

**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.***

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

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

PHONE NUMBER: (662) 326-7046

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

DATE OF SUBMISSION: April 5, 2017

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



# COVER PAGE

**District Name:**

**Quitman County School District**

**District State Code:**

**6000**

**District NCES Identification Code:**

**2803810**

**Address: 1362 Martin Luther King Drive, Marks, MS 38646**

**District Contact: Dr. Evelyn Jossell**

**Phone: 662-326-5451**

**Email: evelynjossell@qcsd.k12.ms.us**

**Fax: 662-326-3694**

<b>School(s) Served— Official School Name and School Code:</b>	<b>NCES Identification Code:</b>	<b>Intervention Model:</b>	<b>Total Allocation Request:</b>
Quitman County Elementary	28038100073	Transformation	1,199,839
Quitman County Middle School	28038100073	Transformation	1,199,928
		Select one...	
		Select one...	
		Select one...	
		Select one...	

**LEA-Level Allocation Request**

**0**

**TOTAL LEA REQUEST**

**2,399,767**

**For MDE use only**

**Date Received:**

*May 8, 2017*

**Mississippi Department of Education Approval**

**Executive Director, OSI**


**Bureau Director, OSI**

**APPROVED**

**JUL 26 2017**

## 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 05/07/17  
Authorized Representative Signature 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: Select one...

Item	For LEA use	For MDE use
<b>Cover Page*</b> Five (5) CDs or five (5) USB Flash Drives (5) Copies of the completed paper application	<input checked="" type="checkbox"/> Completed and attached. <input checked="" type="checkbox"/> CDs or USB Flash Drives with saved PDF copy of completed proposal included and each one labeled. <input checked="" type="checkbox"/> Copies of the complete Application	<input type="checkbox"/> Completed and attached. <input type="checkbox"/> Not completed or not attached.
<b>LEA Assurances*</b> <i>Include all pages 12-17</i>	<input checked="" type="checkbox"/> Signed copy attached.	<input type="checkbox"/> Signed copy attached. <input type="checkbox"/> Copy not signed or not attached.
<b>LEA Plan Overview*</b> <i>Complete and attach identical copy of the LEA Plan Overview for each applicant school.</i>	<input checked="" type="checkbox"/> Copy attached.	<input type="checkbox"/> Copy attached. <input type="checkbox"/> Copy not attached.
<b>School Proposal*</b> <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.
<b>Appendices†</b> <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 checked="" type="checkbox"/> Checklist completed and attached. <input checked="" type="checkbox"/> 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 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

Superintendent (Typed Name, and Signature)

Date

Linda Payene

LEA Board President (Typed Name, and Signature)

Date

Reginald Griffin

Federal Programs Coordinator (Typed Name, and Signature)

Date

Miron Thompson

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	6000-0024	2803381000732	<i>Focus School</i>	F	Transformation
Quitman County Middle School	6000-0032	280381000734	<i>Focus School</i>	F	Transformation
			<i>Select one...</i>	Select one...	Select one...
			<i>Select one...</i>	Select one...	Select one...
			<i>Select one...</i>	Select one...	Select one...
			<i>Select one...</i>	Select one...	Select one...
			<i>Select one...</i>	Select one...	Select one...
			<i>Select one...</i>	Select one...	Select one...

#### 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 determine 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. (Minutes and agenda of all meetings must accompany final draft)

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	April Mason, QCES Counselor/Parent
Reginald Griffin, Federal Programs Director	Rose Caulder, Librarian
Kegi Wells, Curriculum Coordinator	Reshard Jemerson, Parent Coordinator
Crotez Moss, QCMS Principal	
Jennifer Steele, QCMS Counselor	
Sandra Wilborn, Acting Principal QCES	
Keisha Tanna, QCES Teacher/Parent	

#### 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, LLC	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 the district's 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	<p>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.</p> <p>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</p>	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

Policy	Analysis	Proposed Changes	Completion Date
<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>
<ul style="list-style-type: none"> <li>✓ Student arrival and departure 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>	Currently, the board policy mandates that Curriculum development be in compliance with all state and federal policies. This policy will not be amended.	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> </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>	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.	July 2017 - Recommendation and approval expected at School Board

Policy	Analysis	Proposed Changes	Completion Date
<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>
<ul style="list-style-type: none"> <li>✓ Assessment</li> <li>✓ Use of test results</li> <li>✓ Lesson plans</li> </ul>			
<u>Employment (Hiring):</u> <ul style="list-style-type: none"> <li>✓ Administrative personnel hiring</li> <li>✓ Teacher/other staff hiring</li> </ul>	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	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 formulate a pipeline for the brightest and best educators	On-going
<u>Employment (Compensation):</u> <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>	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.	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	May 2017 - Recommendation and approval expected at School Board
<u>Employment (Placement):</u>	The policies on administrative personnel assignment/reassignment and teacher/other staff assignment as it is written will not impede reform.	Under performing teachers and leaders will be reassigned based on performance.	August 2017-Ongoing

Policy	Analysis	Proposed Changes	Completion Date
<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>
<ul style="list-style-type: none"> <li>✓ Administrative personnel assignment/ re-assignment</li> <li>✓ Teacher/other staff assignment</li> </ul>			
<u>Employment (Career Ladder):</u> <ul style="list-style-type: none"> <li>✓ Administrative/ supervisory personnel</li> <li>✓ Organization charts</li> <li>✓ Instructional personnel—others</li> </ul>	Current policy will not need to be revised and will not be a barrier to reform.	Opportunities for growth will be available for teachers to assume leadership roles within the school	August 2017-Ongoing
<u>Employment (Evaluation):</u> <ul style="list-style-type: none"> <li>✓ Administrative personnel evaluation</li> <li>✓ Teacher/staff evaluation</li> </ul>	Policy 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

Policy	Analysis	Proposed Changes	Completion Date
<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>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 ✓ Truancy	There are no changes needed in attendance, truancy, and student involvement in decision-making. Quitman County Elementary School does not have a consistent continuum of consequences for problem behavior that is	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 problem behaviors that will include teaching critical social skills, a recess academy, and before and after school	July –August 2017

Policy	Analysis	Proposed Changes	Completion Date
<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>
<ul style="list-style-type: none"> <li>✓ Student involvement in decision-making</li> <li>✓ Student conduct</li> </ul>	proactive and supported by a Positive Behavior Supports model	programs to make up instructional time missed due to behavior issues	
<u>Family and Community Engagement:</u> <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>	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.	The parent liason will work to actively involve parents and community stakeholders at Quitman County Elementary 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	August 2017-Ongoing



## 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. Evidence-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 throughs 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.

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 assistant principal of a middle school that move from a failing to a successful status, and a principal of 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.

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 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.

<b>NAME</b>	<b>MSIS School Code (LEA, School)</b>	<b>NCES ID (LEA, School)</b>	<b>Designation</b>	<b>2015-16 State Accountability Label</b>	<b>Selected Intervention</b>
<i>Example School</i>	<i>1234-1234567</i>	<i>1234567-12345</i>	<i>Priority</i>	<i>A-F</i>	<i>Turnaround</i>
Quitman County Elementary			Select one...	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: 3
- Number of Sustainability Years: 1

## 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 Achievement	<p>In analyzing the overall needs of the school, the leadership team began with analyzing state test data across two years and the most recent universal screener data. The following chart presents data for ELA overall for Sample for the 2015 and 2016 school year, respectively.</p>	<p>Mississippi Assessment Program Results 2015 and 2016</p>						
	<table><tr><td>2016 ELA Proficiency</td><td>ELA Growth</td><td>ELA Low Growth</td></tr><tr><td>13.9</td><td>47.6</td><td>78.8</td></tr></table>	2016 ELA Proficiency	ELA Growth	ELA Low Growth	13.9	47.6	78.8	<p>STAR Early Literacy 2017</p> <p>STAR Reading 2017</p> <p>STAR Math 2017</p> <p>Results from teacher created assessments</p> <p>Monthly and Quarterly progress monitoring reports</p>
	2016 ELA Proficiency	ELA Growth	ELA Low Growth					
	13.9	47.6	78.8					
	<table><tr><td>2015 ELA Proficiency</td><td>ELA Growth</td><td>ELA Low Growth</td></tr><tr><td>37.8</td><td>72.2</td><td>93.3</td></tr></table>	2015 ELA Proficiency	ELA Growth	ELA Low Growth	37.8	72.2	93.3	
	2015 ELA Proficiency	ELA Growth	ELA Low Growth					
37.8	72.2	93.3						
<p>In reviewing the data in the above chart, it is clear that students experienced a drop across the board in all categories, i.e. overall proficiency, growth, and low growth in ELA. The percent of students scoring in the highest two levels decreased by 23.9%; likewise, the percent of students attaining growth dropped by 24.6%.</p>								
<p>In addition, QCES also administers STAR EARLY Literacy to kindergarten students and STAR Reading to 1<sup>st</sup>-4<sup>th</sup> Grade students three times per year. The most recent data from the assessments taken in March 2017 reveal the following:</p>								

	<p>42% of our students scored at or above benchmark in kindergarten;  72% were at or above benchmark in 1<sup>st</sup> grade;  76% were at or above benchmark in 2<sup>nd</sup> grade;  33% are predicted to score at level 4 or above on the MAP assessment in 3<sup>rd</sup> grade;  19% are predicted to score at level 4 or above on the MAP assessment in 4<sup>th</sup> grade.  Additional structures are necessary to support quality ELA instruction, as well as, redefine the school's efforts around MTSS. Staff would benefit from professional development to assist teachers in effectively utilizing the Mississippi College and Career Readiness Standards for English Language Arts, identifying intervention activities, anticipating misconceptions in student learning, determining student readiness, creating formative assessments and determining skills necessary for the state assessments.</p> <p>The data also suggest that despite our progress monitoring efforts, there are still students that are not reaching the school targeted benchmark or MAP proficiency prediction scale score. The only two grades in which at least 50% of the students are at or above benchmark are 1<sup>st</sup> and 2<sup>nd</sup> grades. We recognize the need to create and implement a more effective progress monitoring system for our lowest performing students. Professional development on creating and implementing an effectively MTSS process, organizing the Teacher Support Team, assisting with the development and implementation of research-based interventions, tracking and monitoring interventions at all tiers, and generating reports for staff and administrators could assist us in addressing</p>	
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	<p>students who need more intensive supports.</p> <p>Our data suggest that less than 50% of our 4th grade students demonstrated growth on the MAP assessment. Also, for two consecutive years, our proficiency has been less than 40%. The school currently has scheduled a 50 minute intervention period that allows teachers to attempt to address student weaknesses, however, the student-teacher ratio does not adhere to researched best practices for providing students more intensive Tier II and Tier III interventions. Some sections have over 20 students. There is a need for additional supports in implementing interventions that are more intensive and individualized.</p> <p>Our most recent state test data also shows a large gap in achievement between our students with disabilities and our students without disabilities. In ELA, only 23% of students with disabilities scored at level 3 or above while 64% of students without disabilities scored a 3 or above. We identified a similar gap in 4th grade where no students with a disability scored at a level 3 or above, yet 55% of students without a disability scored a level 3 or above. Currently, the inclusion teachers have additional duties such as servicing Head Start and Home Bound Students. Also, one inclusion teacher is only part-time. Our data suggest the need for additional academic services and resources to lessen the achievement gap for students with disabilities.</p>	
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The following tables present data from the mathematics Mississippi Assessment Program

2016 Math Proficiency	Math Growth	Math Low Growth
12.4	22.6	35.6

2015 Math Proficiency	Math Growth	Math Low Growth
30.4	17.2	26.7

This data is comparable to the same declines in proficiency experienced in ELA. However, in contrast to ELA low growth, the students showing growth in both growth categories increased by less than 10%.

Students in 1<sup>st</sup>-4<sup>th</sup> grades also take STAR Math three times a year. The most recent data collected in March 2017 revealed the following:

83% first graders were at or above benchmark;

72% 2<sup>nd</sup> graders were at or above benchmark;

22% 3<sup>rd</sup> graders were predicted to score at level 4 or above on the MAP assessment;  
35% 4<sup>th</sup> graders were predicted to score at level 4 or above on the MAP assessment.

Our math data reflects a greater deficit in math than ELA. Additional structures are necessary to support quality math instruction, as well as, ensure effectiveness in the school's efforts around MTSS. There is also a need to address math fluency, implementation of a math program that is aligned to Mississippi's CCRS, and professional development and training to effectively teach Mississippi's college and career ready standards.

Students spend time in a computer lab with concentrated time devoted to supplemental reading instruction, however, they have limited time with supplemental mathematics instruction. Students would benefit from having an additional computer lab, upgrades in their current mathematics resources and additional devices to assist teachers with implementing more effective Tier I instruction. There is also the need to increase the time that students have access to supplemental mathematics instruction at Tier I and more intensive supports at Tier II and Tier III.

Although science is not assessed by MAP at our school, we have identified the need to take a scaffold approach to ensuring students are prepared for the 5<sup>th</sup> grade Science MAP Assessment. Students would benefit from supplemental science resources to provide conceptual background knowledge in Pre-K – 4<sup>th</sup> grade.

The school has a process in place this year to routinely review data. Teachers track the growth of individual students in electronic student trackers. This information is collected weekly and shared during PLCs. Implementation of Teacher Support assist in conducting meetings that are held to assist teachers in prescribing appropriate interventions for students based on their individual needs. Weekly results are obtained from teacher made assessments, observations, and daily exit tickets to identify students' needs prior to receiving instruction. The STAR assessments are given to monitor student growth. Unit tests are administered at the completion of the subject are unit, based on pacing guide and long term plans. The school utilizes a 50 minute intervention block; however, we have more students

	<p>identifying for Tier 2 and 3 than we can support. With more students populating for Tier 2 and Tier 3, this signifies a great need to focus on quality Tier 1 instruction. Quality, ongoing job-embedded coaching support is needed to help build capacity in our staff to meet the needs of our students. Additionally, more support is needed in aligning Tier 2 and Tier 3 interventions to meet students' needs.</p> <p>An additional need is to provide evidence-based teaching strategies and coaching support to our content area teachers. Specifically, our teachers need support in understanding the standards and designing instruction based on the standards.</p> <p>In considering the data for math and ELA, it is an indication for a review of instructional practices to intervene quickly and provide differentiated instruction.</p>	
Curriculum and Instruction	<p>Data in the above chart indicate a disconnect between the curriculum that is intended and assessed and the curriculum that is taught.</p> <p>At Quitman County Elementary, all students are enrolled in Reading/English Language Arts (literacy), science, social studies, and mathematics classes. Students in grades K-2 primarily receive their core language arts instruction through ReadWell. Reading/English Language Arts instruction in grades 3 and 4 is aligned with Mississippi College and Career Readiness Standards (CCRS) with 90 minutes of instruction using a variety of curriculum resources. All grades use a combination of Go Math and Engage NY for mathematics instruction. Each grade level has curriculum long term plans (pacing guides) for each nine weeks.</p>	



	<p>Pacing guides are revised throughout the school year if needed and reviewed annually for the following year's use.</p> <p>Teachers follow the state standards using their pacing guide to ensure all standards are taught within the time-frame paced out by the district. The Mississippi Assessment Program drives our selection of materials, which has helped us move closer to the rigor of the standards. However, there is still work to be done, as evidenced by the low percent of the students scoring at the highest two performance levels and the reduction in the number of students meeting growth. Determining evidence-based resources and effectively implementing them along with evidence-based strategies are needs for our school. The reading curriculum in the lower grades needs to be augmented to more closely align to state standards and better support student needs. A more glaring gap is that we currently do not have any supports to directly address struggling readers as noted in our chart of resources/textbooks. Based on teacher interviews and an analysis of our STAR and MAP data, we have identified a need to adopt new core curriculum textbooks and supplemental resources in ELA for grades Pre-K-4 to strongly align all 5 components of literacy instruction in order to sustain and increase student achievement reflected in data collected in the lower grades. Although the school implements MTSS, the process is currently fragmented due to insufficient resources and staff capacity to address needs of students in need of Tier 2 and Tier 3 support.</p> <p>Another need identified through this process is the lack of accessibility of our students to the Arts. Due to budget cuts</p>	
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	and constraints, our students are limited in electives. Currently, the school only provides P.E. and Art.	
School Context and Organization, Including School Leadership	<p>QCES is Pre-K – 4 school located in the Mississippi Delta. We have a 100% free and reduced lunch rate. We have experienced a steady decline in enrollment over the last five years. We also experience a high teacher turnover each year. In more recent years, we were designated a Barksdale Reading Institute School which allowed for an infusion of heavily literacy rich resources, having two literacy coaches and one math coach. These positions were in addition to our principal and assistant principal. This past year the school lost one of the literacy coach position. Title I funding will absorb the cost of one literacy coach, but due to budget constraints we are unsure if we will be able to fund the math coach position.</p> <p>Although we are a small school, we have experienced difficulty with managing discipline. QCES utilizes the RULER Curriculum to address emotional literacy. Each staff member is trained to implement the RULER system at the beginning of the school year. Students have increased their ability to talk about their emotions, however, there is little evidence to support that students are deterred from exhibiting unexpected behaviors. To date, we have had 48 out of school suspensions and our data reflects that students with disabilities are suspended at a higher rate than students without IEPs. During PLC meetings and informal conversations, teachers express the need for additional supports and interventions for students who are struggling with severe behavior and mental health challenges. A comment in the recent</p>	

	School-Community Partnership Survey expressed a stakeholder's desire for a program to help children with anger problems.	
Professional Development	<p>According to our most recent professional development survey, 90% of those surveyed indicated professional development opportunities were numerous and readily available for the staff. Most teachers communicated they want to continue having these opportunities during professional planning days designated by the district and more job-embedded coaching and support.</p> <p>In surveys conducted from teachers, at least 80% or more expressed a need to be developed in Implementing Best Teaching Practices, Understanding the CCRS and Scaffolding Documents, MTSS, Student Engagement, and Differentiated Instruction.</p> <p>Principal, instructional coach, and consultant observations and Leadership team meeting discussions note the need for teacher development in differentiating instruction, delivering small group instruction and implementing effective center activities.</p>	
Family and Community Involvement	Parental engagement takes many forms and shapes. QCES will provide a variety of opportunities for working and non-working parents to be active participants in their child's education with student achievement as the primary focus. We will strive to establish positive relationships with parents to promote student success. Administration and teachers have an open-door policy for parents. However, based on recent parent involvement survey, participants	

	<p>commented, "The school is not friendly." Participation at the PTO meetings are dismal.</p> <p>Our Parent-School-Partnership survey show that more than 50% of the parents and community expressed that there are not enough opportunities for parents to be involved with the school. 57.2% cited they did not attend events because they were not provided enough information or the workshop time were not convenient.</p> <p>Therefore, there is a need for the school to create opportunities for parents to engage with teachers and in school activities outside of traditional working hours. The survey revealed that 54.9% would like to have more involvement in the decision making, rules and policies about school.</p> <p>While the school does host monthly assemblies, PTO meetings, and lunch with the principal for students of the month and their parents, we recognize that there is a need to provide parents with workshops and resources to help their students academically. Recently, we partnered with Barksdale Reading Institute to host monthly parent academies for Pre-k and K parents.</p> <p>Based on parent feedback, there is a need to extend opportunities like this to our entire population.</p>	
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## 2. Intervention Model Selection

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

School Leadership, along with District Leadership, examined data from several sources,. These include (1) student achievement data, (2) staff feedback, (3) classroom observations, (4)parent surveys, and (5)stakeholder meetings. Careful analysis of these data confirmed that the district and school needed to engage in reforms that help to raise student achievement and improve student outcomes.

The success of the transformation model for Quitman County begins with strong leadership. Beginning July 2017, a new principal and assistant principal have been hired. While reading data is persistently low, other areas are comparatively as low, which indicates the school needs a plan that addresses reading, math, and science. The persistent low student performance indicates the critical need for high quality, job-embedded professional development. While the school engages in efforts for continual improvement, the need for weekly meetings of PLC would be a useful approach to the transformation model. Despite a seven-year partnership with the Barksdale Reading Institute to implement a literacy program designed for K-2, student state test scores declined with the transition to the more rigorous MS CCR standards. At this point, the data necessitates that the school needs a focus on not only literacy but ELA and math as well across all grades served. The best fit for our needs is the Transformation Model because it will allow a focus a strong focus on all grades and all content areas.

