvement of Instruction									\$ 0
16	2220 - 2229	Educational Media Services									\$ 0
17	2330	Special Area Administration									\$ 0
18	2710 - 2799	Student Transportation Services									\$ 0
19	2800 - 2899	Central Support Services (Tech)									\$ 0
20	3900 - 3999	Other Non-Instructional Support									\$ 0
21	7110	Indirect Costs Transfer Out	Enter Indirect Cost Transfer Amount in the Total Column ONLY								\$ 15,019
22	Total Budget		\$ 217,000	\$ 56,500	\$ 0	\$ 0	\$ 0	\$ 61,000	\$ 38,000	\$ 0	\$ 387,519

Date 7/25/17

*Stasha Campbell*  
MDE - Director of Fiscal Grants Management

Date 7/25/2017

*Joy Johnson*  
MDE - Director of School Improvement

- School Planning Budget  
 School Full Implementation Budget (Year 17-18)  
 School Sustainability Budget



**FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)**  
**SCHOOL DETAILED BUDGET SUMMARY NARRATIVE**

<b>DISTRICT NAME</b> Quitman County School District	<b>SCHOOL NAME</b> Quitman County Middle School	<b>DISTRICT CODE</b> 6000
--------------------------------------------------------	----------------------------------------------------	------------------------------

**Directions:** Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at <http://www.mdek12.org/OSFS/AMD>. Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. *Complete one page per Function Number for your school's budget.* The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.

FUNCTION NUMBER <i>(Only use one Function per page)</i> (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
1130	SIG Officer- \$30,000 2 Academic Tutors- \$42,000 MTSS Coordinator- \$30,000 ELA Instructional Coach- \$50,000	152,000	56,500							\$ 208,500	
1130	Incentives/ Performance	65,000								\$ 65,000	
1130	Software Credit Recovery \$4,925, Benchmark Testing-\$2,750, Teacher Assessment Design- \$8,675, Progress Morning-\$5,750, Student Intervention - \$18,900, Physical Literacy-\$10,000						51,000			\$ 51,000	
1130	General Supplies: Pens/ Pencils (\$500), Notebooks (\$1,000), Binders (\$2,000) Dry Erase Markers (\$500), Post-it Chart Paper (\$2,000), Classroom Novels (\$3,500), Copy Paper (\$500)						10,000			\$ 10,000	
1130	Laptop (25)-- \$30,000 Desktop Computers (10) --\$8,000							38,000		\$ 38,000	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 217,000	\$ 56,500	\$ 0	\$ 0	\$ 0	\$ 61,000	\$ 38,000	\$ 0	\$ 372,500	



- School Planning Budget
- School Full Implementation Budget (Year 17-18 )
- School Sustainability Budget



**FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)  
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE**

<b>DISTRICT NAME</b> Quitman County School District	<b>SCHOOL NAME</b> Quitman County Middle School	<b>DISTRICT CODE</b> 6000
--------------------------------------------------------	----------------------------------------------------	------------------------------

**Directions:** Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at <http://www.mdek12.org/OSFS/AMD> . Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. *Complete one page per Function Number for your school's budget.* The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.

FUNCTION NUMBER <i>(Only use one Function per page) (1)</i>	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
7110	Indirect Cost								15,019	\$ 15,019	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 15,019	\$ 15,019	

- Initial Budget
- Amendment (No. \_\_\_\_\_)
- LEA Comprehensive Planning Budget
- Revised Initial Budget
- LEA Sustainability Budget
- LEA Comprehensive Full Implementation Budget (Year \_\_\_\_\_)
- Priority
- Focus



MISSISSIPPI DEPARTMENT OF EDUCATION  
Ensuring a bright future for every child

FY 2017

**SCHOOL IMPROVEMENT GRANT (SIG)  
1003(G)**

**LEA FEDERAL BUDGET SUMMARY**  
**Use whole dollars only. Omit Commas and Decimal Places, e.g., 2536**

MDE USE ONLY	PROGRAM APPROVAL DATE & INITIALS <i>7/25/2017</i> <i>SP</i>	
	TOTAL FUNDS <i>\$1,199,928.00</i>	
	CARRYOVER FUNDS	
	CURRENT FUNDS <i>\$349,519.00</i>	
	BEGIN DATE <i>7/1/2017</i>	END DATE <i>9/30/2021</i>