### 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.

For TURNAROUND, TRANSFORMATION, and EARLY LEARNING MODELS		
Intervention Requirement	Brief Description of How Proposal Addresses the Requirement	Proposal Page Number
<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>		
<ul style="list-style-type: none"> <li>Replacement of the Principal</li> </ul>	Beginning July 2017, a principal and assistant principal will be hired.	85

<ul style="list-style-type: none"> <li>Recruitment, Placement, and Retention Strategies</li> </ul>	<p>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.</p>	86
<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>	66,99
<ul style="list-style-type: none"> <li>Research-Based, Vertically Aligned Curriculum Aligned to State Standards</li> </ul>	<p>All students at QCES 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.</p>	62-64
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li><i>FOR EARLY LEARNING ONLY:</i> Curriculum and standards inclusive of all 5 early learning domains</li> </ul> </li> </ul>		

<ul style="list-style-type: none"> <li>• Data-Driven Decision-Making</li> </ul>	<p>At QCES, 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 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.</p>	72-80
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>○ Formative, interim, and summative assessment data</li> </ul> </li> </ul>	<p>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 QCES, we recognize that assessment should drive instructional decision-making.</p>	72-80
<b>TURNAROUND/TRANSFORMATION ONLY</b>		
<ul style="list-style-type: none"> <li>• Increased Learning Time</li> </ul>	<p>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.</p>	71-72
<ul style="list-style-type: none"> <li>• School Autonomy</li> </ul>	<p>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</p>	96-98

	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.	
<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>	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.	85-87
<ul style="list-style-type: none"> <li>○ Use of student growth as a significant factor</li> </ul>	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.	31
<ul style="list-style-type: none"> <li>• Identify and Reward School Leaders, Teachers, and Other Staff</li> </ul>	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.	87-90
<ul style="list-style-type: none"> <li>○ Termination process</li> </ul>	After providing staff persons with targeted assistance in the form of professional growth plans and giving additional support, those persons will be removed.	93



<b>TRANSFORMATION ONLY</b>		
<ul style="list-style-type: none"> <li>Family and Community Engagement Strategies</li> </ul>	Critical to the success of QCES and school improvement will be engaging families and community. We will utilize monthly lunches, PTO events, 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.	103
<ul style="list-style-type: none"> <li>On-Going Technical Assistance and Support</li> </ul>	QCES will maintain a relationship and solicit on-going technical assistance from the Mississippi Department of Education. We will also hire a full-time instructional coach to support building capacity in math teachers by providing targeted, job-embedded coaching and professional development; researching and implementing evidence-based instructional strategies; conducting data analysis sessions; modeling effective lessons, and facilitating math PLCs.	94, 30-31

#### **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**

Provide a description of the school improvement measures that have been instituted since the school has been designated as a Priority or Focus school.

The school received its focus designation in March 2017; however, the district began implementing changes when district receive its "F" rating for this school year.

**Leadership:** Hired a new principal and assistant principal for 17-18 school year; Instituted school administrative team meetings that meet every Friday afternoon to look at observation trends and analyze data to determine teachers that need additional support, identify additional intervention changes and needs for individual students. Current administrators received training on time management tracking to ensure maximum use of time and effective monitoring of instruction.

**Family & Community Engagement:** We hired a new parent coordinator/liason, re-established our PTO, and instituted a Parent Advisory Board and P16 Council. We now have over 100 parents who consistently check out books from our school library. We had over 100 dad who attended a father/daughter dance sponsored by the PTO.

**Climate & Safety:** Teachers received training on emotional literacy curriculum called RULER and Capturing Kids Hearts to ensure the students are involved in positively impacting the school's climate and culture; There has been an increase in student attendance. We have an average daily student attendance between 92 to 97%.

After hearing staff responses to improve communication and keep staff informed we began using constant contact to send a daily Must Read Bulletin (MRB) where the readership percentage can be monitored. We have an average daily readership of 80-85%. We also established schoolwide committees to plan holiday gatherings, give tokens of appreciation, and respond to celebration & crisis for faculty members as an opportunity for collaborative decision making.

**Curriculum & Instruction:** We changed mandated PLC days from once per week (every Tuesday) to twice a week—every Tuesday & Thursday. We restructured PLC time to include a standard agenda and instructional coaches' attendance with an increased amount of instructional feedback on lessons and instructional plans to all content teachers. A second intervention block was added to the 4<sup>th</sup> grade schedule from 2:00-3:00 four day a week (Monday-Thursday). After analyzing last years MAP reading data, the 2<sup>nd</sup> grade literacy block was restructured to include a one hour comprehension block from 8:00-9:00 to put more on comprehension skills. An observation schedule to include an administrator seeing every teacher at least twice a week was developed to monitor rigor MCCRS alignment. To provide cross grade support, a schedule was developed to provide opportunities for peer observation and feedback conversations for all teachers.

**Professional Development:** ARS consultants was hired to provide PD for 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> grade teachers on scaffolding documents and assessment development. A second day was added to grade level and content PLCs for data discussions & opportunities for professional development. A consistent and regular process for conducting learning walks was created to plan professional development for individual teachers. Also, online professional development surveys were given to determine teachers' needs.

## 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 that were</i>	<i>Describe what the team does to</i>	<i>List the names and titles of all</i>	<i>Provide a meeting</i>	<i>Describe the most recent</i>

Team Name	Purpose of team	Membership of team	Frequency and duration of meetings	Recent outcomes of meetings
<i>created to support school improvement.</i>	<i>assist the improvement process.</i>	<i>members of the team.</i>	<i>schedule for each team, e.g. every Monday from 9-10 AM. List the dates of the last three meetings.</i>	<i>outcomes or actions taken arising from team meetings.</i>
District Leadership Team	Frequent monitoring for support and adaptations needed for continuous improvement at each school	Dr. Evelyn Jossell, Superintendent Reginald Griffin, Federal Programs Director Kegi Wells, Curriculum Coordinator Dr. Linder Howze, Personnel Director Latisha Rudd, Special Services Director	Every Monday 2:45-4:00 p.m.	Drafted a proposal in response to SIG RFP  Increased data conversations with principals, parents, and community stakeholders  Adoption of a district wide Assessment tool
School Leadership Team	Meet weekly review school and teacher data and observe trends.	Kegi Wells, District Curriculum Coordinator; Cytha Guynes, Principal; Sandra Wilborn, Asst. Principal; Guynieshia Johnson, Math Coach; Dr. Sarah Swauger, Literacy Coach	Meet every Friday at 1:00-2:30 p.m.	Discussed ways for improving school performance  Drafted responses to questions in the SIG proposal in response to RFP  The team meets every Friday from 1:00-2:30. We start the meeting with individual reports from each team member about a positive experience from the week. Then we discuss strengths and challenges we observed in each grade level. Next,

Team Name	Purpose of team	Membership of team	Frequency and duration of meetings	Recent outcomes of meetings
				we talk about the weeks data from exit tickets, interventions, and weekly tests. Then we talk about which teachers may need more coaching and support for the upcoming week.
Professional Learning Community	Data discussion , lesson plan trends and professional development on best practices.	<p>Grade level and content teams:</p> <p><u>PK-Team</u>:Pre Teachers and Pre-K asst. techers</p> <p><u>Special Education Team</u>: SPED teachers and SPED asst. teachers</p> <p><u>Specials Team</u>: Librarian and library assistant, PE teacher, Art teacher, computer lab assistant.</p>	<p><b>Bi-Weekly PK-4th Grade Team Meetings</b></p> <p><b>Tuesday and Thursday</b></p> <p>4th grade 10:00-11:00 a.m.</p> <p>3rd grade 11:00 -11:50 a.m.</p> <p>Kindergarten 12:30-1:20 p.m.</p> <p>Pre-K and 1st Grade 1:20-2:00 p.m.</p> <p>2nd Grade 2:00-2:50 p.m.</p> <p><b>Friday</b></p> <p>Specials Team Art, PE, Library, Computer Lab 8:30-9:20 a.m.</p> <p><b>Time varies for Meetings with SPED Director</b></p>	Assesment of needs for SIG

Team Name	Purpose of team	Membership of team	Frequency and duration of meetings	Recent outcomes of meetings
			Once a week on campus Once a week with SPED director	
Other: ELA Curriculum Team	To review and revise pacing guides and reflect on instructional challenges and best practices	<b>The following teachers and school leadership:</b> Swauger Cunningham Figgs Cozart Gordon Jones-Thomas	<b>Twice Annually</b>  One month before the end of each semester of school	
Other: Math Curriculum Team	To review and revise pacing guides and reflect on instructional challenges and best practices.	<b>The following teachers and school leadership:</b> Johnson Tanna Sacks Cozart Dishman	<b>Twice Annually</b>  One month before the end of each semester of school	

### 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-Implmentation 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
Review incentives to retain highly qualified teachers based on SIG needs.  Compile list of possible external providers	Superintendent Principal	Advertisements in local newspapers, MDE Job site, and teacher job fairs	The success of the SIG relies heavily on teacher quality and effective delivery of research based learning materials for summative and	June 2017	August 2017

			formative student improvements.		
Year One Develop job description and announcement for full-time grant coordinator  Develop job description and announcement for full-time technology facilitator	Superintendent Principal School Leaders	Job announcements Applications Executed Contracts	A full time grant coordinator and full time technology coordinator support the sustainable success of the transformation model.	June 2017	August 2017
Meet with teachers, external providers to develop school calendar and review contracts of external providers. Identify PLC Facilitators.	Superintendent Principal Grade Team Leaders	Executed contracts Completed and posted schedules for professional development and training	Clear and complete understanding of expectations between teachers and external providers is integral to the student progress related to the activities and expected outcomes expected of the SIG	June 2017	August 2017
Present compilation of meeting minutes, materials, and resources suggested for SIG for Board Approval	Principal PLC Facilitators Teachers	Sign-In Sheets Agenda Training Evaluation Sheets	Documentation of training and effectiveness of training will allow school and district leaders to track progression and adjust training as needed to ensure student progression and	August 2017	Ongoing



			achievement, as well as maintain teacher motivation.		
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## 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 Annoucements 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

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>	
Assessment of Evidence-Based Resources and Materials	Superintendent Principal Grade Team Leaders Teachers	Meeting Announcement Sign-In Sheets Meeting Agenda	January 2018	March 2018
Review of departmental needs, including teacher replacements; research-based student materials and software, computers; other equipment; assessment of external personnel that may be required.	Superintendent Principal Grade Team Leaders Teachers	Meeting Announcement Sign-In Sheets Meeting Agenda	January 2018	April 2018
Meeting with Parents, Families and Community Leaders	Superintendent Principal	Meeting Announcement Sign-In Sheets Meeting Agenda	April 2018	May 2018
Announcement Vacancies for Transformation Specialist Instructional Coaches	Superintendent Principal	Announcement of Vacancies Postings at MDE job site	April 2018	May 2018
Interview candidates for vacant positions	Superintendent Principal	Job Applications Interview Rubrics	May 2018	June 2018
Develop Request for Proposals (RFP) for External Services	Superintendent Principal Grade Team Leaders	Announcement of RFP Written evaluation of submitted proposals MDE LEA Tool Kit	January 2018	March 2018

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>	
Execute Contracts with new teachers and external providers	Superintendent Principal	Executed contracts MDE LEA Tool Kit	May 2018	May 2019
Review baseline student data	Principal Teachers	Summary of State Accountability Data Sign-In Sheets	May 2018	May 2018
Review goals with teachers	Principal Teachers External Providers	Agenda Sign-In Sheets	August 2018	August 2018
Develop Action Plan and Calendar for Interim Reporting	Principal Teachers External Providers	Calendar Interim Reports	August 2018	June 2019
Review and analyze student progress and outcomes	Superintendent Principal Teachers External Providers	Interim Student Appraisals Report of Leading and Lagging Indicators	August 2018	June 2019
Quarterly Report of First Year Progress and Outcomes	Parents/Families	Written Reports and Recommendations of External Providers Grade Team Evaluations Student Appraisals MCT2	August 2018	June 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	K-4 Go Math Engage NY	Purchase additional Go Math resources to support current series; and the school's math department will <u>continue researching other evidence-based materials</u> to effectively support math instruction across the school.  USE?

Curricular Area	Current Research-Based Curricular Materials and Programs	Proposed Research-Based Materials and Programs
Remedial mathematics	K-4 Mathletics online	Deleting Mathletics with I-Ready because it aligns more with current standards
English/Language Arts (ELA)	Write Steps, K-4 writing and grammar program	Additional non-fiction texts and consumable materials aligned to support CCRS
Remedial ELA	Nothing is currently being used	Ready  Read Well will be used with the students performing below grade level
Reading	K-2 Read Well 3-4 McMillian and McGraw Hill Treasures	Pearson OWL(Opening the World of Learning) K-1 Amplify 2-4 Houghton Mifflin Journeys Classroom leveled libraries and novels
Remedial reading	Phonics Boost is currently used with 3rd & 4th grade students who have not mastered phonic skills	Phonics Boost consumable interactive texts for students; intervention manipulatives
Science	Mississippi Science Discovery	Additional non-fiction texts to supplement content for readers who are below grade level
Social Studies/History	Horizons, People and Communities	Additional non-fiction texts to supplement content for readers who are below grade level

**b) Monitoring the Effectiveness of Materials**

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

The school will monitor effectiveness of the adopted curricular materials with a layered approach. The school will use pacing guides to ensure alignment within and across grades. Across the summer, a curriculum committee will review the guides to make any necessary

revisions based on student data and teacher feedback. Across the year, the school will administer common interim assessments that track students' progress in meeting the standards set forth by the curriculum. The district will administer benchmark assessments at the end of each nine weeks. The assessments will be followed with detailed feedback to teachers and an analysis of the data by school, by grade, and by teacher. Teachers will share in the monitoring through peer observations. They will also engage in peer coaching conversations during PLCs. In addition, school administrators in conjunction with the instructional coaches and district transformation officer will routinely monitor instruction through formal and informal observations, checking for effective implementation of the approved lesson plan. Based on observation results, teachers will be provided targeted, intensive coaching in data-driven instructional planning. The intentional data analysis and frequent observations will allow us to determine the effectiveness of the adopted curriculum and its implementation.

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 also review and revise the current curriculum pacing guides and align all curricular materials to the College and Career Readiness Standards. Curriculum materials will be analyzed to ensure alignment through a thorough review during summer with teams of teachers, instructional coaches, district curriculum staff, and external providers. The teams will utilize the pacing guides, curricular material, and state standards to create long term unit scope and sequence plans. To assist with building teacher capacity for this process, we will consult with an external provider to assist us with the review. A checklist will be created to document alignment.

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:

The following link provides access to the school's pacing guides for ELA and math

<http://qcschools.com/curriculum-and-instruction/>

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.

Currently, the school did not have pacing guides for K-2 in ELA because teachers followed the scope and sequence outlined by the ReadWell Program.

Beginning in May 2017, the Office of Instructional Management will have curriculum team meetings with the site based curriculum teams and instructional coaches to develop pacing guides for all core subject areas. Pacing guides will be submitted to the Office of Instructional Management and placed in Instructional Management Binders for each grade and subject. Binders will be distributed to each teacher before instruction begins for the new school year.

**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.

Currently, administrators, instructional coaches, and teachers review instructional pacing during weekly professional learning communities. Revisions that need to be made can be ongoing or documented for the upcoming school year. At the end of 9 week benchmark assessments, the school, led by the school administrators and instructional coaches, will review student data and any changes needed to the pacing guides are reflected in the team's PLC minutes, which are shared with the instructional coaches and designated administrator for the content area. Next year, the school will utilize the CASE 21 pacing guides to develop a scope and sequence learning plan to govern standards that are taught before interim assessments. Grade-level team will continue to meet weekly to discuss data, pacing, and needed instructional adjustments. Formal reviews of the scope and sequence will be completed at the end of each nine weeks. The instructional coaches will report the feedback and noted changes during the district's quarterly instructional meetings.

**c) Cross-Grade Planning**

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

Cross-grade planning now only occurs annually during the final month of school. Teachers for the same subject across grade levels meet to discuss trends and patterns they observed in students. These meetings provide teachers the opportunity to review pacing guides for vertical alignment, discuss curriculum resources and identify standards and skill where students have experienced difficulty. These meetings are also focused on building a logical instructional continuum. Through the SIG, these meetings will occur after school hours three times per year with external experts facilitating the meetings to ensure that communication is on task and documented with a coherent plan of action.

**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

Describe the school's current instructional design, including teaching methods.

QCES provides two PreK classes led by licensed PreK teachers and a teacher assistant. The classes are self contained with no more than 16 students and centered around mostly small group instruction and centers. There are small chunks of whole groups scheduled throughout the day to address reading and math skills. There are three Kindergarten classes with licensed teachers and teacher assistants that serve about 25 students each and one smaller Kindergarten class with no assistant. There are three 1<sup>st</sup> grade with teacher assistants and four 2<sup>nd</sup> grade classes. These classes are self-contained with a 90 minute uninterrupted literacy block that includes small group instruction and independent literacy centers. In grades 3 and 4, teachers team teach based on subject area with a 50 minute intervention block at the beginning of the day. Teachers predominately utilize teacher-led explicit, direct instruction, some small group instruction, and occasional student-independent learning centers. Students also rotate to a 50 minute elective every day. These electives include computer lab, art, physical education and library. Students with special needs are served by an inclusion teacher in the regular classroom. Students with severe disabilities are served in a self-contained classroom and engage with the peers according to their individual educational plan (IEP).

b) Enhancements through SIG

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

Through SIG, the school will be able to transform its instructional design by: building staff capacity to deliver high-quality instruction; aligning curriculum, instruction, and assessment; effectively using data to drive instruction; providing targeted, job-embedded professional development; developing a culture of collegiality that fosters shared learning among staff through peer observation and feedback; building teacher leaders; delivering training on evidence-based best practices; integrating instructional technology to support student learning, implementing teacher retention strategies, and, effectively implementing a 90 minute literacy block.

SIG funds will allow the school to implement a routine structure for cross-grade and cross-departmental planning time so that teachers can ensure a vertical articulation of the standards and instruction for ELA, mathematics, science, and social studies. Across the summer, cross-grade level teacher teams for ELA/social studies and mathematics/science will be able to plan units of study complete with assessments, instructional strategies, additional resources, assignments, and intervention/enrichment activities all based on district pacing guides that are aligned to state standards. The school's administrative team, instructional coaches, and district transformation officer will also meet during the



summer to map out a peer observation schedule, an assessment calendar, and administrator observation schedule during the summer for the fall semester with expected implementation to begin at the start of the school year.

SIG Funds will also enhance instruction in the following areas:

Math will be enhanced by hiring a full-time instructional coach to support building capacity in math teachers by providing targeted, job-embedded coaching and professional development; researching and implementing evidence-based instructional strategies; conducting data analysis sessions; modeling effective lessons, and facilitating math PLCs. Additional supplemental resources are also needed to fully meet the rigor of state math standards. A complimentary curriculum that te standards for math.

ELA will be enhanced by hiring a full-time instructional coach to support building capacity in math teachers by providing targeted, job-embedded coaching and professional development; researching and implementing evidence-based instructional strategies; conducting data analysis sessions; modeling effective lessons, and facilitating math PLCs. Additional supplemental resources are also needed to fully meet the rigor of state ELA standards. A complimentary curriculum that te standards for ELA. The school uses an adopted curriculum for K-2 reading instruction; however, the curriculum committee's review determined it does not address reading comprehension strategies. The district's curriculum department and a team of K-2 teachers are researching materials to supplement that curriculum that will meet the rigor of the state's reading standards.

QCES PLC grade-level teams will be strengthened through increased structured collaborative time facilitated by the principal, assistant principal, and instructional coaches. As staff capacity improves, teacher leaders will facilitate the meetings.

Teachers will receive ongoing training on effectively using their 90 minute literacy block. K-2 teachers will receive training on how to align instruction using the MCCRS (Mississippi College and Career Standards) and utilizing the scaffolding documents to drive instruction. Instruction will be enhanced through the SIG model because it would allow us to employ full-time reading and math interventionists to allow more time to provide interventions. We will purchase iReady software to effectively implement Tier II and Tier III academic interventions. We will employ a behavior Specialist/Therapist to assist with behavior interventions to help minimize classroom disruptions.

### 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	We use a Teacher Support Team for identification of students for interventions. After identification, teachers are responsible for making sure students receive interventions. PK and 1 <sup>st</sup> grade have no identified time for interventions; K teachers conduct their own interventions and their intervention period is 8:00-8:30 am daily; 2 <sup>nd</sup> grade teachers administer their own interventions and each teacher administer a content area and pull during recess and specials time; 3 <sup>rd</sup> grade teachers use benchmark data to identify what skills students need to work on and interventions happen at 8:00-8:50 daily with students divided across grade level; 4th grade teachers use benchmark data and interventions happen at 8:00-8:50 and 2:00-3:00 daily.	With SIG, the school will be able to hire a TST coordinator to lead the TST team and process, assist with identification of students, coordinate universal screening, notify parents, monitor, input and share academic data with administration and staff, review documentation and collaborate with teachers/PLC to create and ensure interventions are done with fidelity, train staff on the MTSS process and how to effectively reach a Tier II and Tier III students and serve as a liaison for MTSS between the school and the district.  Hire two content (one reading, one math) interventionists to administer Tier III interventions, serve as members of the TST team  Provide resources for teachers, families and community members to understand and implement the RTI process.
Non-academic	For behavior, teachers and administrators refer repeat offenders to our school guidance counselor for one-on-one and group counseling. We also have a partnership with Region One Mental Health Services where our guidance counselor can make referrals as well as administrators.	With SIG, the school will be able to hire a TST coordinator to lead the TST team and process, assist with identification of students, coordinate universal screening, notify parents, monitor, input and share behavioral data with administration and staff, review documentation and collaborate with teachers/PLC to create and

	<p>For emotional literacy, we use a curriculum called RULER, where students (and adults) are asked to recognize, understand, label, express and regulate their emotions.</p>	<p>ensure interventions are done with fidelity, train staff and provide resources on the MTSS process and how to effectively reach a Tier II and Tier III students and serve as a liaison for MTSS between the school and the district.</p> <p>Hire a behavior interventionist/specialist to administer Tier III interventions and serve as members of the TST team</p> <p>Purchase Aimsweb 360 software/program</p> <p>Provide resources for teachers, families and community members to understand and implement the Aimsweb 360.</p>
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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	<p>Students with disabilities are identified for special education services through a comprehensive process that includes:</p> <ul style="list-style-type: none"> <li>-Documentation that the child was provided appropriate instruction in general education settings delivered by qualified personnel</li> <li>-Implementation of the MTSS (RtI) process and the MDE Special Education Eligibility Determination Guidelines</li> <li>-Evaluation that assures that lack of instruction, limited English proficiency or cultural</li> </ul>	<p>Services provided to students with disabilities through the implementation of the SIG model will include:</p> <ul style="list-style-type: none"> <li>-the addition of an MTSS coordinator, Reading and Math Interventionist, Behavior Interventionist will impact students with disabilities. These adults will work with students who struggle academically and behaviorally.</li> <li>-the addition of a sensory room equipped with sensory resources to target our autistic, EMD, and other students needing behavior</li> </ul>

	<p>differences are not a determinant factor</p> <p>The current services provided to students with disabilities are based on consideration of a student's least restrictive environment and individual</p> <p>education plan (IEP). For many students, supplemental or tutorial services are sufficient. For some students, more extensive support is needed and supplementary aides and services are identified that would need to be provided in order for the student to be successful. Academic and behavioral growth goals are aligned with the students' IEPs and services are identified and provided to increase student performance and rate of growth. Assistive technology services are maximized to efficiently support students' academic growth and decrease the impact of students' disabilities.</p>	<p>therapy In addition, through on-site job-embedded professional development, teachers will receive coaching on how to differentiate instruction at varying levels, conduct formative and diagnostic assessments and use data to drive instructional decisions.</p>
English Language Learners	Currently, there are no ELA students, but we operate within policy to service students when identified.	
Academically Behind	Screening for identification; administer Tier II and Tier II interventions. If interventions are unsuccessful, referred for further testing for academic disabilities	
Gifted or Advanced	Students are screened to see if they qualify for gifted services. Students who are gifted or	

	academically advanced are given multiple opportunities to expand and enhance their learning experiences. During the enrichment 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.	Our gifted program currently needs revisions. Beginning next year each grade level will have 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 interventionist. 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.
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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	59,400

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			N/A

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 Early Literacy	Renaissance Star Early Literacy assessments provide interim data so you our teachers can set goals, respond quickly to student needs, monitor progress, and maximize growth.	Interim	PreK-K	Early math and reading skills	External	4 times at BOY and after each grading perio
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	Interim	1 <sup>st</sup> -4 <sup>th</sup>	This assessment tests in the following domains: <b>Foundational skills</b> like phonics, word recognition,	Select one...	Select one...

	students' progress and maximize our students' growth.			and fluency <b>Reading/Literature and Informational text</b> skills 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 1 <sup>st</sup> -4 <sup>th</sup> .	Interim	1 <sup>st</sup> -4 <sup>th</sup>	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,	External	four times a year at the beginning of the year & then at the end of each grading period Select one...



				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.		
AIMWeb	<b>aimsweb</b> is a universal screening, progress monitoring, and data management system that supports Response to Intervention (RTI) and tiered instruction. <b>aimsweb</b> uses brief, valid, and reliable measures of reading and math performance for grades K-12, which can be generalized to any curriculum. We use it for grades PK-2. We	Interim	PreK--2	These assessments include early literacy, reading, early numeracy, mathematics, spelling and writing. They're compatible with any curriculum or set of standards	External	three times a year at the beginning of the year , middle, and end of the year Select one...

	give it three times each year: beginning of the year, middle of the year, and end of the year.			including Common Core State Standards and have the predictive power to report the likely outcome of your state test.		
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.	Summative	2 <sup>nd</sup> -4 <sup>th</sup>	These assessments cover all MS-CCRS and objectives	External	9 weeks
Mississippi Assessment Programs	End of year state assessments	Summative	3 <sup>rd</sup> and 4 <sup>th</sup>	ELA and math	External	Annually
MKAS	Kindergarten Readiness Assessment is a computer-based adaptive assessment that distinguishes student performance into one of four levels based on literacy and numeracy proficiency	Summative	PK & K	ELA	External	Bi-annually
					External	Select one...

		Select one...			Select one...	Select one...
		Select one...			Select one...	Select one...
		Select one...			Select one...	Select one...
		Select one...			Select one...	Select one...
		Select one...			Select one...	Select one...
		Select one...			Select one...	Select one...
		Select one...			Select one...	Select one...

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>
CASE	TE21's CASE Benchmark Assessments are designed to gauge the academic progress of students and to provide timely feedback that can be used by teachers to guide instruction. The assessments are designed to simulate the format of the MAP assessment to include multiple-choice, free response,	Interim	2-4	ELA and math	4 times a year

	multiple selection, and drag and drop.				
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(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.

Internal assessments will be developed collaboratively using the Mastery Connect, Core Program, ELS, or other approved test banks by instructional coaches and classroom teachers to measure mastery of specific end-of-unit skills and standards. These assessments will be submitted to instructional coaches and principals for verification of standard alignment before administered to students.

## 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

What instructional decisions will be informed by student data?

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 3<sup>rd</sup> graders 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. Content and Behavior Interventionists 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

How do the current and proposed assessments permit immediate analysis, feedback, and targeted instruction?

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 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. Teachers will be able to create individual instructional paths for students based on their needs in the next class meeting.

### c) Academic Growth of Students

How do these assessments allow the school to track academic growth of students?

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

What school structures (e.g., committees, software, dedicated staff, or schedules) will support data analysis and use?

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.

#### D. 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.)

Position	Number of FTEs	Funded by	Roles/Responsibilities	Reports to
<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>
Ex. Literacy Coach	2	1 SIG 1 Title I, Part A	The literacy coaches work with classroom reading teachers to improve reading instruction and facilitate full implementation of the reading curriculum.	Assistant Principal for Curriculum and Instruction
Instructional Coaches	1	1 Title 1, Part A	The literacy coach works with classroom reading to improve reading and math instruction and facilitate full implementation	District Curriculum Coordinator
Classroom Instructors	26	MAEP	Provides daily classroom instruction	Principal
SPED Instructors	4	MAEP	Inclusion and resource classes for all students	Principal and SPED Director
P. E. Teachers	1	MAEP	Teaches P. E. Classes	Principal
Speech Pathologist	1	MAEP	Provides speech therapy to students with Speech/Language disabilities	Principal and SPED Director
Parent Liason	1	Title 1, Part A	Works with parents and community	Principal
Teacher Assistants	13	Title 1, MAEP	Title 1, MAEP	Classroom Teacher and Principal
Behavior Specialist Assistant	1	Title 1	Works with students with discipline issues	Principal

<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>	<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>



**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	\$213,071.51	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 Interventionists, 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	\$5,500	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)		
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, 2017

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

(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.

Dr. Frederick Robinson was hired as the incoming elementary school principal for Quitman County Elementary School. He is slated to begin employment with the district on July 1, 2017. Based on the district's background check of previous leadership positions as Principal of Duckhill Elementary, Oakhurst Junior High, and Clarksdale High School, the following information was ascertained that affirmed Dr. Robinson's strong leadership capacity:

- At Duckhill Elementary, Dr. Robinson was responsible for moving the school from a level 2 to a level 3
- At Oakhurst Jr. High, Dr. Robinson was a part of a team that helped the school gain 10 QDI points from the previous year.
- At Horry County Schools in South Carolina, Dr. Robinson was instrumental in helping the High School and Middle School maintain a "Successful" status

Dr. Robinson comes to the district with a rich history of working with struggling, rural schools. He is known for organizing ancillary programs such as Peer tutoring, mentoring, and community involvement programs to augment his school's academic programs. He is proficient in the use of Data to drive instructional decision-making, as well as providing leadership for teachers and other building leaders on how to appropriately use data and constant progress monitoring to achieve positive academic outcomes. Further, Dr. Robinson's past position with the Clarksdale Municipal School District provided exposure and experience in working with a Transformation Model SIG Grant.

(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?

The LEA will utilize a recruitment team to attend college-based and state-hosted job fairs. The LEA will also host recruitment fair at a location in the district. The LEA will also partner with various education departments at the local colleges and universities to visit potential qualified applicants for recruitment. Positions with a job description and highly qualified requirements will be posted on the website, advertised in newspapers, and sent to various agencies to assist in gathering qualified applicants.

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.

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. Interviews consist of questioning, sample lesson demonstrations, and performance tasks. 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.

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 LEA will utilize a recruitment team to attend college-based and state-hosted job fairs. The LEA will also host recruitment fair at a location in the district. The LEA will also partner with various education departments at the local colleges and universities to visit potential qualified applicants for recruitment. Positions with a job description and highly qualified requirements will be posted on the website, advertised in newspapers, and sent to various agencies to assist in gathering qualified applicants.

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.

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. Interviews consist of questioning, sample lesson demonstrations, and performance tasks. 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?

It will not differ.

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.

Successful candidate for SIG principal will receive additional compensation to be set by district administration above the current district salary scale for school level administrative positions. For newly recruited educators, the district will offer a signing bonus of \$500 for relocation expenses. Documents must be provided.

RETENTION: Tuition scholarships of \$1000/per year will be offered to all educators, newly recruited and existing, in the Transformation school who wish to pursue a graduate degree or specialization in education and are enrolled and successfully complete two or more college courses. This scholarship will serve as a reimbursement to be distributed upon completion of job-related coursework with a grade of "B" or above. All SIG staff members will receive a financial incentive for increased student achievement on state assessments as defined by the LEA policy.

INCENTIVES: 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 will be 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 \$3000 for any teacher who successfully becomes National Board Certified.

(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.

The Quitman County School District shall provide financial incentives to licensed teachers upon availability of federal funds in compliance with the grant(s) for the following: The district shall provide a signing bonus to newly hired teacher(s) teaching grades Pre K - 12 with appropriate teacher endorsement for a 3 year commitment. The teacher shall receive a \$1,000.00 signing bonus to be paid in equal installments of \$500.00 per year. Failure to fulfil contractual obligations will result in repayment of signing bonus. Teachers whose contract is non-renewed are not eligible for the bonus. The school district will adhere to all state and federal regulations in the appropriations and allocations of all available federal funds. All financial incentives are contingent upon availability of federal funds. Also, Certified teachers who have been approved by Quitman County School District's superintendent to enhance their knowledge of content and teaching strategies in a course required for National Board Certification shall be reimbursed for the cost of tuition and books as indicated below;

1. Certified teachers can be reimbursed for a maximum of 3 semester hours per semester and 3 semester hours per session during the summer. (Certified teachers who accept reimbursement must sign a memorandum of agreement to remain with Quitman County School District for a minimum of three years.)
2. Certified teachers can be reimbursed for the cost of textbook(s) required for the course.
3. Certified teachers must provide valid receipts for tuition cost and textbook(s) cost.
4. Certified teachers 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.
5. Certified teachers cannot enroll in course(s) during the regular scheduled school day.
6. Certified teachers will be paid a stipend of \$100.00 per day for participation in professional development activities on any day other than a regular school day(le., Saturdays or School Holidays).

7. Teachers may be reimbursed for testing needed for certification for up to three (3) times by the district subject to the availability of Title II funds.
8. Subject to the availability of Title II funds, para-professionals (assistant teachers) employed in the Quitman County School District may be reimbursed for the cost of tuition and books for post-secondary course-work towards an associate degree, bachelor's degree and/or certification in teacher education as indicated below:
  9. Assistant teachers can be reimbursed for a maximum of 6 semester hours per semester and 3 semester hours per summer session. (Assistant teachers who accept reimbursements must sign a memorandum of agreement to remain with Quitman County School District for a minimum of three years.)
  10. Assistant teachers can be reimbursed for the cost of textbook(s) required for course.
  11. Assistant teachers must provide valid receipts for tuition costs and textbook(s) cost.
  12. Assistant teachers must earn a grade of "B" and provide an official transcript from the college or university where course work was completed.
  13. Assistant teachers cannot enroll in classes during the regular scheduled school day.
  14. Assistant teachers can be reimbursed for the cost of test required for certification up to three (3) times.

### 3. Employment Policies

#### a) Placement

At the school level, what is the process for assigning highly effective teachers to work with specific grades, subjects, and/or groups of students in order to ensure equity of learning opportunities for all students?

Teachers are assigned based on their certification area, teacher preference, and administrative evaluation of best placement. Teachers are polled at the end of the year to determine if they would like to fill vacancies for the upcoming year.

#### 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?

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 devised 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 as 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 is based on the subject taught, and/or the duties performed as a staff member. As a method of attracting master teachers, our district recognizes 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 teacher 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 teachers 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.

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
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<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 chairperson, 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>The following list of committees provide a diversity of informal opportunities for teachers to serve in a leadership capacity through guiding the development of new school policies and procedures:</p> <ul style="list-style-type: none"> <li>• Data Team</li> <li>• Literacy Team</li> </ul> <p>Instructional Leadership Team</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 Grade-Level Chairpersons 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>The informal opportunities to shape the reform efforts at Quitman County Elementary will be through conversations with school faculty and staff. Teachers will interact with each other on a daily basis, and most of this interaction will be informal. Highly effective teachers will be encouraged to mentor new teachers and struggling teachers. They will provide insight, motivation, and encouragement to help teachers avoid burn out. An example of this interaction may be a highly effective teacher may offer to model a lesson for a new Teach for America (TFA) candidate who is unsure about how to effectively teach with rigor, the standards for the course. These and other types of support will help shape the reform effort by building a school culture of collaboration and support.</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>Building level teachers will learn informally about opportunities for leadership through individual conversations and communication with the school's leadership and administration. During classroom observations, PLCs, or in brief hallway passing, the school leadership may encourage highly effective teachers to spend time working with a certain teacher, or engage in more direct and vocal guidance during in upcoming team interview.</p>
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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	The district's current policy does not define ineffective	The current school board policy directs the superintendent to formulate and implement an annual formal performance appraisal system based on job descriptions and on-the-job performance for every professional employee. The superintendent has adopted MS professional growth model to define effective leadership practice.	"Ample opportunity" is not defined in the current policy	Leaders who fail to meet performance indicators are placed on professional growth plans. If the leader fails to show improvement on their growth goals, the leader will be recommended for dismissal.	Prior to contracts being issued, administrators who are not being renewed are given a letter stating their non-renewal status.
Teacher	The district's current policy does	The current school board policy directs the superintendent to formulate and implement an annual formal performance	"Ample opportunity" is not defined	Administrators conduct formative and summative evaluations. Teachers scoring at an	Prior to contracts being issued, teachers who are not being renewed are

	not define ineffective	appraisal system based on job descriptions and on-the-job performance for every professional employee. The superintendent has adopted MS professional growth model to define effective teacher practice.	in the current policy	ineffective rating will be placed on a professional growth plan. If the teacher fails to show improvement on their growth goals, the teacher will be recommended for dismissal.	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.

##### 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.]

Position	Funded by	Roles/Responsibilities	Reports to
<i>Title of position</i>	<i>Will this position be funded by SIG, another grant program, or by</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</i>

	<i>regular appropriations?</i>		<i>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	50% SIG funds	Will be responsible for overseeing the implementation from the district level while working with the school principal to oversee all aspects of the Transformation Intervention Model on a day-to-day basis. This person will work with District Level Administrators and external providers in the implementation of the school's curriculum and instructional programs	Superintendent
Business Manager	100% District Funds	Will work with district and school staff to manage and oversee all financial aspects of the SIG grant including but not limited to expenditure reports and district audits	Superintendent

c) TURNAROUND/TRANSFORMATION ONLY: School Autonomy

Answer the questions below to describe the school's autonomy—i.e., authority, not merely input—in making decisions.

How will the principal/leadership team at the school building have autonomy in the following:		How will this autonomy be dependent on the results of accountability measures, including, but not limited to, test scores, teacher or student attendance rate, or discipline data?
Staffing decisions, such as hiring, placement, and termination	<p>The school's leadership plays a vital role in the selection of personnel to fill vacancies. The principal and a member of the school's leadership team will interview and select the prospective applicant to fill the vacancy or opening at the school level. After the interview, the principal makes a recommendation to the superintendent based on the ratings from the team. This process utilized to fill any vacancies or openings.</p> <p>District policy gives authority to the School Principal to make non-renewal and termination recommendations to the superintendent and conservator. Teacher evaluation and student performance will be used to make decisions regarding employment, termination, and non-renewals.</p> <p>The school principal is given the autonomy to make decisions for teacher placement. These decisions are based on a set of</p>	<p>The district and school will continue to collaborate using an interview team to make hiring decisions. The district and school will follow state policies and employment laws concerning renewal and termination. The principal will continue to have autonomy for placement decisions as long as student performance and teacher effectiveness is used as the criteria for such decisions.</p>

	criteria that uses student performance data and teacher effectiveness.	
School time, such as school calendar, schedules for the school day, etc.	The principal is given the autonomy to make decisions about its bell schedules, in establishing the starting and ending time for the school day, time for lunch periods, time for performance level instruction, time for fire and tornado drills, time for staff and committee meetings times and extracurricular activities. The superintendent provides each administrator a tentative calendar for the upcoming year and ask the principals to designate an individual to serve on the calendar committee to provide input from their school about starting date, dates for holidays such as Easter, Christmas, or Spring Break, and ending date. This process allows the building level administrator some input in the final calendar for the academic year.	The principal will continue to have autonomy for decisions concerning school time as long as student performance and teacher effectiveness continues to improve.
School procedures, such as course offerings, curriculum materials, discipline, etc.	The principal will have autonomy as it relates to course offerings, selection of curriculum materials, and discipline after following State, Federal, and District guidelines.	As a result of the autonomy at the school level, a continued increase in test scores, attendance rates and a well disciplined environment will be expected
Budgeting	The principal will meet with his schoolwide planning team in establishing the school's budget. It is the principal's responsibility to manage and allocate funds appropriately in	With autonomy at the school level to plan, manage, and oversee allocated federal, state and local funds, the expectation is that student will receive quality educational

	conjunction with the Federal Programs Director	services and exemplify improved academic outcome
Other important operations	The principal will be given the autonomy to be the instructional and transformat leader at the school	With autonomy at the school level, the school's accreditation level is expected to improve to a "C" or higher

## 2. External Providers

LEAs are not required to contract with external providers to support schools. However, an LEA may fulfill the Transformation requirement to provide on-going technical assistance and support to a school using an external provider; if this is the case, please note that in the boxes below. ***Any applicant that proposes using external providers must complete this section.***

### a) Contract for Daily Management and Operations

Describe any plans to contract with an external provider to oversee the school's daily operations. Remember that these plans must align with the school proposal.