FISCAL YEAR <b>2018-19</b>	DISTRICT NUMBER <b>6000</b>	SCHOOL CODE <b>6000032</b>	NCES LEA ID <b>2803810</b>	NCES SCHOOL ID <b>280381000734</b>	
DISTRICT NAME <b>Quitman County School District</b>			SCHOOL NAME <b>Quitman County Middle School</b>		
ADDRESS 450 Humphrey Street, Marks, MS 38646		SIG 1003(G) PROGRAM CONTACT Phelton Moss	SUPERINTENDENT NAME <b>Dr. Evelyn Jossell</b>		
EMAIL ADDRESS pheltonmoss@qcsd.k12.ms.us		TELEPHONE NUMBER <b>(662) 326-6871</b>	FAX NUMBER <b>(662) 326-3535</b>		

**Directions:** Prior to preparing this Budget Summary request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at <http://www.mdek12.org/OSFS/AMD>. Obligations of funds based on this budget request cannot begin prior to receipt of a substantially approvable budget request.

Line	FUNCTION NUMBER (1)	EXPENDITURE ACCOUNT (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTAL (12)
			(Obj 100s)	(Obj. 200s)	(Obj 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)	
1	1105	Pre-Kindergarten Programs									\$ 0
2	1110	Kindergarten Programs									\$ 0
3	1120	Elementary Programs									\$ 0
4	1130	Middle-Junior High Programs	217000	56500			10000	51000			\$ 334,500
5	1140	High School Programs									\$ 0
6	1260	After School Programs									\$ 0
7	1270	Remediation Extended School Year									\$ 0
8	1300 - 1390	Adult/Continuing Education									\$ 0
9	1410 - 1420	Summer School Programs									\$ 0
10	1930 - 1990	Other Instructional Programs									\$ 0
11	2110 - 2119	Attendance & Social Work Services									\$ 0
12	2120 - 2129	Guidance Services									\$ 0
13	2130 -2139	Health Services									\$ 0
14	2190	Other Support Services - Students									\$ 0
15	2210 - 2290	Improvement of Instruction									\$ 0
16	2220 - 2229	Educational Media Services									\$ 0
17	2330	Special Area Administration									\$ 0
18	2710 - 2799	Student Transportation Services									\$ 0
19	2800 - 2899	Central Support Services (Tech)									\$ 0
20	3900 - 3999	Other Non-Instructional Support									\$ 0
21	7110	Indirect Costs Transfer Out	<b>Enter Indirect Cost Transfer Amount in the Total Column ONLY</b>								\$ 15,019
22	Total Budget		\$ 217,000	\$ 56,500	\$ 0	\$ 0	\$ 10,000	\$ 51,000	\$ 0	\$ 0	\$ 349,519

Date 7/25/17

*Shirley Campbell*  
MDE - Director of Fiscal Grants Management

Date 7/25/2017

*John Robertson*  
MDE - Director of School Improvement

- School Planning Budget  
 School Full Implementation Budget (Year 18-19 )  
 School Sustainability Budget



**FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)**  
**SCHOOL DETAILED BUDGET SUMMARY NARRATIVE**

<b>DISTRICT NAME</b> Quitman County School District	<b>SCHOOL NAME</b> Quitman County Middle School	<b>DISTRICT CODE</b> 6000
--------------------------------------------------------	----------------------------------------------------	------------------------------

**Directions:** Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at <http://www.mdek12.org/OSFS/AMD> . Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. *Complete one page per Function Number for your school's budget.* The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.