### b) Contract for Specific Services

Describe any plans to contract for specific services with an external provider. Remember that these plans must align with the school proposal.

### c) Scope of Work

Insert below the scope of work to be included in the Request for Proposal for each external provider proposed.

## 3. School Climate

### a) Needs

What, if any, needs were identified by the needs assessment that related to school climate?

Students lack motivation to perform well. A culture of excellence and high performance has not been created in years past. What is more, students often cannot make connections between school and future success. Student need additional supports to motivate and encourage growth. Often times, this lack of motivation leads to discipline issues, truancy, and teacher attrition.

### b) Addressing School Climate Needs through SIG



How will the school address identified climate issues (discipline, truancy, teacher morale/attrition) through the SIG program?

In order to address these issues, a culture of rewards for meeting expectations will be established. The school will establish an effective PBIS system so students will be rewarded for meeting and exceeding expectations. A reward store will be set up in the school and as student earn a Pride Card they will be allowed to go to the store within their school to purchase items of their choosing. SIG funds will be used to purchase various items ranging from school supplies to electronic devices.

#### **D. Support for Teaching and Learning**

##### **1. Professional Development**

##### **a) Create Professional Development**

How will the school create targeted, job-specific professional development?

Content-specific instructional coaches will observe, co-teach, co-plan, and model lessons in the the classroom, in real time, and focus feedback on actual specific teacher practices. Mentors and mentees will observe each other during the school day and be given time to conference before planning and after observation of lessons. The instructional management department will host monthly learning opportunities shortly during or after the school day focused on current best teacher practices and interest from teacher professional learning survey results. The teachers will participate in PLCs weekly to discuss data and planning practices.

Who is responsible for the design and implementation of professional development?

The curriculum director, instructional coaches and building-level administrators are responsible for the design and implementation of professional development. The school leadership team, staff, and external providers will be vital to the conversation about professional development needs and making recommendations to support the design and implementation of professional development.

##### **b) Embed Professional Development**

How will the school embed professional development into the work routine of staff?

Instuctional coaching, modeling, co-teaching, and feedback conferences will take place in the classroom as close to real time as possible. Instructional planning periods will be scheduled to allow teachers to collaborate and discuss needed changes to instruction as well as needs for additional support and resources. We will also solicit external providers to provide additional support with professional development during teachers' planning time and after school, in addition to their support in modeling and co-teaching. We also recognize the

occasional need for teachers to attend training and professional development sessions hosted outside the school.

c) Link Professional Development to Evaluation Results

How is professional development tied to administrator and staff evaluation results?

The professional development plan is developed based on formative and summative staff evaluation results, as well as teacher survey results. Instructional coaches and administrators will work with teachers to create professional growth goals based on their areas of need and student performance data. Instructional coaches and external providers will be asked to provide a scaffolded system of training, real-time classroom modeling, co-teaching, and observation support.

d) Staff Involvement

How are staff involved in the design of professional development?

Professional development needs assessment surveys are conducted annually to solicit staff input on the design of professional development. 34% of the staff that responded to our most recent survey felt that the professional development opportunities should be more content specific and 63% want professional development to be job-embedded at their site. To address this concern, instructional coaches and external providers will be contacted to provide more content specific coaching for both group and individual needs. Staff members are also solicited to lead professional learning opportunities for their peers.

e) Alignment with Instructional Program

How does the school ensure that professional development is aligned with the school's instructional program?

All professional development request must be approved by the Superintendent. The Instructional Management Team reviews the request to ensure that the requested professional learning opportunities align with the CCRS, research-based instructional strategies, or the district's strategic goals and operational needs. The district will continue to develop a plan that addresses the needs of both instructional and non-instructional staff to ensure a cohesive and unified professional learning process.

2. Time for Faculty Collaboration

Complete the chart below to demonstrate that the school has scheduled adequate time for faculty collaboration. Remember that school schedules must align with the answers.

Type of Meeting	Leader	Frequency	Length	Purpose
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<i>Group of faculty to meet</i>	<i>Who will facilitate this meeting?</i>	<i>How often does this team meet?</i>	<i>How long does each meeting last?</i>	<i>What is the focus of the meeting?</i>
Grade-level	Administrators and/or Grade Level Chairs	Weekly	50 minutes	To plan lessons, develop assessments, examine student work, analyze student data
Department-level (if applicable)	Instructional Coaches	Quarterly	60 – 120 minutes	To review and revise pacing guides, make instructional adjustments, collaborate on content specific topics
Special services	Special Services Director	Weekly	60 minutes	To examine data, review progress of behavior or instructional interventions
All faculty	Principal	Every other week	60-90 minutes	To garner input from teachers, share procedural issues or concerns, celebrate successful observations, and provide professional learning
Professional Learning Communities	Administrators, Instructional Coaches, or Teacher Leader	Twice a week	50 minutes	To plan lessons, develop assessments, examine student work, analyze student data

## **E. Family and Community Engagement**

### **1. Community-School Relations**

#### **a) Family and Community Satisfaction**

Describe current efforts to determine family and community satisfaction with the school (e.g., satisfaction surveys, town hall meetings).

Currently, the school uses a variety of efforts to determine family and community satisfaction. Parent concerns and perception are addressed at monthly PTO meetings and quarterly parent advisory board meetings. The school conducts an annual parent needs assessment survey and a culture/climate survey. We also host an Annual Title I Meeting where parents can ask questions and provide feedback. We also employ a parent liaison who calls parents and solicits feedback from parents frequently.

What new or additional efforts, if any, will be made under the SIG program?

We would like to purchase additional resources to conduct parent education classes that arm parents with knowledge about the CCRS.

b) Complaint Procedures

How are complaints from families or community members currently addressed?

If a parent has a complaint, they are asked to contact the parent coordinator to set up a conference time with the appropriate person to assist in resolving the conflict. If the parent is not satisfied or feels that the complaint is not resolved, they are able to set up a time to speak with a building level administrator. All measures are taken to resolve the complaint by the building level administrator or a district level support administrator before the superintendent is involved. However, our current culture lends to parents often ignoring the proper chain of command.

What changes, if any, will the school make to complaint procedures to make them more effective?

Conduct parent and staff professional learning sessions on complaint procedures.

2. Services for Families and Community Members

Complete the chart below to describe services the school provides to families and community members.

Activity	Current	Proposed
Coordination with local social and health service providers	Aaron Henry Dentist Region I Behavior MS Behavioral Health Services	
Parent/family education classes	Barksdale Reading Institute	

1. Engagement in School Improvement

a) Parent/Family Groups

What organized family groups does the school offer?

The school has a very active PTO and a Parent Advisory Board that meets quarterly. This year we also host a Barksdale Parent Academy,

If family groups are available, what activities do these family groups take part in?

Parents are offered the opportunity to participate in monthly Parent Academy Classes for Pre-K. Our PTO strives to host monthly events such as Family Fitness Night, Family Reading Night, Father-Daughter Dance, Mother-Son Dance, Donuts for Dad, and Muffins for Moms. The school invites parents to celebrate student success and learn about our character focus at a monthly Book of the Month Assembly. Parents are also invited to participate our annual School Improvement Review and Title I review.

How will family groups be improved through the SIG program?

We would like to continue our existing parental involvement activities and increase the number of parent academies we offer to provide academic resources for parents.

**b) Opportunities for Families and Community to Engage in the School Improvement Process**

What opportunities will families and community members have to review school performance and meaningfully engage in the implementation of the intervention model, including participating in decision-making about school improvement plans throughout the life of SIG?

Family and community members are invited to an annual review, solicited to complete a climate and satisfaction survey. Parents will also be invited to serve on our school improvement team to monitor our progress in implementing SIG.

**F. Sustainability**

If the school plans to use SIG funds for sustainability years, please describe what those funds will support and how those plans will increase long-term sustainability.

The key to sustainability is the development of a model of success that changes a staff approach of "this is the way we've always done it" to the staff's seeing a future for the students at \_\_\_\_\_ that ensures their lifelong successes through an improved educational foundation that is based on best research based practices and a willingness to use innovative approaches to teaching and learning.

Community engagement and community access to student progress through this grant will enable the district to break a cycle of apathy in the community and among parents. Past efforts to fully involve parents and key stakeholders have most often shown dismal results. Rather than remain in a status quo position, school staff are embarking on a determined effort to meet with community churches to share pertinent school related information and provide ways these key individuals can become more involved in their children's academic life.

An important consideration for MDE is whether the school 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 school's plans in these three areas support the sustainability of reforms after the funding period ends.

The district has assembled a team of educators 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 Common Core Standards. 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 experience the intrinsic rewards that impact human capacity to continue to build upon success beyond the immediate grant period. The importance of human capital in this grant implementation cannot be overstated. The school staff will be participating in professional training that will guide successful implementation over the life of grant. 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.

An apt analogy of mindset changes centers on the teaching of fishing as opposed to eating fish. The first of the analogy guides lifelong changes while the other provides brief respites from an immediate need. Professional development provided will enable teachers/staff to know the value of student achievement based on individuals as the move from good teachers to excellent teachers.

## BUDGET

### Instructions

On the budget pages that follow, an LEA will find a 5-year summary budget page, LEA annual budget page, and school-level annual budget page. An LEA should complete the *LEA cover page* and the *LEA and school-level annual budget pages*. The information from these pages will automatically populate the 5-year summary budget page.

Remember, the LEA's total grant may not be less than \$50,000 or more than \$2,000,000 per year for each school that the LEA commits to serve. Though a school may request up to \$2,000,000, only expenses that are reasonable and necessary will be funded. LEAs should only request funds that they can realistically spend in the timeframe.

As Appendix K, attach the budgets for the LEA and school for each of the 5 years.

\*PICTURES PROVIDED FOR EXAMPLE PURPOSES. Please use the Budget .pdf file.



**FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003 (g)  
FIVE YEAR BUDGET SUMMARY**

DISTRICT NAME	DISTRICT NUMBER	SCHOOL CODE				
NCES LEA ID	NCES SCHOOL ID	SUPERINTENDENT'S NAME				
SIG 1003 (g) PROGRAM CONTACT	ADDRESS					
EMAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER				
MODEL SELECTION						
<p><b>Directions:</b>          LEA Budget Amounts Year 1= provide the total of Attachment (Planning Budget) based on projected costs.          LEA Budget Amounts Years 2, 3, and 4 = provide the total of Attachment (Full Implementation Budget), based on projected costs          LEA Budget Amounts Year 5 (Sustainability Activities) = provide the total amount of Attachment (Sustainability Budget), cannot exceed 50% of the amount of year 2</p>						
School Name	Year 1 Budget	Year 2 Budget	Year 3 Budget	Year 4 Budget	Year 5 Budget	Five-Year Total
	Planning	Full Implementation	Full Implementation	Full Implementation	Sustainability Activities	
						<b>\$ 0</b>

Date \_\_\_\_\_

MDE – Director of Academic Grants Management

Date \_\_\_\_\_

MDE – Director of School Improvement



- ☐ - Initial Budget    ☐ - Amendment (No. \_\_\_\_\_)    ☐ - LEA Comprehensive Planning Budget  
☐ - Revised Initial Budget    ☐ - LEA Feasibility Budget    ☐ - LEA Comprehensive Full Implementation Year \_\_\_\_\_  
☐ - Priority    ☐ - Focus

FISCAL YEAR	DISTRICT CODE	SCHOOL CODE	NCES LEA ID	NCES SCHOOL ID
DISTRICT NAME			SCHOOL NAME	
ADDRESS		SIG 1003(G) PROGRAM CONTACT	SUPERINTENDENT NAME	
EMAIL ADDRESS		TELEPHONE NUMBER	FAX NUMBER	



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

Ensuring a bright future for every child

FY 2017

**SCHOOL IMPROVEMENT GRANT (SIG)  
1003(G)**

**FEDERAL BUDGET SUMMARY**  
Use whole dollars only. Omit Commas  
and Decimal Places, e.g., 2536  
Projected Budget

<b>MDE USE ONLY</b>	PROGRAM APPROVAL DATE & INITIALS	
	TOTAL FUNDS	
	CARRYOVER FUNDS	
	CURRENT FUNDS	
	BEGIN DATE	END DATE

**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. 100+)	(Obj. 200+)	(Obj. 300+)	(Obj. 600+)	(Obj. 300+)	(Obj. 600+)	(Obj. 700+)	(Obj. 800+)	
1	1105	Pre-Kindergarten Programs									\$0
2	1110	Kindergarten Programs									\$0
3	1120	Elementary Programs									\$0
4	1130	Middle-Junior High Programs									\$0
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								\$0
22	Total Budget		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Date \_\_\_\_\_

MDE - Director of Academic Grants Management

Date \_\_\_\_\_

MDE - Director of School Improvement

MDE FY17 SIG 1003(G) (5/15)

- ☐ School Planning Budget  
☐ School Full Implementation Budget (Year \_\_\_\_\_)  
☐ School Sustainability Budget



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Page \_\_\_\_\_ of \_\_\_\_\_

**FY 2017 SCHOOL IMPROVEMENT GRANT (\$IG) 1003(g)**  
**SCHOOL DETAILED BUDGET SUMMARY NARRATIVE**

DISTRICT NAME		SCHOOL NAME							DISTRICT CODE		
<p><b>Directions:</b> 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 <a href="http://www.mde.k12.ms.us/OSFS/AMD">http://www.mde.k12.ms.us/OSFS/AMD</a>. 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.</p>											
FUNCTION NUMBER (Only use ones Function # per page) (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. 100)	(Obj. 200)	(Obj. 300)	(Obj. 400)	(Obj. 500)	(Obj. 600)	(Obj. 700)	(Obj. 800)		
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	

## APPENDICES CHECKLIST

Use this document as a checklist to verify that each requested appendix has been attached. Additional appendices (any not appearing in this list) will NOT be accepted for review.

### A. Consultation with Stakeholders (LEA Plan Overview, Part I., B.)

- ☐ Agenda and/or meeting minutes from stakeholder consultation
- ☐ Sign-in form

### B. School Board Approval (LEA Plan Overview, Part II., A.2.)

- ☐ Agenda and/or meeting minutes from the Board meeting at which the application was approved

### C. External Provider Contracting Process (LEA Plan Overview, Part II., A.3.)

- ☐ LEA's model request for proposal, if different from MDE's
- ☐ External provider interview or evaluation tools, if applicable
- ☐ LEA's model memorandum of understanding, if different from MDE's

### D. District Capacity for Selected Interventions (LEA Plan Overview, Part II., A.6.-7.)

- ☐ LEA's Schedule of Findings and Questioned Costs from most the recent audit
- ☐ Schoolwide Plan
- ☐ Current Priority/Focus School Action Plan, if applicable

### E. Needs Assessment (School Proposal, Part I., B.1. & B.3.)

- ☐ MCAPS needs assessment data
- ☐ Performance Framework (baseline data and performance goals)

### F. PATHWAYS ONLY: Pathways of Success Partners (School Proposal, Part II. for Pathways, A.4., A.6., & A.7.)

- ☐ College and career ready competencies
- ☐ Signed memorandum of understanding with partnering institution of higher education
- ☐ Signed memoranda of understanding with any work-based learning opportunity partners

### G. TURNAROUND/TRANSFORMATION/EARLY LEARNING/PATHWAYS ONLY: Instructional System of Supports (School Proposal, Part II., B.3. & B.5.)

- ☐ TURNAROUND/TRANSFORMATION/EARLY LEARNING/PATHWAYS: Multi-Tiered System of Supports process
- ☐ TURNAROUND/TRANSFORMATION ONLY: School calendar and school schedule

**H. TURNAROUND/TRANSFORMATION/EARLY LEARNING ONLY: Recruitment and Hiring** (School Proposal, Part III. for Turnaround, Transformation, and Early Learning, B.1.a.(3)., B.1.b.(2)., B.2.b.)

- ☐ TURNAROUND/TRANSFORMATION/EARLY LEARNING ONLY: School Leader job description
- ☐ TURNAROUND/TRANSFORMATION/EARLY LEARNING ONLY: School Leader interview protocols or evaluation forms
- ☐ TRANSFORMATION/EARLY LEARNING ONLY: Interview protocols or evaluation forms
- ☐ TURNAROUND ONLY: Interview protocols or evaluation forms, including for hiring and/or re-hiring

**I. ALL MODELS EXCEPT CLOSURE: School Governance** (School Proposal, Part III., for Turnaround, Transformation, Early Learning, Pathways, and Whole-School Reform, C.1.)

- ☐ ALL MODELS EXCEPT CLOSURE: Organization chart

**J. PATHWAYS/WHOLE-SCHOOL REFORM ONLY: MDE-Approved Technical Assistance Provider or Whole-School Reform Developer** (School Proposal, Part III. for Pathways, C.2.d.; Part III. for Whole-School Reform, C.2.)

- ☐ PATHWAYS/WHOLE-SCHOOL REFORM ONLY: Signed memorandum of understanding with required partner

**K. Budget**

- ☐ Budgets for each of the five years for the LEA and school

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**E. Needs Assessment** (School Proposal, Part I., B.1. & B.3.)