FUNCTION NUMBER <small>(Only use one Function per page) (1)</small>	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		<small>(Obj. 100s)</small>	<small>(Obj. 200s)</small>	<small>(Obj. 300s)</small>	<small>(Obj. 400s)</small>	<small>(Obj. 500s)</small>	<small>(Obj. 600s)</small>	<small>(Obj. 700s)</small>	<small>(Obj. 800s)</small>		
1130	SIG Officer- \$30,000 2 Academic Tutors- \$42,000 MTSS Coordinator- \$30,000 ELA Instructional Coach- \$50,000	152,000	56,500							\$ 208,500	
1130	Incentives/ Performance	65,000								\$ 65,000	
1130	Software Credit Recovery \$4,925, Benchmark Testing-\$2,750, Teacher Assessment Design- \$8,675, Progress Morning-\$5,750, Student Intervention - \$18,900, Physical Literacy-\$10,000						51,000			\$ 51,000	
1130	Professional Development 8 Days @\$1,250			10,000						\$ 10,000	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 217,000	\$ 56,500	\$ 10,000	\$ 0	\$ 0	\$ 51,000	\$ 0	\$ 0	\$ 334,500	

- School Planning Budget
- School Full Implementation Budget (Year 18-19 )
- School Sustainability Budget



**FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)  
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE**

<b>DISTRICT NAME</b> Quitman County School District	<b>SCHOOL NAME</b> Quitman County Middle School	<b>DISTRICT CODE</b> 6000
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**Directions:** Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at <http://www.mdek12.org/OSFS/AMD>. Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. *Complete one page per Function Number for your school's budget.* The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.

FUNCTION NUMBER <small>(Only use one Function per page) (1)</small>	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		<small>(Obj. 100s)</small>	<small>(Obj. 200s)</small>	<small>(Obj. 300s)</small>	<small>(Obj. 400s)</small>	<small>(Obj. 500s)</small>	<small>(Obj. 600s)</small>	<small>(Obj. 700s)</small>	<small>(Obj. 800s)</small>		
7110	Indirect Cost								15,019	\$ 15,019	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 15,019	\$ 15,019	

- Initial Budget
- Amendment (No. \_\_\_\_\_)
- LEA Comprehensive Planning Budget
- Revised Initial Budget
- LEA Sustainability Budget
- LEA Comprehensive Full Implementation Budget (Year \_\_\_\_\_)
- Priority
- Focus



MISSISSIPPI  
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Ensuring a bright future for every child

FY 2017

SCHOOL IMPROVEMENT GRANT (SIG)

1003(G)

LEA FEDERAL BUDGET SUMMARY

Use whole dollars only. Omit Commas  
and Decimal Places, e.g., 2536

MDE USE ONLY	PROGRAM APPROVAL DATE & INITIALS	
	7/25/2017 <i>SPK</i>	
	TOTAL FUNDS	
	\$1,199,928.00	
	CARRYOVER FUNDS	
CURRENT FUNDS		
\$287,347.00		
BEGIN DATE	END DATE	
7/1/2017	9/30/2021	

FISCAL YEAR	DISTRICT NUMBER	SCHOOL CODE	NCES LEA ID	NCES SCHOOL ID
2019-20	6000	6000032	2803810	280381000734
DISTRICT NAME			SCHOOL NAME	
Quitman County School District			Quitman County Middle School	
ADDRESS		SIG 1003(G) PROGRAM CONTACT		SUPERINTENDENT NAME
450 Humphrey Street, Marks, MS 38646		Phelton Moss		Dr. Evelyn Jossell
EMAIL ADDRESS		TELEPHONE NUMBER		FAX NUMBER
pheltonmoss@qcsd.k12.ms.us		(662) 326-6871		(662) 326-3535

**Directions:** Prior to preparing this Budget Summary request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at <http://www.mdek12.org/OSFS/AMD>. Obligations of funds based on this budget request cannot begin prior to receipt of a substantially approvable budget request.

Line	FUNCTION NUMBER (1)	EXPENDITURE ACCOUNT (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTAL (12)
			(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)	
1	1105	Pre-Kindergarten Programs									\$ 0
2	1110	Kindergarten Programs									\$ 0
3	1120	Elementary Programs									\$ 0
4	1130	Middle-Junior High Programs	208300	56700			10000				\$ 275,000
5	1140	High School Programs									\$ 0
6	1260	After School Programs									\$ 0
7	1270	Remediation Extended School Year									\$ 0
8	1300 - 1390	Adult/Continuing Education									\$ 0
9	1410 - 1420	Summer School Programs									\$ 0
10	1930 - 1990	Other Instructional Programs									\$ 0
11	2110 - 2119	Attendance & Social Work Services									\$ 0
12	2120 - 2129	Guidance Services									\$ 0
13	2130 - 2139	Health Services									\$ 0
14	2190	Other Support Services - Students									\$ 0
15	2210 - 2290	Improvement of Instruction									\$ 0
16	2220 - 2229	Educational Media Services									\$ 0
17	2330	Special Area Administration									\$ 0
18	2710 - 2799	Student Transportation Services									\$ 0
19	2800 - 2899	Central Support Services (Tech)									\$ 0
20	3900 - 3999	Other Non-Instructional Support									\$ 0
21	7110	Indirect Costs Transfer Out									\$ 12,347
			Enter Indirect Cost Transfer Amount in the Total Column ONLY								
22	Total Budget		\$ 208,300	\$ 56,700	\$ 0	\$ 0	\$ 10,000	\$ 0	\$ 0	\$ 0	\$ 287,347

Date 7/25/17

*Delisha Campbell*  
MDE - Director of Fiscal Grants Management

Date 7/25/2017

*Sonya Robinson*  
MDE - Director of School Improvement

- School Planning Budget
- School Full Implementation Budget (Year 19-20 )
- School Sustainability Budget



**FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)  
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE**

<b>DISTRICT NAME</b> Quitman County School District	<b>SCHOOL NAME</b> Quitman County Middle School	<b>DISTRICT CODE</b> 6000
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**Directions:** Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at <http://www.mdek12.org/OSFS/AMD> . Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. *Complete one page per Function Number for your school's budget.* The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.

FUNCTION NUMBER <i>(Only use one Function per page)</i> (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
1130	SIG Officer- \$30,000 2 Academic Tutors- \$42,000 MTSS Coordinator- \$30,000 ELA Instructional Coach- \$50,000	152,000	56,700							\$ 208,700	
1130	Incentives/ Performance	56,300								\$ 56,300	
1130	Software Physical Literacy- \$10,000						10,000			\$ 10,000	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 208,300	\$ 56,700	\$ 0	\$ 0	\$ 0	\$ 10,000	\$ 0	\$ 0	\$ 275,000	

- School Planning Budget
- School Full Implementation Budget (Year 19-20 )
- School Sustainability Budget



**FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)  
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE**

<b>DISTRICT NAME</b> Quitman County School District	<b>SCHOOL NAME</b> Quitman County Middle School	<b>DISTRICT CODE</b> 6000
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**Directions:** Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at <http://www.mdek12.org/OSFS/AMD> . Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. *Complete one page per Function Number for your school's budget.* The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.

FUNCTION NUMBER <i>(Only use one Function per page) (1)</i>	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
7110	Indirect Cost								12,347	\$ 12,347	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 12,347	\$ 12,347	

- Initial Budget
- Amendment (No. \_\_\_\_\_)
- LEA Comprehensive Planning Budget
- Revised Initial Budget
- LEA Sustainability Budget
- LEA Comprehensive Full Implementation Budget (Year \_\_\_\_\_)
- Priority
- Focus



**FY 2017**  
**SCHOOL IMPROVEMENT GRANT (SIG)**  
**1003(G)**  
**LEA FEDERAL BUDGET SUMMARY**  
**Use whole dollars only. Omit Commas and Decimal Places, e.g., 2536**

MDE USE ONLY	PROGRAM APPROVAL DATE & INITIALS	
	7/25/2017	SK
	TOTAL FUNDS	
	\$1,199,928.00	
	CARRYOVER FUNDS	
CURRENT FUNDS		
\$175,543.00		
BEGIN DATE	END DATE	
7/1/2017	9/30/2017	

FISCAL YEAR	DISTRICT NUMBER	SCHOOL CODE	NCES LEA ID	NCES SCHOOL ID
2020-21	6000	6000032	2803810	280381000734
DISTRICT NAME			SCHOOL NAME	
Quitman County School District			Quitman County Middle School	
ADDRESS		SIG 1003(G) PROGRAM CONTACT		SUPERINTENDENT NAME
450 Humphrey Street, Marks, MS 38646		Phelton Moss		Dr. Evelyn Jossell
EMAIL ADDRESS		TELEPHONE NUMBER	FAX NUMBER	
pheltonmoss@qcsd.k12.ms.us		(662) 326-6871	(662) 326-3535	