- ☒ MCAPS needs assessment data
- ☒ Performance Framework (baseline data and performance goals)

**F. PATHWAYS ONLY: Pathways of Success Partners** (School Proposal, Part II. for Pathways, A.4., A.6., & A.7.) NOT APPLICABLE

- ☐ College and career ready competencies
- ☐ Signed memorandum of understanding with partnering institution of higher education
- ☐ Signed memoranda of understanding with any work-based learning opportunities partners

**G. TURNAROUND/TRANSFORMATION/EARLY LEARNING/PATHWAYS ONLY: Instruction** (School Proposal, Part II., B.3. & B.5.)

- ☒ TURNAROUND/TRANSFORMATION/EARLY LEARNING/PATHWAYS: Multi-Tiered System of Supports process
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- I. **ALL MODELS EXCEPT CLOSURE: School Governance** (School Proposal, Part III., for Turnaround, Transformation, Early Learning, Pathways, and Whole-School Reform, C.1.)
  - ☒ ALL MODELS EXCEPT CLOSURE: Organization chart
- ~~J. **PATHWAYS/WHOLE-SCHOOL REFORM ONLY: MDE-Approved Technical Assistance Provider or Whole-School Reform Developer** (School Proposal, Part III. for Pathways, C.2.d.; Part III. for Whole-School Reform, C.2.)~~
  - ~~☐ **PATHWAYS/WHOLE-SCHOOL REFORM ONLY: Signed memorandum of understanding with required partner**~~
- K. **Budget**
  - ☒ Budgets for each of the five years for the LEA and school

# APPENDIX A

**QUITMAN COUNTY SCHOOL IMPROVEMENT GRANT**

Stakeholder's Meeting (Quitman County Elementary)

**A G E N D A**

April 11, 2017

- I. Opening Remarks Dr. Jossell
- II. Overview of (School Improvement Grant) SIG Grant
- III. Overview of SIG Intervention Models
- IV. Presentation and discussion of SIG Grant Timeline

**OPEN FOR DISCUSSION AND QUESTIONS**

**ADJOURNMENT**



### Stakeholder's Meeting (Quitman County Elementary)

[illegible]

Marks Project Sign In Sheet Date: April 24, 2017

Name	Organization/ Occupation	Contact Information Email	Phone
Judy Bland	Retired Teacher	jbland@cableone.net	(602) 609-6399
Samuel McPhay			
ANNE CAFER	U of MS	amcafer@olemiss.edu	402.417.6960
SHIRLEY MORGAN	retired educator	shirley.morgan84@yahoo.com	602-444-7600
LAURIE JONES	Pastor	laurie@markipies.org	457-5489
Delois Hunter	retired Educator	deloishunter@hotmail.com	444-3431
Kegi K. Wells	Curriculum Director	kegiwells@gcsd.k12.ms.us	662.326.3717
Angie Crawford	MSU Extension	apc88@msstate.edu	662-326-0035
Phyllis C. Russ	Principal - QENS	cruss@qens.com	662-816-6646
Bethany Lynn	Coordinator Economic	brabner4756@gmail.com	662-710-6342
Velma Wilson	Co. Ad / Bd of Supervisors	vwilson@qunt.com	662-388-1530
Jeanette Crenshaw	Teacher	Jcrinshaw@yahoo.com	662-519-3353
Sandra Jamison	Congressman Bennie Thompson Congressional Aide	sandrayou2003@gmail.com	662-444-9424
Paul Watt	MTFC Quitman/Tell. Comm	pwatt@delcohealthalliance.org	662-444-0104
Billy Field	MSP Palmer		662-392-0152
Evelyn Jossell	Supt. - QCSO	evelynjossell@gcsd.k12.ms.us	662-444-2952
Quetta Bryan	QCSO	cbryan@qcsd.ms.us	662-934-8605
Clair Davis-Awkins	Business Owner	hhdclair@aol.com	(480) 735-3531

Marks Project Sign In Sheet Date: April 24, 2017

Name	Organization/ Occupation	Contact Information Email	Phone
Judy Bland	Retired Teacher	jbland@cableone.net	(602) 609-6399
Samuel McPhay			
ANNE CAFER	U of MS	amcafer@olemiss.edu	402.417.6960
SHIRLEY MORGAN	retired educator	shirleymorgan84@yahoo	602-444-7600
LAURIE JONES	Pastor	laurie@markipies.org	457-589
Delois Hunter	retired Educator	deloishunter@aol.com	444-3431
Kegi K. Wells	Curriculum Director	kegiwells@gcsd.k12.ms.us	662.326.3717
Angie Crawford	MSU Extension	apc88@msstate.edu	662-326-0085
Phyllis C. Moss	Principal - QENS	curtzmoss@gcsd.k12.ms.us	662-816-1616
Bethany Lynn	Coordinator Economic	brakiep4756@aol.com	662-710-6712
Velma Wilson	Co. Ad / Bd of Supervisors	vwilson@qcsd.k12.ms.us	662-388-1530
Jeanette Crenshaw	Teacher	Jcrinshaw@yahoo.com	662-332-5933
Sandra Jamison	Congressman Bennie Thompson Congressional Aide	sandrayou2003@gmail.com	662-444-9424
Paul Watt	MTFC Quitman/Tell. Land	pwatt@delawarehealthalliance.org	662-444-0104
Billy Field	MSP almer		662-392-0152
Evelyn Jossell	Supt. QCSO	evelynjossell@gcsd.k12.ms.us	662-444-2952
Carotta Bryan	QCSO	carotta.bryan@gcsd.k12.ms.us	662-434-8645
Clair Davis-Jenkins	Business Owner	hildclair@aol.com	(662) (480) 335-3521

## Marks Project Minutes for April 24, 2017

I. The Marks Project meeting, with 27 members present, began at 9:00 A.M. Dr. Laurie Jones opened the meeting with prayer.

### II. Update on Tutoring Program

Dr. Ross reported his observations of the Ole Miss tutoring sessions, all of which have been completed. He described the Quitman County Middle School students who attended as being respectful, cooperative, and responsive to all the activities scheduled for them.

QCMS Principal Cortez Moss specifically addressed the academic gains, stating that 17 of the students in attendance at the sessions met benchmark growth goals in language and 21 met these goals in math.

Everyone involved with this effort is beginning to work now on continuing some version of it in the fall of 2017, perhaps with the Ole Miss tutors coming to the QCMS campus during the fall semester to be followed by the students repeating the spring schedule.

Ms. Kegi Wells, Curriculum Coordinator for the QCSD, stated that the tutoring program at QCMS continues to be effective and that a similar program, tested at the Quitman County Elementary School, will be revised to be in full force during the 2017-2018 school year. Ms. Wells also stated that because of the efforts of Dr. Angela Rutherford, a professor in the School of Education at Ole Miss, the Jump Start Program will be in place at QCES in the fall of 2017. With so many partners coming in to Marks to help us, Ms. Wells also appealed for help to clean up and beautify the grounds of all three schools.

Dr. Evelyn Jossell, Superintendent conveyed gratitude to all those partners who desire to help the QCSD. She gave a description of the recent budget cuts and the end of funding from some prior partnerships. Dr. Jossell gave an overview of the School Improvement (SIG) Grant that will meet some of the challenges of operating with less funding. She gave an overview of the Transformation Model, the selected model they are proposing to improve student outcomes, and she discussed the importance of the committee's input and continued support. The Marks Project is committed to helping the QCSD in any way that the administration and board deem worthy.

State Representative Cedric Burnett was in attendance and explained some of the issues involved with the cuts and vowed to work with Quitman County to continue to provide students a quality education. We are also pleased to have Mrs. Sandra Jamison, Congressman Benny Thompson's aide working with us. Good things happen when people bring their ideas and talents to a group and get support, make connections, and see positive changes.

### III. Update from Recreational Fields Subcommittee

Several members of the Marks Project committee expressed concern that naming the park at this point might hurt fund raising efforts for donors who would give a sizeable donation to have the park named for the person of their choice. Angie Crawford shared with the group that good quality playground equipment is very expensive, and funding is still being sought in order to write grants, most of which require different percentages of matching funds. We are still far from our goal. We

are waiting on quotes from Game Time, after meeting at the site with a sales representative, who answered all our questions and gave us a list of possible funders. Please remember that funders must see community support for the project. Everyone should be involved in this process from Marks Project Members to other citizens, to parents, churches and others!

Mr. Billy Fields requested some help with outside summer sports, such as T-ball, softball, baseball, and football, along with keeping a gym open for indoor sports, as well as dance, arts and crafts.

#### IV. Update from the 50<sup>th</sup> Anniversary of the Mule Train Subcommittee

A county-wide clean up initiative has been organized and publicized by the Quitman County Administrator, Velma Wilson and Quitman County's recently hired business development coordinator, Beatrice Pryor.

Mr. Sam McCray stated that there will be many activities leading up to the 50<sup>th</sup> Anniversary of the Mule Train Celebration. Anne Cafer from the University of Mississippi is doing research to authenticate the information that will be presented. Several different names are still being discussed as speakers and entertainment. An early event will be the "Mules and Blues Fest" to be held October 6-7, 2017 in Marks. Since Marks will probably be getting national attention at this celebration, we all need to work together to showcase Marks.

V. Other Marks Project business centered on the formation of an advisory board to assume a leadership role in overseeing Marks Project activities. Also, most grants require a board as part of a grant application to show local involvement in whatever area the grant monies are to be utilized.

#### VI. Next Meeting

After reviewing the calendar, the chair set the date of the next meeting of the Marks Project to be at 9:00, May 22, 2017, at the Superintendent's Administrative Office next to the high school in Marks.

Respectfully submitted,

A handwritten signature in cursive script, appearing to read "Judy Bland", written in dark ink.

## **EXECUTIVE SUMMARY FOR BOARD MEETING AGENDA**

April 11, 2017

This Executive Summary is submitted to provide supplemental information to further explain specific items on the April Board Meeting Agenda.

**Item 7.3 Request for approval to apply for SIG Grant:** The District Administration Team and School Leadership Team at Quitman County Elementary School and Quitman County Middle School are preparing a School Improvement (SIG) Grant to be submitted to the Mississippi Department of Education, Office of School Improvement. The purpose of the grant is to provide supplemental funds to priority and focus school schools to develop rigorous intervention models to improve student outcomes. The Quitman County School District's grant writing team, along with consultation from community stakeholders have selected the Transformation Model Intervention as the best suited model for the district because it closely aligns with work the district is already engaged in improving student outcomes and transforming the school culture at each school. A complete copy of the grant proposal will be provided for Board Review and your input prior to submission on May 8, 2017. The grant will provide some much needed funding in helping the district to proactively and rigorously provide intervention for those students who present the highest need for intervention.

**Item 8.3 Request for approval of Recruitment Plan:** This document provides a detailed and organized plan for recruiting the highest quality educators for the Quitman County School District.

**Item 8.4 Approval to hire Assistant Principal for Quitman County Elementary School:** Ms. G. Johnson was the only applicant for this position. She was interviewed by a team of 4 of the District's Administrators. Her composite score was higher than all of the principal candidate's scores. Ms. Johnson has served as Instructional Coach at the Elementary School for the past 7 years and has been a licensed administrator for the past 4 years.

## APPENDIX B



**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

		(Direct Pay to Employee)
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**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

(N/A)

## 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?	



Management and Staffing Capacity	
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?	

Internal Performance Analysis	
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.	
Customer Service Orientation	
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:

CFDA Numbers

Name of Federal Program or Cluster

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.

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**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.

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**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





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.

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**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.

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**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.

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#### **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 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.

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**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.

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**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.

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**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.

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**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.

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**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.



**QUITMAN CO SCHOOL DIST (6000) Public District - FY 2017 - QUITMAN COUNTY ELEMENTARY SCHOOL (6000024) Public School - School Plan - Rev 0**

	Required Items [Expand All] [Collapse All]	Component Met
1)	<p><b>Needs Assessment</b></p> <p>Include a needs assessment of entire school and subgroups including racial/ethnic, economically disadvantaged, students with disabilities, English learners and including the needs of migrant children as defined in Section 1306) with information about the academic achievement of children in relation to Mississippi College-And Career-Ready Standards.</p> <p><b>Explanation</b></p> <p>In analyzing the overall needs of the school, the leadership team began with analyzing state test data across two years and the most recent universal screener data. In reviewing the data, it is clear that students experienced a drop across the board in all categories, i.e. overall proficiency, growth, and low growth in ELA. The percent of students scoring in the highest two levels decreased by 23.9%; likewise, the percent of students attaining growth dropped by 24.6%. In addition, QCES also administers STAR EARLY Literacy to kindergarten students and STAR Reading to 1st-4th Grade students three times per year. The most recent data from the assessments taken in March 2017 reveal the following: 42% of our students scored at or above benchmark in kindergarten; 72% were at or above benchmark in 1st grade; 76% were at or above benchmark in 2nd grade; 33% are predicted to score at level 4 or above on the MAP assessment in 3rd grade; 19% are predicted to score at level 4 or above on the MAP assessment in 4th grade. Additional structures are necessary to support quality ELA instruction, as well as, redefine the school's efforts around MTSS. Staff would benefit from professional development to assist teachers in effectively utilizing the Mississippi College and Career Readiness Standards for English Language Arts, identifying intervention activities, anticipating misconceptions in student learning, determining student readiness, creating formative assessments and determining skills necessary for the state assessments. The data also suggest that despite our progress monitoring efforts, there are still students that are not reaching the school targeted benchmark or MAP proficiency prediction scale score. The only two grades in which at least 50% of the students are at or above benchmark are 1st and 2nd grades. We recognize the need to create and implement a more effective progress monitoring system for our lowest performing students. Professional development on creating and implementing an effectively MTSS process, organizing the Teacher Support Team, assisting with the development and implementation of research-based interventions, tracking and monitoring interventions at all tiers, and generating reports for staff and administrators could assist us in addressing students who need more intensive supports. Our data suggest that less than 50% of our 4th grade students demonstrated growth on the MAP assessment. Also, for two consecutive years, our proficiency has been less than 40%. The school currently has scheduled a 50 minute intervention period that allows teachers to attempt to address student weaknesses, however, the student-teacher ratio does not adhere to researched best practices for providing students more intensive Tier II and Tier III interventions. Some sections have over 20 students. There is a need for additional supports in implementing interventions that are more intensive and individualized. Our most recent state test data also shows a large gap in achievement between our students with disabilities and our</p>	<input type="checkbox"/>

students without disabilities. In ELA, only 23% of students with disabilities scored at level 3 or above while 64% of students without disabilities scored a 3 or above. We identified a similar gap in 4th grade where no students with a disability scored at a level 3 or above, yet 55% of students without a disability scored a level 3 or above. Currently, the inclusion teachers have additional duties such as servicing Head Start and Home Bound Students. Also, one inclusion teacher is only part-time. Our data suggest the need for additional academic services and resources to lessen the achievement gap for students with disabilities. This data is comparable to the same declines in proficiency experienced in ELA. However, in contrast to ELA low growth, the students showing growth in both growth categories increased by less than 10%. Students in 1st-4th grades also take STAR Math three times a year. The most recent data collected in March 2017 revealed the following: 83% first graders were at or above benchmark; 72% 2nd graders were at or above benchmark; 22% 3rd graders were predicted to score at level 4 or above on the MAP assessment; 35% 4th graders were predicted to score at level 4 or above on the MAP assessment. Our math data reflects a greater deficit in math than ELA. Additional structures are necessary to support quality math instruction, as well as, ensure effectiveness in the school's efforts around MTSS. There is also a need to address math fluency, implementation of a math program that is aligned to Mississippi's CCRS, and professional development and training to effectively teach Mississippi's college and career ready standards.

## 2) **School-wide Reform Strategies**

Describe school-wide reform strategies to improve achievement in the lowest achieving students. Include strategies to provide opportunities for all children to meet proficiency; strengthen the core academic program; increase the amount and quality of learning time, before- and after-school and summer program opportunities and a rich and accelerated curriculum; strategies to meet needs of historically underserved populations; services which might include counseling, pupil services, mentoring services, college and career awareness and preparation, integration of career and technical education programs. Address how the school will determine if such needs have been met and are consistent with the state and LEA plans. Describe how services will be provided to students that receive services from the Homeless Education and Migrant Education programs. Sec.1114(b)(1)(B)

### **Explanation**

We changed mandated PLC days from once per week (every Tuesday) to twice a week-every Tuesday & Thursday. We restructured PLC time to include a standard agenda and instructional coaches' attendance with an increased amount of instructional feedback on lessons and instructional plans to all content teachers. A second intervention block was added to the 4th grade schedule from 2:00-3:00 four day a week (Monday-Thursday). After analyzing last years MAP reading data, the 2nd grade literacy block was restructured to include a one hour comprehension block from 8:00-9:00 to put more on comprehension skills. An observation schedule to include an administrator seeing every teacher at least twice a week was developed to monitor rigor MCCRS alignment. To provide cross grade support, a schedule was developed to provide opportunities for peer observation and feedback conversations for all teachers. 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. Our school uses the Read Well program to teach literacy in grades Pre-K through 2nd. The third and fourth grade has utilized the Treasures basal program this year. Teachers completed a development on Treasures CCSS alignment. All programs focus on vocabulary and

reading comprehension. Teachers supplement these programs using the Common Core / Mississippi College and Career Ready Standards to teach specific curricular objectives. Finally, all classes use Accelerated Reader to build reading motivation and provide additional opportunities to practice reading comprehension. Our school uses a Literacy Coach to oversee small group interventions for students who were identified by grade-level teams as struggling. The intervention program is called Phonics Boost and is offered at third and fourth grades at least twice weekly. Reading and math interventions are also supported by the Specials teachers who provide additional interventions when not leading their elective classes. The Literacy Coach also administers progress monitoring probes connected with AIMSweb which allow us to track student growth metrics over time and response to interventions (RtI). Two years ago, the school adopted the Write Steps writing program. It is CCSS aligned and has supported our students writing development. We also purchased 5 professional development days with a writing coach who helped to develop the curricula. QCES selected the Go Math program during the most recent textbook adoption and is used by all grade levels. With the help of a math coach, math teachers in all grades plan rigorous and aligned math lessons that both use the book and outside materials to ensure students master the new Common Core Math Standards. The math coach is also responsible for real-time coaching, lesson plan feedback, lesson observations, and arranging timely and meaningful professional development for teachers and assistant teachers. Science and Social Studies are taught on a regular basis and often integrated into Reading and/or math. Our school uses the Houghton Mifflin Harcourt (HMH) Mississippi Science program. Grades K - Third use Harcourt Horizons for Social Studies and fourth grade uses Mississippi Studies. Our school uses a Leadership Team to make school wide decisions. This team includes at least one teacher from each grade. This team has the responsibility of designing school-based professional development. Some of this professional development addresses how to better use the curriculum and how to employ cutting-edge teaching techniques. Additionally the Leadership Team worked with their grade-levels at the beginning of the year to develop pacing guides. These guides ensure that all parts of the curriculum are covered. Teachers plan their lessons on their own and in consultation with their grade level. All teachers are required to begin with the curriculum and utilize our lesson plan format, but beyond that originality and innovation are encouraged. We use regular classroom observation to encourage professional development and support teacher improvement. Teachers also have a daily planning period which can be used to work collaboratively with their grade level or to observe other teachers. One day out of the week this time is used for a grade-level meeting. Teachers have the opportunity to help select curricular materials. Select teachers have represented the district at textbook selection meetings and all teachers work with the grade-level teams to select resources to purchase. Finally, teachers received EEF monies for classroom material.

### 3) **Timely Assistance**

Describe how timely assistance will be given to struggling students. Address effective, timely assistance of interventions for students who experience difficulty in attaining the proficient or advanced level of the academic content standards. Students' difficulties must be identified in a timely way and in such a way as to provide information on which to base effective assistance of interventions.

#### **Explanation**

We changed mandated PLC days from once per week (every Tuesday) to twice a week-every Tuesday & Thursday. We restructured PLC time to include a standard agenda and instructional coaches' attendance with an increased amount of instructional feedback on lessons and instructional plans to all content teachers. A second intervention block was added to the 4th grade schedule from 2:00-3:00 four day a week (Monday-Thursday). After analyzing last years MAP reading data, the 2nd grade literacy block was



restructured to include a one hour comprehension block from 8:00-9:00 to put more on comprehension skills. An observation schedule to include an administrator seeing every teacher at least twice a week was developed to monitor rigor MCCRS alignment. To provide cross grade support, a schedule was developed to provide opportunities for peer observation and feedback conversations for all teachers.

4) **Instruction by Highly Qualified Staff**

Address instruction by highly qualified staff (and effectiveness in MS).

**Explanation**

All Pre-k - 4th grade classes are led by highly qualified staff. Each teacher's effectiveness is monitored using the MS Teacher Growth System.

5) **Attracting High Quality/Effective Teachers**

Address strategies to attract high quality/effective teachers to high needs schools.

**Explanation**

The school will utilize a recruitment team to attend college-based and state-hosted job fairs. The school will also host recruitment fair at a location in the district. The district will also partner with various education departments at the local colleges and universities to visit potential qualified applicants for recruitment. Positions with a job description and highly qualified requirements will be posted on the website, advertised in newspapers, and sent to various agencies to assist in gathering qualified applicants. The district will also begin offering sign on incentives.

6) **Professional Development**

Address high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards.

**Explanation**

-The curriculum director, instructional coaches and building-level administrators are responsible for the design and implementation of professional development. The school leadership team, staff, and external providers will be vital to the conversation about professional development needs and making recommendations to support the design and implementation of professional development. The professional development plan is developed based on formative and summative staff evaluation results, as well as teacher survey results. Instructional coaches and administrators will work with teachers to create professional growth goals based on their areas of need and student performance data. Instructional coaches and external providers will be asked to provide a scaffolded system of training, real-time classroom modeling, co-teaching, and observation support. Professional development needs assessment surveys are conducted annually to solicit staff input on the design of professional development. 34% of the staff that responded to our most recent survey felt that the professional development opportunities should be more content specific and 63%



want professional development to be job-embedded at their site. To address this concern, instructional coaches and external providers will be contacted to provide more content specific coaching for both group and individual needs. Staff members are also solicited to lead professional learning opportunities for their peers.