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Line	FUNCTION NUMBER (1)	EXPENDITURE ACCOUNT (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTAL (12)
			(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)	
1	1105	Pre-Kindergarten Programs									\$ 0
2	1110	Kindergarten Programs									\$ 0
3	1120	Elementary Programs									\$ 0
4	1130	Middle-Junior High Programs	110000	42100			10000	5900			\$ 168,000
5	1140	High School Programs									\$ 0
6	1260	After School Programs									\$ 0
7	1270	Remediation Extended School Year									\$ 0
8	1300 - 1390	Adult/Continuing Education									\$ 0
9	1410 - 1420	Summer School Programs									\$ 0
10	1930 - 1990	Other Instructional Programs									\$ 0
11	2110 - 2119	Attendance & Social Work Services									\$ 0
12	2120 - 2129	Guidance Services									\$ 0
13	2130 - 2139	Health Services									\$ 0
14	2190	Other Support Services - Students									\$ 0
15	2210 - 2290	Improvement of Instruction									\$ 0
16	2220 - 2229	Educational Media Services									\$ 0
17	2330	Special Area Administration									\$ 0
18	2710 - 2799	Student Transportation Services									\$ 0
19	2800 - 2899	Central Support Services (Tech)									\$ 0
20	3900 - 3999	Other Non-Instructional Support									\$ 0
21	7110	Indirect Costs Transfer Out	<b>Enter Indirect Cost Transfer Amount in the Total Column ONLY</b>								\$ 7,543
22	Total Budget		\$ 110,000	\$ 42,100	\$ 0	\$ 0	\$ 10,000	\$ 5,900	\$ 0	\$ 0	\$ 175,543

Date: 7/25/17

Alisha Campbell  
MDE - Director of Fiscal Grants Management

Date: 7/25/2017

George J. Robinson  
MDE - Director of School Improvement



- School Planning Budget
- School Full Implementation Budget (Year 20-21 )
- School Sustainability Budget



**FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)  
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE**

<b>DISTRICT NAME</b> Quitman County School District	<b>SCHOOL NAME</b> Quitman County Middle School	<b>DISTRICT CODE</b> 6000
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		<small>(Obj. 100s)</small>	<small>(Obj. 200s)</small>	<small>(Obj. 300s)</small>	<small>(Obj. 400s)</small>	<small>(Obj. 500s)</small>	<small>(Obj. 600s)</small>	<small>(Obj. 700s)</small>	<small>(Obj. 800s)</small>		
1130	SIG Officer- \$30,000 MTSS Coordinator- \$30,000 ELA Instructional Coach- \$50,000	110,000	42,100							\$ 152,100	
1130	General Supplies: Pens/ Pencils (\$300), Notebooks (\$1,000), Binders (\$2,000) Dry Erase Markers (\$300), Post-it Chart Paper (\$2,000), Copy Paper (\$300)						5,900			\$ 5,900	
1130	Software Physical Literacy- \$10,000						10,000			\$ 10,000	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 110,000	\$ 42,100	\$ 0	\$ 0	\$ 0	\$ 15,900	\$ 0	\$ 0	\$ 168,000	

- School Planning Budget
- School Full Implementation Budget (Year 20-21 )
- School Sustainability Budget



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Ensuring a bright future for every child

**FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)  
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE**

<b>DISTRICT NAME</b> Quitman County School District	<b>SCHOOL NAME</b> Quitman County Middle School	<b>DISTRICT CODE</b> 6000
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**Directions:** Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at <http://www.mdek12.org/OSFS/AMD>. Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. *Complete one page per Function Number for your school's budget.* The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.

FUNCTION NUMBER <i>(Only use one Function per page) (1)</i>	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
7110	Indirect Cost								7,543	\$ 7,543	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 7,543	\$ 7,543	