7) **Increase Parental Involvement**

Address strategies to increase effective parental involvement through means such as family literacy services.

**Explanation**

- Monthly PTO meetings; - Monthly Book of the Month assembly programs with students performances and writing; - Alert Now messages regarding school events; - The Wildcat Review school newsletter; - Parent Center with access to computer technology

8) **Coordination of Programs**

Describe how federal, state, and local programs are coordinated. Address coordination and integration of federal, state, and local resources, services and programs, including programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and job training.

**Explanation**

The school works with a variety of parents including the Quitman County Development Organization (QCDO), the Youth Opportunities Unlimited (YOU) program, and various local churches to provide support services to students. The Save the Children operates in-house tutorial services for struggling students. Additionally, the STC program provides foster grandparents, or senior citizen volunteers from the Quitman County area, that serve as reading tutors in the lower grades.

9) **Transitioning Preschool Students**

Address plans for assisting preschool children in the transition from early childhood programs, such as Head Start or a public school preschool program to local elementary school programs.

**Explanation**

The staff of QCES and QCMS work together to share IEPs, testing data, and other student work samples to ease the transition of students from elementary to middle school. The teachers at grades 4 and 5 meet collaboratively to share data and trends in instruction to help vertically align the curriculum. Students attended a transition to middle school day at QCMS in April where they toured the building and were able to ask questions about their new school.

10) **Use of Assessments for Improving Performance**

How you will know teachers are included in assessment decisions regarding the use of assessment in improving performance and instruction? Address measures to include teachers in decisions regarding the use of academic assessments to provide information

on, and to improve, the achievement of individual students and the overall instructional program.

**Explanation**

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 QCES, we recognize that assessment should drive instructional decision-making. The school will monitor effectiveness of the adopted curricular materials with a layered approach. The school will use pacing guides to ensure alignment within and across grades. Across the summer, a curriculum committee will review the guides to make any necessary revisions based on student data and teacher feedback. Across the year, the school will administer common interim assessments that track students' progress in meeting the standards set forth by the curriculum. The district will administer benchmark assessments at the end of each nine weeks. The assessments will be followed with detailed feedback to teachers and an analysis of the data by school, by grade, and by teacher. Teachers will share in the monitoring through peer observations. They will also engage in peer coaching conversations during PLCs. In addition, school administrators in conjunction with the instructional coaches and district transformation officer will routinely monitor instruction through formal and informal observations, checking for effective implementation of the approved lesson plan. Based on observation results, teachers will be provided targeted, intensive coaching in data-driven instructional planning. The intentional data analysis and frequent observations will allow us to determine the effectiveness of the adopted curriculum and its implementation.

9.2

QUITMAN CO. SCHOOLS

FEB 14 2017

BOARD APPROVED

Mississippi Department of Education  
Schools At-Risk Action Plan

2016-2017

District Name: Quitman County School DistrictSchool Name: Quitman County Elementary

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>						
Goal(s): Increase the efficiency and visibility of school administration, including math and literacy coaches.						
District Action(s):	Continued employment of an elementary and high school level instructional coach in ELA and Math	District MAEP funds, Federal Funds	Kegi Wells, Director of Curriculum and Instruction	To begin for the 2017-18 school year		
District Action(s):	Provide observation and feedback training to all administrative staff including instructional coaches.		Kegi Wells, Director of Curriculum and Instruction	Summer Professional Development (7/2017)		Administrators and coaches will be able to norm and provide consistent observations and feedback for teacher growth throughout the building.
School Action(s):	Increase participation in ongoing professional development	Elementary Education and Reading Admin Toolkit, Title II professional development funds, Professional Development Menu of Services	Principal and Assistant Principal	Present – 6/30/2017	Principals have attended Milsaps Summer Principal Academy (summer of 2016) Principal attends monthly QCSD PLC meetings Principal is a part of the BRI / TFA Principal Fellows Program	Principals will have access to and knowledge of best practices. Teacher retention increased, student achievement data increased
School Action(s):	Admin team data / curriculum meetings	District Director of Curriculum and Instruction,	Principal, Asst. Principal, Instructional Coaches	Present – 6/30/2017, ongoing weekly meetings	These meetings continue to happen each week with a particular focus on data in the 3 <sup>rd</sup> and 4 <sup>th</sup> grades.	Increased student achievement (39% proficient in math, 30% proficient in reading), increased student growth in STAR EL, Reading, and Math

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

District Name: Quitman County School District <sup>2016-2017</sup>

School Name: Quitman County Elementary

		Elementary Education and Reading Administrator Toolkit, MAP Blueprint and Practice Tests (when available), MCCRS Scaffolding Documents				
chool ction(s):	Classroom observations and feedback	Mississippi Educator Professional Growth Rubric / Tool	Principal, Asst. Principal, Instructional Coaches	Present – 6/30/2017	We are conducting at least 5 observations a week	Increased teacher efficacy, rubric scores on Educator Growth Rubric
chool ction(s):	Lesson Plan Feedback		Principal, Asst. Principal, Instructional Coaches	Present – 6/30/2017	We are conducting weekly feedback on 100% of our instructional staff	Increased teacher efficacy, rubric scores on Educator Growth Rubric, increased rigor of instruction, increased in-class, district, and state achievement scores.
chool ction(s):	Instructional PLC Meetings	National School Reform Faculty protocols, MAP Blueprint and Practice Tests (when available), MCCRS	Principal, Asst. Principal, Instructional Coaches	Present – 6/30/2017	Teachers meet weekly in PLCs to discuss student achievement data (in-class, district, or state). Facilitated by coaches or lead teachers	increased student achievement (39% proficient in math, 30% proficient in reading), increased student growth in STAR EL, Reading, and Math

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

2016-2017

District Name: Quitman County School Dist.

School Name: Quitman County Elementary

		Scaffolding Documents				
<b>CURRICULUM AND INSTRUCTION</b>						
Goal(s): 1. Increase measures of student achievement in 3 <sup>rd</sup> and 4 <sup>th</sup> grade Increase the rigor of our 2 <sup>nd</sup> grade reading curriculum						
District Action(s):	Provide observation and feedback training to all administrative staff including instructional coaches.		Kegi Wells, Director of Curriculum and Instruction	Summer Professional Development (7/2017)		Administrators and coaches will be able to norm and provide consistent observations and feedback for teacher growth throughout the building.
School Action(s):	Develop a teacher observation schedule to monitor the rigor of instruction and alignment of curriculum to MCCR		Principal, Asst. Principal, Instructional Coaches	Present – 6/30/2017	At our weekly admin team meetings, coaches and principals share their upcoming schedules. Our school and district goal is to see 5 teachers / classes per week.	Increased rigor in classrooms, increased mastery data on unit / chapter assessments, increased STAR Reading / Math scores, increased state achievement data (practice and authentic tests)
School Action(s):	Admin Team Meeting Debrief on Classroom Observations		Principal, Asst. Principal, Instructional Coaches	Present – 6/30/2017	At our weekly admin team meetings, coaches and principals share their findings at classroom observations. We also utilize ELS Education Solutions to share our feedback with teachers and each other.	Increased rigor in classrooms, increased mastery data on unit / chapter assessments, increased STAR Reading / Math scores, increased state achievement data (practice and authentic tests)
School Action(s):	Peer observations		Assistant Principal, Faculty	Present – 6/30/2017 (monthly)	Asst. principal has developed a peer observation schedule. We will norm on peer observations on 2/14/17 and begin observations that week. Teachers will meet with their peers during planning or after	Increased teacher growth rubric scores, increased rigor in classroom execution, stronger colleague relationships, increased cross-content planning

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

District Name: Quitman County School Dist. 2016-2017

School Name: Quitman County Elementary

					school to discuss their observations. Teachers will also meet during PLCs to discuss as grade levels, their observations.	
chool ction(s):	Classroom observations and feedback	Mississippi Educator Professional Growth Rubric / Tool	Principal, Asst. Principal, Instructional Coaches	Present – 6/30/2017	We are conducting at least 5 observations a week	Increased teacher efficacy, rubric scores on Educator Growth Rubric
chool ction(s):	Lesson Plan Feedback		Principal, Asst. Principal, Instructional Coaches	Present – 6/30/2017	We are conducting weekly feedback on 100% of our instructional staff	Increased teacher efficacy, rubric scores on Educator Growth Rubric, increased rigor of instruction, increased in-class, district, and state achievement scores.
chool ction(s):	Re-design of 2 <sup>nd</sup> Grade Curriculum	ELA Toolkit, MAP Blueprint, ELA Instructional Scaffolding Documents, elementary literacy focus of the month manual	Literacy Coach, Principal, Teacher committee (1 <sup>st</sup> and 2 <sup>nd</sup> grade teachers)	Present – 2017- 18 school year	Second grade teachers have met and have developed a semester long re-work of curriculum as a “pilot” of next year.	Increased STAR Reading scores, higher grade level equivalency and scale score, at the beginning of 3 <sup>rd</sup> grade, higher BOY STAR Reading scores

**PROFESSIONAL DEVELOPMENT**

Goal(s): Increase the access of quality professional development to our faculty and staff

istrict ction(s):	Summer teacher's academy	Federal Professional Development funds	Kegl Wells, District Director of Curriculum	Summer of 2017		
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**Mississippi Department of Education  
Schools At-Risk Action Plan**

2016-2017

District Name: Quitman County School Dist.

School Name: Quitman County Elementary

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>
School Action(s):	Targeted Professional Development in Off-Site Trainings	NMEC Calendar of Events, University of Mississippi School of Education	Instructional Coaches	Present – 6/30/2017	Our faculty members have continued to attend various professional developments throughout the year.	Increased rigor in classrooms, increased mastery data on unit / chapter assessments, increased STAR Reading / Math scores, increased state achievement data (practice and authentic tests)
School Action(s):	Grade Level / Content PLCs (each week must concentrate on data, writing in all contents, classroom culture, and a subject of the team's choice)	National School Reform Faculty Data discussion protocols	Each member of pre-K – 4 <sup>th</sup> grade, specials, and special education teams	Present – 6/30/2017	Our PLCs continue to meet weekly and we have placed a larger emphasis on data discussions, using a combination of the National School Reform Faculty Data discussion and principal-created discussion guides	Increased rigor in classrooms, increased mastery data on unit / chapter assessments, increased STAR Reading / Math scores, increased state achievement data (practice and authentic tests)
School Action(s):	Create a consistent and regular schedule for conducting learning walks. Use data obtained from learning walks to develop and plan for professional development activities.		Principal, Asst. Principal, Instructional Coaches	Present – 6/30/2017 (monthly)	The principal has developed a schedule of learning walks to occur for the remainder of the year. The learning walks will inform the faculty meetings to be held monthly.	Increased rigor in classrooms, Increased mastery data on unit / chapter assessments, increased STAR Reading / Math scores, increased state achievement data (practice and authentic tests)
<b>CLIMATE AND SAFETY</b>						
Goal(s): Positive Climate Indicators on Gallup Workplace poll, positive climate and safety ratings on parent survey for school-wide planning process, increased teacher retention						



Mississippi Department of Education

Schools At-Risk Action Plan

2016-2017

District Name: Quitman County School Dist.

School Name: Quitman County Elementary

School / District Action(s):	Prioritized Funding for Teacher Retention	Federal / District Funds	Principal, Federal Programs	February 2017 – May of 2017	We have interviewed one teacher for possible position in January, have another interview scheduled in February.  We would like to employ the use of federal funds to incentivize faculty members staying in the classroom	Increased retention (losing less than 20% of our faculty)  Be fully staffed by May 2017
School Action(s):	Schoolwide Committees to gather input from representative groups		Committee Chairs, entire faculty	Present – 6/30/2017	The staff committees have hosted our annual Christmas Party, Thanksgiving Breakfast, tokens of appreciation, yearbook, and have responded in times of celebration and crisis for our faculty members	Increased staff morale (as measured in Gallup Workplace poll), increased retention
School Action(s):	Must Read Bulletin (MRB) communicated through Constant Contact	Barksdale Reading Institute pays subscription to Constant Contact	Principal, Asst. Principal	Present – 6/30/2017	We began using Constant Contact in November of 2016	Increased readership and responses to MRB (over 85% opens and clicks)
School Action(s):	Weekly actions of appreciation		Entire faculty, led by principal and asst. principal	Present – 6/30/17 (weekly)	So far we have posted appreciation boards, thank you cards blitz, values shout-outs	Increased staff morale (as measured in Gallup Workplace poll), increased retention

**ASSESSMENT**

Goal(s): Maintain rigorous and aligned assessments in all grades

District Action(s):		ELS Practice Tests, Kirkland	Kegl Wells, Director of	Present – 6/30/17	At the beginning of the year, we used the Kirkland assessments	Increased student achievement scores on actual MAP assessment in
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**Mississippi Department of Education  
Schools At-Risk Action Plan**

2016-2017

District Name: Quitman County School Dist.

School Name: Quitman County Elementary

	Ensure benchmark assessments are constructed per the rigor of the MCCRS.	Group benchmark assessments	Curriculum and Instruction, building level instructional coaches		but have now moved to ELS as we believe that the assessments are more aligned and predictive of the actual MAP assessment in May	May, increased teacher use of benchmark data
chool action(s):	<ul style="list-style-type: none"> <li>Continue to use STAR Suite of Assessments (Early Literacy, Reading, Math)</li> <li>Create benchmark goals for each test in all grade levels (GE and SS)</li> </ul>		Principal, Instructional Coaches	Present – 6/30/2017 (quarterly)	We administered the STAR assessments on January 9 – 20.	Increased grade level equivalency and preparedness, increased teacher knowledge of student achievement / tracking
chool action(s):	<ul style="list-style-type: none"> <li>3rd / 4<sup>th</sup> grade teachers co-create unit assessments with math and literacy coaches (aligned to standards and rigor of MAP assessment)</li> </ul>	MAP Blueprint, MAP Toolkit	Instructional Coaches / 3 <sup>rd</sup> / 4 <sup>th</sup> grade teachers	Present – 6/30/2017	Following our last practice test, coaches, administrators and teachers examined assessments and developed an instructional plan to address gaps	Increased student achievement scores on practice and actual MAP assessment in May, increased teacher use of benchmark data
chool action(s):	<ul style="list-style-type: none"> <li>Use Weekly PLC data meetings to analyze STAR, benchmark, and unit assessment data and develop specific content strategies to address specific challenges</li> </ul>	ASCD Tuning Protocols, National School Reform Faculty Data protocols	Instructional Coaches, teachers	Present – 6/30/2017	Our PLCs continue to meet weekly and we have placed a larger emphasis on data discussions, using a combination of the National School Reform Faculty Data discussion and principal-created discussion guides. We have also begun using electronic and shared trackers across grade levels to monitor weekly / unit assessments as well as benchmark assessments	Increased rigor in classrooms, increased mastery data on unit / chapter assessments, increased STAR Reading / Math scores, increased state achievement data (practice and authentic tests)

Mississippi Department of Education  
Schools At-Risk Action Plan

District Name: Quitman County School Dist. 2016-2017

School Name: Quitman County Elementary

Mississippi Department of Education  
Schools At-Risk Action Plan

District Name: Quitman County School Dist. 2016-2017

School Name: Quitman County Elementary

Stakeholder	Printed Name	Signature	Date
Board President	Linda Payne	Linda Payne	2/14/17
Superintendent	Evelyn W. Jossell	Evelyn W. Jossell	2/14/17
Principal	Cytha Guynes	Cytha Guynes	2/8/17
Board Approved			February 14, 2017

## APPENDIX E

**School Plan - Demographics****QUITMAN CO SCHOOL DIST (6000) Public District - FY 2017 - QUITMAN COUNTY ELEMENTARY SCHOOL (6000024) 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	458	212	246	0	433	1	1	21	2	458	58	0	0	0	0
2015-16	443	210	233	0	426	0	0	15	2	443	59	0	0	0	0

**School Data - Grid**

Year	Student ADA	# of Teacher Absences	% of Highly Qualified Teachers
2014-15	410.91	0	
2015-16	399.81	0	

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

Poverty Status - 100% of our students receive free and reduced cost lunch

Rural Status - Quitman County is a rural county and qualifies for various rural funding opportunities through federal and state funds

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

All of the below statistics can be found at [Census.gov](http://Census.gov), Community Quick Facts

Population: 7,486, this is a 9% decrease since 2010

Rural Status: 20.3 people per square mile

Poverty Status: 36.2% living below poverty

Median Income: \$24,212

67% of people have earned a high school diploma or higher

13.5% of people have earned a bachelor's degree or higher

24.5% of Quitman county is made up of people under 18 years old



School Plan - Accountability Data

QUITMAN CO SCHOOL DIST (6000) Public District - FY 2017 - QUITMAN COUNTY ELEMENTARY SCHOOL (6000024) 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2015-16	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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.

To be quite frank, we have been undergoing a significant upheaval in accountability in Mississippi over the last four to five years. We have adopted the Common Core State standards, but been assessed by the Mississippi standards, undergone one year of PARCC testing while at the same time adopting a new set of Mississippi College and Career Ready Standards, then unveiling a new assessment system (MAP) with very little preparation or development for teachers and school leaders before the May assessment dates. Additionally, we have also transitioned from 100% paper based to mostly computer based. In a school with internet accessibility challenges, this presented our biggest obstacle yet and one that was particularly frustrating. Although there is plenty of work to be done to ensure our students are prepared for the next grade level and beyond, we have not yet been able to look at our state and federal accountability data with any reliability.

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	37.8	13.9	30.4	12.4				
Growth All Students	72.2	47.6	12.2	22.6				
Growth Low 25%	93.3	78.8	26.7	35.6				
	2014-15				2015-16			
Accountability Grade	D				F			
Total Points	278				211			

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

Our first and most pressing area of challenge is our proficiency rate. From 2014-15 to 2015 - 16, our students dropped by half in their proficiency in language arts and math. This is puzzling, also, because the PARCC assessment (2014-15) was much more rigorous than the MAP assessment (2015-16). We also know that our students in both full class and bottom 25% must show greater growth in math especially. We are particularly proud of our growth in Language Arts and are working to continue on the same path.

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
<b>Proficiency</b>																
<b>Growth All Students</b>																
<b>Growth Low 25%</b>																
	<b>2014-15</b>								<b>2015-16</b>							
<b>Accountability Grade</b>	Select...								Select...							
<b>Total Points</b>																

**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 ELEMENTARY SCHOOL (6000024) 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.

Student Promotion Data (% Promoted)

Year	K	1	2	3	4	5	6	7	8
2014-15	85.42%	89.69%	96.1%	90.54%	95.06%	0%	0%	0%	0%
2015-16									

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

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.

School Plan - School Climate and Culture

QUITMAN CO SCHOOL DIST (6000) Public District - FY 2017 - QUITMAN COUNTY ELEMENTARY SCHOOL (6000024) 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	267		147	
IEP	47	17.6%	36	24.49%
EL	0	0%	0	0%
Asian	0	0%	0	0%
BLK/AA	262	98.13%	131	89.12%
His/Lat	0	0%	0	0%
NAM	0	0%	0	0%
NH/PI	0	0%	0	0%
White	5	1.87%	15	10.2%

What discipline issues if any impact student achievement/growth?

Our student discipline write ups reveal that many of the forms coming to the office were "minor infractions" or those things that should be handled by the classroom teacher. However, we had not yet differentiated these nor provided support in the difference between major and minor infractions. We also know that 25% of our suspension days were accumulated by our students with IEPs, particularly students with emotional disabilities. This is an ongoing concern as we struggle to find the right interventions for students whose needs surpass those of our full student population.

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

This year, we are implementing PBIS at Quitman County Elementary. We participated in a professional development session at the beginning of the year to detail the school wide systems of positive behavior interventions. We also employ a behavior interventionist who works with students in a small group / individual setting if they have committed a major discipline infraction rather than give those students out of school suspension. She makes sure that those students still complete their classwork and lessons even if they are not part of the whole group setting.

Summarize other factors impacting climate and culture. (optional)



School Plan - Dimension 1: Student Achievement

QUITMAN CO SCHOOL DIST (6000) Public District - FY 2017 - QUITMAN COUNTY ELEMENTARY SCHOOL (6000024) 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	STAR	3.1	STAR	3.3	STAR	4.3	Select...		Select...		Select...		Select...		Select...	
2016	STAR	2.8	STAR	3.4	STAR	4.4	Select...		Select...		Select...		Select...		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.

The above STAR data describes grade level equivalency (GE). The whole number indicates grade level and the decimal describes the month within that year. For example a GE of 2.3 indicates a second grade level, three months into the school year.

Our first grade data and second grade data from STAR Reading indicates our students are finishing their time in first and second grade at or above grade level. However, when they arrive after the summer months and end the next years in third and fourth grade, our STAR Reading data indicates a growing gap. This is typical as students move from the foundations of reading to more rigorous and comprehension based reading curriculum. It also indicates where our greatest effort and growth needs to occur. We are particularly proud of our early grades and will continue to use the the reading curriculum, Read Well (Sopris-West) as our data indicates its high effectiveness.

Mathematics

Year	Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Algebra I	
2015	STAR	3.1	STAR	3.9	STAR	4.9	Select...		Select...		Select...		Select...		Select...	
2016	Select...	3.0	STAR	3.7	STAR	4.9	Select...		Select...		Select...		Select...		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.

The above STAR data describes grade level equivalency (GE). The whole number indicates grade level and the decimal describes the month within that year. For example a GE of 2.3 indicates a second grade level, three months into the school year.

Each grade level each year ends the year at or above grade level in math. The one exception is third grade for the 2015 - 16 school year. These students ended two months behind where they should be at the end of the third grade year. Our math data indicates our math instruction is strong, but ideally we would like to end the year with a higher GE so as to combat typical summer loss. We are also curious about the relationship between this data and the proficiency data previously described from our state assessments. Why is it that our students are at or above grade level in STAR but only 12 - 30% proficient in math?

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						







**QUITMAN CO SCHOOL DIST (6000) Public District - FY 2017 - QUITMAN COUNTY ELEMENTARY SCHOOL (6000024) Public School - School Plan - Rev 0**

**Teacher Retention Trends**

	1 to 3 years		4 to 10 years		11 to 20 years		21 plus years	
Year	#	%	#	%	#	%	#	%
2014-15	12	46	9	35	4	15		
2015-16	10	42	10	42	2	8	2	8

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

**Recruitment:**

1. Post job opening on MDE Teacher Openings page
2. Post job openings on TFA Alumni website / Facebook page
3. Post job openings on Mississippi State / University of Mississippi jobs page
4. Attend all local major college education recruitment fairs
5. Offer a recruitment bonus of \$500 to teachers / staff members who successfully recruit a highly qualified teacher to QCES
6. Offer a \$1,000 sign on bonus for highly qualified teachers

**Retain:**

1. Provide ongoing professional development opportunities both in-house and outside of QCES
2. Provide opportunities for leadership to strong teachers
3. Teacher appreciation measures (staff breakfasts, teacher appreciation week, duty-free incentives)

**Evaluate:**

We use the Mississippi MSTAR evaluation system to evaluate all teachers.

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

In order for all paraprofessionals to be hired, the district requires proof of their associate's degree, bachelor's degree, or work keys test scores.

In order for a highly qualified teacher to be hired and paid a teacher's salary, teachers must have a valid Mississippi educator's license in their content

area.

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

- One portion of our curriculum, Read Well (kindergarten - 2nd grade) is designed as a mastery based reading program. As such, students take a beginning of the year placement assessment to determine which unit a student begins. Students are grouped with other students who are in the same group. Therefore, they pass each unit with students who are on the same reading level. Students can start below or above where a typical k-2nd grade student would be, including into the next grade. In this way, all of our students can accelerate beyond their grade level work.
- Each day, our third and fourth graders participate in a 50 minute intervention / enrichment period. Student data from the previous year is used to group students in small groups. In the remediation groups, students are placed with highly skilled teachers. In the enrichment groups, students are placed with teachers and practice specialized skills like music or drama.

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

- Ticket To Read: An online fluency and accuracy program where students are able to practice both at school and home. It is connected to our Read Well curriculum and can be connected to our strong foundation literacy data (see STAR results)
- Mathletics: An online mathematics program where students are assigned certain skills and can practice during their computer lab time and at home. This will be the first full year we are using Mathletics and we are excited about its potential to reach all of our students below, at, and above grade level
- Accelerated Reader: As a part of the Renaissance suite of technology, we set ambitious reading goals each year for our students. This year, for example, we would like our students to read at least 65,000 books at 90% accuracy. We have met these goals every year for the last four years and it greatly contributes to our school-wide vision of creating a love and joy of reading.

**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.**

As a school, the beginning of all the work we do is our vision:

"We are a community of learners that believes all students can learn and achieve at high levels. We operate with a sense of urgency to ensure all students read, write, and problem solve at or above grade level and to promote lives of joy and opportunity."

Embedded within this vision are our five core values: community, achievement, urgency, joy, and opportunity

Each decision we make as administrators, teachers, leadership teams, and grade level teams should be aligned to our vision and values. It is the beginning of our instructional plan.

Reading:

We have enjoyed a partnership with the Barksdale Reading Institute for the last six years. This partnership has opened doors to ground breaking research in literacy instruction including beginning of the year development for our full faculty in the five elements of reading. This partnership also introduced us to our Read Well curriculum as well as provided the framework for the choice of curriculum in the upper grades (Treasures).

Reading in the lower grades occurs from 8 - 10:30 am because of the consistent research that shows literacy is learned and retained better for students in the morning hours. Our curriculum in pre K - 2nd is based entirely on the five elements of reading.

We have employed a literacy coach for the last six years. She consistently provides programmatic and teaching feedback throughout the year.

#### Writing:

We dedicate at least an hour each day to writing as a separate and complete content area. We also ensure that writing is incorporated across content areas.

#### Problem Solving:

Problem solving is two-fold. First, we are speaking about mathematical and logical problem solving. Second, we are speaking about emotional literacy and inter personal problem solving.

- Math: Our fundamental belief in math is that students must possess a strong knowledge in mathematical fluency and problem solving in order to be successful in this grade level and the next. Our teachers combine the curriculum from Go Math! (Houghton Mifflin) as well as the research-based and peer-approved Engage New York curriculum. We also have employed a math coach for the last three years. She consistently provides programmatic and teaching feedback throughout the year.
- Emotional Literacy: At QCES, we have used the Yale Center for Emotional Intelligence RULER curriculum. RULER stands for Recognizing, Understanding, Labeling, Expressing, and Regulating. It is comprised of four anchors: the charter, mood meter, meta-moment, and blueprint. Each anchor gives students the tools and vocabulary to identify the norms of a classroom, how to identify our own and other people's emotions, build empathy, slow down our emotional impulses, and reflect on our choices and their consequences.

#### Strengths:

Our strengths are definitely found within the early elementary literacy classrooms. When our students leave kindergarten through second grade at or above grade level, we know we are doing something correctly and important. We also have a really strong math program with all grade levels experiencing growth and grade level proficiency (STAR) at the end of the year.

#### Weaknesses:

Our writing curriculum and ability is our main area of focus for the upcoming school year. We would like all of our students in every grade to be able to write strong, grade-level appropriate pieces of narrative, informative, opinion, persuasive, and research writing. In the past we have focused solely on grammar which does not set up our students for academic success as they progress to older grades.

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

Yes, we set aside funds to provide after school tutoring and summer school instruction to our students.

**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.**

Teachers, alongside the content coaches, develop the weekly and unit tests to be given to all of their students. They develop the rubrics for writing. These assessments are based on the MCCRS as well as aligned to the format and rigor of the state assessments (third and fourth grade). The strength of designing assessments with the coaches and as a teaching corps means that teachers are backwards planning, understanding exactly what students will be asked, and are therefore able to provide strong instruction in the classroom.

School Plan - Dimension 3: Professional Development

QUITMAN CO SCHOOL DIST (6000) Public District - FY 2017 - QUITMAN COUNTY ELEMENTARY SCHOOL (6000024) Public School - School Plan - Rev 0

Professional Development Planning

Identified Priority Needs	Data Sources
Writing Instruction	In-class assessments, MAP assessment
Upper elementary literacy	In-class assessments, MAP assessment
Emotional Literacy Curriculum	School discipline data

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

Our professional development plan is entirely teacher and student centered. We determine those topics and skills to be developed based on data and our planning team feedback. The plan includes ongoing professional development rather than one and done sessions outside of the school. While we find conferences to be helpful, full of resources, and networking opportunities, the ability to follow up and practice those skills learned about is limited. Therefore, the professional development that occurs at QCES happens during our ongoing Lesson Planning Clinic (first and second year teachers), faculty meetings (monthly), PLC meetings (weekly), and professional development days (six days a year).

**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.**

The activities chosen by our administrative team and coaches will be evidence and research based. They will go through a vetting process in order to ensure that they meet our faculty and student needs. Before the development is given, those who are responsible for delivering it will meet and rehearse to ensure that it ultimately meets the needs of our faculty and students.

**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.**

Writing Instruction:

Monthly development in PLCs led by our literacy coach. Each month, teachers will work on a separate topic in writing. Long-term planning, lesson-planning / rigor, lesson execution / rigor, rubric building, assessment, tracking / feedback are all topics to be covered. The literacy coach will also prioritize ongoing classroom observations and feedback to provide support and feedback to teachers throughout the year. This will ensure that all

teachers are provided an opportunity to practice, execute, and revise their approach to writing. Writing is a particularly important portion of our Mississippi literacy standards and as such will be ultimately measured in grades 3 - 8. We also know that writing is a life skill that allows for students to apply for and be accepted into college, apply for scholarships, and find work beyond graduation.

Upper Elementary Literacy:

Monthly development in PLCs led by our literacy coach. Each month, teachers will work on a separate topic in upper elementary literacy. The five elements of reading, long-term planning, lesson planning / rigor, lesson execution / rigor, assessment building and alignment, tracking / feedback, and cross-curricular literacy are all topics to be covered. The literacy coach will also prioritize ongoing classroom observations and feedback to provide support and feedback to teachers throughout the year. This will ensure that all teachers are provided an opportunity to practice, execute, and revise their approach to literacy. We know that literacy is the foundation to all knowledge and it is beginning of eliminating the achievement gap across race and socio-economic standards.

Emotional Literacy Curriculum:

Our RULER curriculum has never reached its full potential nor have we practiced it with full fidelity. The challenge lies in our ever-rotating staff. As such, we are beginning from the ground-up with RULER and rolling it out as if this is the first year of implementation. We introduce one anchor at a time and allow for teachers to use it and model it in their classrooms. Roll out for each anchor occurs at the monthly faculty meeting. In October, we will conduct our development on the meta-moment and then provide observations and feedback on its implementation in classrooms. In January, we will conduct our development in the Blueprint.

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

QCES depends on data to evaluate the improvement of instruction and leadership. Teachers and the administrative team participate in bi-weekly data conversations to evaluate classroom and school-wide progress toward achievement. We are fully able to switch course in the middle of the year should a practice or piece of our instructional plan be insufficient for student needs. We also conduct mid year and end of year reflections to ensure our teachers and administrators are constantly in tune with our progress and challenges.



School Plan - Dimension 4: Family and Community Involvement

QUITMAN CO SCHOOL DIST (6000) Public District - FY 2017 - QUITMAN COUNTY ELEMENTARY SCHOOL (6000024) Public School - School Plan - Rev 0

**Family and Community Involvement**

Identified Priority Needs	Data Sources
Increased diversity of parent participation	Parent sign-in sheets
Content based parental development	Parent surveys

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

Overall, we are able to attract parents to participate and volunteer in events where their students are also participating. We have great numbers of parents especially in events when we celebrate student success. We would like to see more parents attend our sessions on how to support learning at QCES as well as a more diverse selection of parents participating. We find that the same parents attend each event and we don't always reach the parents we should.

We would also like to engage more community members who don't necessarily have children at QCES and in a capacity beyond parental involvement. For example, we would like a stronger emphasis on community change-makers and career opportunities.

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

We take the discussions as a teacher / admin team around data and tailor it to parents. Teachers and administrators share the duty of relaying assessment results to parents. We often hold a special session after school where we are able to present the data and its meaning in person.

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

Our parent coordinator works with a number of parent advisors who develop / revise our parent compact each year at the beginning of the year.

School Plan - Dimension 5: School Context and Organization

QUITMAN CO SCHOOL DIST (6000) Public District - FY 2017 - QUITMAN COUNTY ELEMENTARY SCHOOL (6000024) 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									
2015-16	17.4	23	24	25	17				

Stakeholder Decision Making

	Yes/No	Comments (optional)
Teachers are involved in decision-making and school procedures.	<input 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 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 type="checkbox"/> Yes	
Stakeholders take part in developing solutions to identified problems.	<input type="checkbox"/> Yes	

Describe the need for class size reduction teachers.

At this time, we are not in need for class size reduction teachers.



School Plan - Prioritized List of Needs

**QUITMAN CO SCHOOL DIST (6000) Public District - FY 2017 - QUITMAN COUNTY ELEMENTARY SCHOOL (6000024) Public School - School Plan - Rev 0**

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

*Student Achievement:*

- The school vision provides a clear focus on students' academic achievement and the belief that all students can achieve at high levels.
- Periodic and planned assessments (PARCC Practice Exams, nationally normed AIMSWeb, STAR Reading, Math, and Early Literacy) provide a benchmark for how students are achieving against national norms and how they are growing against grade level expectations.
- 87% of QCES third grade students who took the first Mississippi Summative Literacy Assessment (also known as the Third Grade Gate) passed, matching the state average.

*School Context & Organization:*

- Our school offers two sections of Prekindergarten that is completely funded through Title I federal funds.
- Assistant Teachers at grades Prekindergarten through second provide tremendous instructional supports and opportunity to differentiate instruction.
- Strategic scheduling allows for common teacher planning time at grade levels and remediation blocks that don't disrupt core subject instruction.

*Professional Development:*

- Professional Development sessions are held at the beginning and end of the year as well as through the course of the year during "in-service days."
- Weekly faculty meetings also have a professional development component. All first year teachers attend mandatory "Lesson Planning Clinics" during the first semester period.
- The school partners with Teach For America to offer a remedial and enrichment summer school program.

*Curriculum & Instruction:*

- A full-time Literacy Coach funded by Title I provides instructional coaching to all teachers and assistant teachers. Additionally, special content teachers (Art, Computer Lab, and Integrated Science) work with small intervention groups to support reading fluency.
- The Read Well program is being utilized to provide differentiated reading instruction to students in grades prekindergarten through 3rd grade.
- A full-time Math Coach funded through Title I Federal Funds provides instructional coaching to all teachers and assistant teachers.

*Family & Community Involvement:*

- Community partners including Save the Children, 21st Century/Youth Opportunities Unlimited, and the Quitman County Development Organization provide afterschool tutoring to students. Foster grandparents work within the school to assist lower grades teachers and students with their schoolwork.

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

*Student Achievement:*

- Quitman County Elementary School failed to meet its Math AMO last year.

- Less than 50% of our third and fourth graders are "proficient or advanced" in Reading Language Arts, while our percentage has increased, we have been below 50% for the last three years.

*School Context & Organization:*

- Our school enrollment has been steadily decreasing over the last five years.
- Teachers would like additional opportunity to collaborate with colleagues of different grade levels.
- Additional supports and interventions are needed for students who are struggling with severe behavior and mental health challenges.
- School facilities are decades old and in need of serious repair / maintenance.

*Professional Development:*

- Teachers desire additional professional development on differentiated instruction.
- Teachers desire additional professional development opportunities to provide high quality response to intervention and its companion processes.
- Teachers desire additional professional development in the writing process and providing high quality writing instruction.

*Curriculum & Instruction:*

- Science and social studies are de-prioritized content areas given the central testing focus on reading/language arts and mathematics.
- Teachers would like additional strategies and supports to reach students with special needs (handicapped, learning disabled, gifted and talented)

*Family & Community Involvement:*

- There is a desire to increase the depth of community involvement in the school with increased communication and transparency between the faculty and community.

**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.**

1. Professional Development in writing
2. Emphasizing science and social studies
3. School wide culture to support students with special needs (particularly behavior needs)

School: Quartman County Elementary  
 District: Quartman County

## 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 Addtl Learning Time						# Core	# Enrichment	# Teacher PD/ Collaboration
			1	2	3	4	5	6			
5-Yr Goal											
Baseline/Pre-data	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 = 75,540

	Total # of minutes	Increased # of minutes	Types of Addtl Learning Time						# Core	# Enrichment	# Teacher PD/ Collaboration
			1	2	3	4	5	6			
SIG Year 2 Actual	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 = 75,540

	Total # of minutes	Increased # of minutes	Types of Addtl Learning Time						# Core	# Enrichment	# Teacher PD/ Collaboration
			1	2	3	4	5	6			
SIG Year 3 Actual	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 Addtl Learning Time						# Core	# Enrichment	# Teacher PD/ Collaboration
			1	2	3	4	5	6			
SIG Year 4 Actual	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 Addtl Learning Time						# Core	# Enrichment	# Teacher PD/ Collaboration
			1	2	3	4	5	6			
SIG Year 5 Actual	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																

# APPENDIX C

(N/A)

## 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?	



Management and Staffing Capacity	
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?	

Internal Performance Analysis	
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.	
Customer Service Orientation	
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:

**CFDA Numbers**

**Name of Federal Program or Cluster**

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.

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**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.

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

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

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

Award: Title I grants to local educational agencies  
CFDA 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.

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#### **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.

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#### **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.

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#### 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 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.

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**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.

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**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.

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**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.

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**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.

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**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.

**QUITMAN CO SCHOOL DIST (6000) Public District - FY 2017 - QUITMAN COUNTY ELEMENTARY SCHOOL (6000024) Public School - School Plan - Rev 0**

Required Items [Expand All] [Collapse All]	Component Met
<p>1) <b>Needs Assessment</b></p> <p>Include a needs assessment of entire school and subgroups including racial/ethnic, economically disadvantaged, students with disabilities, English learners and including the needs of migrant children as defined in Section 1306) with information about the academic achievement of children in relation to Mississippi College-And Career-Ready Standards.</p> <p><b>Explanation</b></p> <p>In analyzing the overall needs of the school, the leadership team began with analyzing state test data across two years and the most recent universal screener data. In reviewing the data, it is clear that students experienced a drop across the board in all categories, i.e. overall proficiency, growth, and low growth in ELA. The percent of students scoring in the highest two levels decreased by 23.9%; likewise, the percent of students attaining growth dropped by 24.6%. In addition, QCES also administers STAR EARLY Literacy to kindergarten students and STAR Reading to 1st-4th Grade students three times per year. The most recent data from the assessments taken in March 2017 reveal the following: 42% of our students scored at or above benchmark in kindergarten; 72% were at or above benchmark in 1st grade; 76% were at or above benchmark in 2nd grade; 33% are predicted to score at level 4 or above on the MAP assessment in 3rd grade; 19% are predicted to score at level 4 or above on the MAP assessment in 4th grade. Additional structures are necessary to support quality ELA instruction, as well as, redefine the school's efforts around MTSS. Staff would benefit from professional development to assist teachers in effectively utilizing the Mississippi College and Career Readiness Standards for English Language Arts, identifying intervention activities, anticipating misconceptions in student learning, determining student readiness, creating formative assessments and determining skills necessary for the state assessments. The data also suggest that despite our progress monitoring efforts, there are still students that are not reaching the school targeted benchmark or MAP proficiency prediction scale score. The only two grades in which at least 50% of the students are at or above benchmark are 1st and 2nd grades. We recognize the need to create and implement a more effective progress monitoring system for our lowest performing students. Professional development on creating and implementing an effectively MTSS process, organizing the Teacher Support Team, assisting with the development and implementation of research-based interventions, tracking and monitoring interventions at all tiers, and generating reports for staff and administrators could assist us in addressing students who need more intensive supports. Our data suggest that less than 50% of our 4th grade students demonstrated growth on the MAP assessment. Also, for two consecutive years, our proficiency has been less than 40%. The school currently has scheduled a 50 minute intervention period that allows teachers to attempt to address student weaknesses, however, the student-teacher ratio does not adhere to researched best practices for providing students more intensive Tier II and Tier III interventions. Some sections have over 20 students. There is a need for additional supports in implementing interventions that are more intensive and individualized. Our most recent state test data also shows a large gap in achievement between our students with disabilities and our</p>	<p><input type="checkbox"/></p>

students without disabilities. In ELA, only 23% of students with disabilities scored at level 3 or above while 64% of students without disabilities scored a 3 or above. We identified a similar gap in 4th grade where no students with a disability scored at a level 3 or above, yet 55% of students without a disability scored a level 3 or above. Currently, the inclusion teachers have additional duties such as servicing Head Start and Home Bound Students. Also, one inclusion teacher is only part-time. Our data suggest the need for additional academic services and resources to lessen the achievement gap for students with disabilities. This data is comparable to the same declines in proficiency experienced in ELA. However, in contrast to ELA low growth, the students showing growth in both growth categories increased by less than 10%. Students in 1st-4th grades also take STAR Math three times a year. The most recent data collected in March 2017 revealed the following: 83% first graders were at or above benchmark; 72% 2nd graders were at or above benchmark; 22% 3rd graders were predicted to score at level 4 or above on the MAP assessment; 35% 4th graders were predicted to score at level 4 or above on the MAP assessment. Our math data reflects a greater deficit in math than ELA. Additional structures are necessary to support quality math instruction, as well as, ensure effectiveness in the school's efforts around MTSS. There is also a need to address math fluency, implementation of a math program that is aligned to Mississippi's CCRS, and professional development and training to effectively teach Mississippi's college and career ready standards.

## 2) **School-wide Reform Strategies**

Describe school-wide reform strategies to improve achievement in the lowest achieving students. Include strategies to provide opportunities for all children to meet proficiency; strengthen the core academic program; increase the amount and quality of learning time, before- and after-school and summer program opportunities and a rich and accelerated curriculum; strategies to meet needs of historically underserved populations; services which might include counseling, pupil services, mentoring services, college and career awareness and preparation, integration of career and technical education programs. Address how the school will determine if such needs have been met and are consistent with the state and LEA plans. Describe how services will be provided to students that receive services from the Homeless Education and Migrant Education programs. Sec.1114(b)(1)(B)

### **Explanation**

We changed mandated PLC days from once per week (every Tuesday) to twice a week-every Tuesday & Thursday. We restructured PLC time to include a standard agenda and instructional coaches' attendance with an increased amount of instructional feedback on lessons and instructional plans to all content teachers. A second intervention block was added to the 4th grade schedule from 2:00-3:00 four day a week (Monday-Thursday). After analyzing last years MAP reading data, the 2nd grade literacy block was restructured to include a one hour comprehension block from 8:00-9:00 to put more on comprehension skills. An observation schedule to include an administrator seeing every teacher at least twice a week was developed to monitor rigor MCCRS alignment. To provide cross grade support, a schedule was developed to provide opportunities for peer observation and feedback conversations for all teachers. 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. Our school uses the Read Well program to teach literacy in grades Pre-K through 2nd. The third and fourth grade has utilized the Treasures basal program this year. Teachers completed a development on Treasures CCSS alignment. All programs focus on vocabulary and

reading comprehension. Teachers supplement these programs using the Common Core / Mississippi College and Career Ready Standards to teach specific curricular objectives. Finally, all classes use Accelerated Reader to build reading motivation and provide additional opportunities to practice reading comprehension. Our school uses a Literacy Coach to oversee small group interventions for students who were identified by grade-level teams as struggling. The intervention program is called Phonics Boost and is offered at third and fourth grades at least twice weekly. Reading and math interventions are also supported by the Specials teachers who provide additional interventions when not leading their elective classes. The Literacy Coach also administers progress monitoring probes connected with AIMSWeb which allow us to track student growth metrics over time and response to interventions (RtI). Two years ago, the school adopted the Write Steps writing program. It is CCSS aligned and has supported our students writing development. We also purchased 5 professional development days with a writing coach who helped to develop the curricula. QCES selected the Go Math program during the most recent textbook adoption and is used by all grade levels. With the help of a math coach, math teachers in all grades plan rigorous and aligned math lessons that both use the book and outside materials to ensure students master the new Common Core Math Standards. The math coach is also responsible for real-time coaching, lesson plan feedback, lesson observations, and arranging timely and meaningful professional development for teachers and assistant teachers. Science and Social Studies are taught on a regular basis and often integrated into Reading and/or math. Our school uses the Houghton Mifflin Harcourt (HMH) Mississippi Science program. Grades K - Third use Harcourt Horizons for Social Studies and fourth grade uses Mississippi Studies. Our school uses a Leadership Team to make school wide decisions. This team includes at least one teacher from each grade. This team has the responsibility of designing school-based professional development. Some of this professional development addresses how to better use the curriculum and how to employ cutting-edge teaching techniques. Additionally the Leadership Team worked with their grade-levels at the beginning of the year to develop pacing guides. These guides ensure that all parts of the curriculum are covered. Teachers plan their lessons on their own and in consultation with their grade level. All teachers are required to begin with the curriculum and utilize our lesson plan format, but beyond that originality and innovation are encouraged. We use regular classroom observation to encourage professional development and support teacher improvement. Teachers also have a daily planning period which can be used to work collaboratively with their grade level or to observe other teachers. One day out of the week this time is used for a grade-level meeting. Teachers have the opportunity to help select curricular materials. Select teachers have represented the district at textbook selection meetings and all teachers work with the grade-level teams to select resources to purchase. Finally, teachers received EEF monies for classroom material.

### 3) Timely Assistance

Describe how timely assistance will be given to struggling students. Address effective, timely assistance of interventions for students who experience difficulty in attaining the proficient or advanced level of the academic content standards. Students' difficulties must be identified in a timely way and in such a way as to provide information on which to base effective assistance of interventions.

#### Explanation

We changed mandated PLC days from once per week (every Tuesday) to twice a week-every Tuesday & Thursday. We restructured PLC time to include a standard agenda and instructional coaches' attendance with an increased amount of instructional feedback on lessons and instructional plans to all content teachers. A second intervention block was added to the 4th grade schedule from 2:00-3:00 four day a week (Monday-Thursday). After analyzing last years MAP reading data, the 2nd grade literacy block was



restructured to include a one hour comprehension block from 8:00-9:00 to put more on comprehension skills. An observation schedule to include an administrator seeing every teacher at least twice a week was developed to monitor rigor MCCRS alignment. To provide cross grade support, a schedule was developed to provide opportunities for peer observation and feedback conversations for all teachers.

4) **Instruction by Highly Qualified Staff**

Address instruction by highly qualified staff (and effectiveness in MS).

**Explanation**

All Pre-k - 4th grade classes are led by highly qualified staff. Each teacher's effectiveness is monitored using the MS Teacher Growth System.

5) **Attracting High Quality/Effective Teachers**

Address strategies to attract high quality/effective teachers to high needs schools.

**Explanation**

The school will utilize a recruitment team to attend college-based and state-hosted job fairs. The school will also host recruitment fair at a location in the district. The district will also partner with various education departments at the local colleges and universities to visit potential qualified applicants for recruitment. Positions with a job description and highly qualified requirements will be posted on the website, advertised in newspapers, and sent to various agencies to assist in gathering qualified applicants. The district will also begin offering sign on incentives.

6) **Professional Development**

Address high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards.

**Explanation**

-The curriculum director, instructional coaches and building-level administrators are responsible for the design and implementation of professional development. The school leadership team, staff, and external providers will be vital to the conversation about professional development needs and making recommendations to support the design and implementation of professional development. The professional development plan is developed based on formative and summative staff evaluation results, as well as teacher survey results. Instructional coaches and administrators will work with teachers to create professional growth goals based on their areas of need and student performance data. Instructional coaches and external providers will be asked to provide a scaffolded system of training, real-time classroom modeling, co-teaching, and observation support. Professional development needs assessment surveys are conducted annually to solicit staff input on the design of professional development. 34% of the staff that responded to our most recent survey felt that the professional development opportunities should be more content specific and 63%

want professional development to be job-embedded at their site. To address this concern, instructional coaches and external providers will be contacted to provide more content specific coaching for both group and individual needs. Staff members are also solicited to lead professional learning opportunities for their peers.

7) **Increase Parental Involvement**

Address strategies to increase effective parental involvement through means such as family literacy services.

**Explanation**

- Monthly PTO meetings; - Monthly Book of the Month assembly programs with students performances and writing; - Alert Now messages regarding school events; - The Wildcat Review school newsletter; - Parent Center with access to computer technology

8) **Coordination of Programs**

Describe how federal, state, and local programs are coordinated. Address coordination and integration of federal, state, and local resources, services and programs, including programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and job training.

**Explanation**

The school works with a variety of parents including the Quitman County Development Organization (QCDO), the Youth Opportunities Unlimited (YOU) program, and various local churches to provide support services to students. The Save the Children operates in-house tutorial services for struggling students. Additionally, the STC program provides foster grandparents, or senior citizen volunteers from the Quitman County area, that serve as reading tutors in the lower grades.

9) **Transitioning Preschool Students**

Address plans for assisting preschool children in the transition from early childhood programs, such as Head Start or a public school preschool program to local elementary school programs.

**Explanation**

The staff of QCES and QCMS work together to share IEPs, testing data, and other student work samples to ease the transition of students from elementary to middle school. The teachers at grades 4 and 5 meet collaboratively to share data and trends in instruction to help vertically align the curriculum. Students attended a transition to middle school day at QCMS in April where they toured the building and were able to ask questions about their new school.

10) **Use of Assessments for Improving Performance**

How you will know teachers are included in assessment decisions regarding the use of assessment in improving performance and instruction? Address measures to include teachers in decisions regarding the use of academic assessments to provide information

on, and to improve, the achievement of individual students and the overall instructional program.

**Explanation**

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 QCES, we recognize that assessment should drive instructional decision-making. The school will monitor effectiveness of the adopted curricular materials with a layered approach. The school will use pacing guides to ensure alignment within and across grades. Across the summer, a curriculum committee will review the guides to make any necessary revisions based on student data and teacher feedback. Across the year, the school will administer common interim assessments that track students' progress in meeting the standards set forth by the curriculum. The district will administer benchmark assessments at the end of each nine weeks. The assessments will be followed with detailed feedback to teachers and an analysis of the data by school, by grade, and by teacher. Teachers will share in the monitoring through peer observations. They will also engage in peer coaching conversations during PLCs. In addition, school administrators in conjunction with the instructional coaches and district transformation officer will routinely monitor instruction through formal and informal observations, checking for effective implementation of the approved lesson plan. Based on observation results, teachers will be provided targeted, intensive coaching in data-driven instructional planning. The intentional data analysis and frequent observations will allow us to determine the effectiveness of the adopted curriculum and its implementation.

9.2

QUITMAN CO. SCHOOLS

FEB 14 2017

BOARD APPROVED

Mississippi Department of Education  
Schools At-Risk Action Plan

2016-2017

District Name: Quitman County School DistrictSchool Name: Quitman County Elementary

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): Increase the efficiency and visibility of school administration, including math and literacy coaches.</b>						
District Action(s):	Continued employment of an elementary and high school level instructional coach in ELA and Math	District MAEP funds, Federal Funds	Kegi Wells, Director of Curriculum and Instruction	To begin for the 2017-18 school year		
District Action(s):	Provide observation and feedback training to all administrative staff including instructional coaches.		Kegi Wells, Director of Curriculum and Instruction	Summer Professional Development (7/2017)		Administrators and coaches will be able to norm and provide consistent observations and feedback for teacher growth throughout the building.
School Action(s):	Increase participation in ongoing professional development	Elementary Education and Reading Admin Toolkit, Title II professional development funds, Professional Development Menu of Services	Principal and Assistant Principal	Present – 6/30/2017	Principals have attended Milsaps Summer Principal Academy (summer of 2016) Principal attends monthly QCSD PLC meetings Principal is a part of the BRI / TFA Principal Fellows Program	Principals will have access to and knowledge of best practices. Teacher retention increased, student achievement data increased
School Action(s):	Admin team data / curriculum meetings	District Director of Curriculum and Instruction,	Principal, Asst. Principal, Instructional Coaches	Present – 6/30/2017, ongoing weekly meetings	These meetings continue to happen each week with a particular focus on data in the 3 <sup>rd</sup> and 4 <sup>th</sup> grades.	Increased student achievement (39% proficient in math, 30% proficient in reading), increased student growth in STAR EL, Reading, and Math

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

2016-2017

District Name: Quitman County School District

School Name: Quitman County Elementary

		Elementary Education and Reading Administrator Toolkit, MAP Blueprint and Practice Tests (when available), MCCRS Scaffolding Documents				
chool ction(s):	Classroom observations and feedback	Mississippi Educator Professional Growth Rubric / Tool	Principal, Asst. Principal, Instructional Coaches	Present – 6/30/2017	We are conducting at least 5 observations a week	Increased teacher efficacy, rubric scores on Educator Growth Rubric
chool ction(s):	Lesson Plan Feedback		Principal, Asst. Principal, Instructional Coaches	Present – 6/30/2017	We are conducting weekly feedback on 100% of our instructional staff	Increased teacher efficacy, rubric scores on Educator Growth Rubric, increased rigor of instruction, increased in-class, district, and state achievement scores.
chool ction(s):	Instructional PLC Meetings	National School Reform Faculty protocols, MAP Blueprint and Practice Tests (when available), MCCRS	Principal, Asst. Principal, Instructional Coaches	Present – 6/30/2017	Teachers meet weekly in PLCs to discuss student achievement data (in-class, district, or state). Facilitated by coaches or lead teachers	increased student achievement (39% proficient in math, 30% proficient in reading), increased student growth in STAR EL, Reading, and Math

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

2016-2017

District Name: Quitman County School Dist.

School Name: Quitman County Elementary

		Scaffolding Documents				
<b>CURRICULUM AND INSTRUCTION</b>						
Goal(s): 1. Increase measures of student achievement in 3 <sup>rd</sup> and 4 <sup>th</sup> grade Increase the rigor of our 2 <sup>nd</sup> grade reading curriculum						
District Action(s):	Provide observation and feedback training to all administrative staff including instructional coaches.		Kegi Wells, Director of Curriculum and Instruction	Summer Professional Development (7/2017)		Administrators and coaches will be able to norm and provide consistent observations and feedback for teacher growth throughout the building.
School Action(s):	Develop a teacher observation schedule to monitor the rigor of instruction and alignment of curriculum to MCCRS		Principal, Asst. Principal, Instructional Coaches	Present – 6/30/2017	At our weekly admin team meetings, coaches and principals share their upcoming schedules. Our school and district goal is to see 5 teachers / classes per week.	Increased rigor in classrooms, increased mastery data on unit / chapter assessments, increased STAR Reading / Math scores, increased state achievement data (practice and authentic tests)
School Action(s):	Admin Team Meeting Debrief on Classroom Observations		Principal, Asst. Principal, Instructional Coaches	Present – 6/30/2017	At our weekly admin team meetings, coaches and principals share their findings at classroom observations. We also utilize ELS Education Solutions to share our feedback with teachers and each other.	Increased rigor in classrooms, increased mastery data on unit / chapter assessments, increased STAR Reading / Math scores, increased state achievement data (practice and authentic tests)
School Action(s):	Peer observations		Assistant Principal, Faculty	Present – 6/30/2017 (monthly)	Asst. principal has developed a peer observation schedule. We will norm on peer observations on 2/14/17 and begin observations that week. Teachers will meet with their peers during planning or after	Increased teacher growth rubric scores, increased rigor in classroom execution, stronger colleague relationships, increased cross-content planning



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

2016-2017

District Name: Quitman County School Dist.

School Name: Quitman County Elementary

					school to discuss their observations. Teachers will also meet during PLCs to discuss as grade levels, their observations.	
chool ction(s):	Classroom observations and feedback	Mississippi Educator Professional Growth Rubric / Tool	Principal, Asst. Principal, Instructional Coaches	Present – 6/30/2017	We are conducting at least 5 observations a week	Increased teacher efficacy, rubric scores on Educator Growth Rubric
chool ction(s):	Lesson Plan Feedback		Principal, Asst. Principal, Instructional Coaches	Present – 6/30/2017	We are conducting weekly feedback on 100% of our instructional staff	Increased teacher efficacy, rubric scores on Educator Growth Rubric, increased rigor of instruction, increased in-class, district, and state achievement scores.
chool ction(s):	Re-design of 2 <sup>nd</sup> Grade Curriculum	ELA Toolkit, MAP Blueprint, ELA Instructional Scaffolding Documents, elementary literacy focus of the month manual	Literacy Coach, Principal, Teacher committee (1 <sup>st</sup> and 2 <sup>nd</sup> grade teachers)	Present – 2017- 18 school year	Second grade teachers have met and have developed a semester long re-work of curriculum as a "pilot" of next year.	Increased STAR Reading scores, higher grade level equivalency and scale score, at the beginning of 3 <sup>rd</sup> grade, higher BOY STAR Reading scores

**PROFESSIONAL DEVELOPMENT**

Goal(s): Increase the access of quality professional development to our faculty and staff

istrict ction(s):	Summer teacher's academy	Federal Professional Development funds	Kegl Wells, District Director of Curriculum	Summer of 2017		
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**Mississippi Department of Education  
Schools At-Risk Action Plan**

2016-2017

District Name: Quitman County School Dist.

School Name: Quitman County Elementary

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>
School Action(s):	Targeted Professional Development In Off-Site Trainings	NMEC Calendar of Events, University of Mississippi School of Education	Instructional Coaches	Present – 6/30/2017	Our faculty members have continued to attend various professional developments throughout the year.	Increased rigor in classrooms, increased mastery data on unit / chapter assessments, increased STAR Reading / Math scores, increased state achievement data (practice and authentic tests)
School Action(s):	Grade Level / Content PLCs (each week must concentrate on data, writing in all contents, classroom culture, and a subject of the team's choice)	National School Reform Faculty Data discussion protocols	Each member of pre-K – 4 <sup>th</sup> grade, specials, and special education teams	Present – 6/30/2017	Our PLCs continue to meet weekly and we have placed a larger emphasis on data discussions, using a combination of the National School Reform Faculty Data discussion and principal-created discussion guides	Increased rigor in classrooms, increased mastery data on unit / chapter assessments, increased STAR Reading / Math scores, increased state achievement data (practice and authentic tests)
School Action(s):	Create a consistent and regular schedule for conducting learning walks. Use data obtained from learning walks to develop and plan for professional development activities.		Principal, Asst. Principal, Instructional Coaches	Present – 6/30/2017 (monthly)	The principal has developed a schedule of learning walks to occur for the remainder of the year. The learning walks will inform the faculty meetings to be held monthly.	Increased rigor in classrooms, increased mastery data on unit / chapter assessments, increased STAR Reading / Math scores, increased state achievement data (practice and authentic tests)
<b>CLIMATE AND SAFETY</b>						
Goal(s): Positive Climate Indicators on Gallup Workplace poll, positive climate and safety ratings on parent survey for school-wide planning process, increased teacher retention						

Mississippi Department of Education

Schools At-Risk Action Plan

2016-2017

District Name: Quitman County School Dist.

School Name: Quitman County Elementary

chool / istrict ction(s):	Prioritized Funding for Teacher Retention	Federal / istrict Funds	Principal, Federal Programs	February 2017 – May of 2017	We have interviewed one teacher for possible position in January, have another interview scheduled in February.  We would like to employ the use of federal funds to incentivize faculty members staying in the classroom	Increased retention (losing less than 20% of our faculty)  Be fully staffed by May 2017
chool ction(s):	Schoolwide Committees to gather input from representative groups		Committee Chairs, entire faculty	Present – 6/30/2017	The staff committees have hosted our annual Christmas Party, Thanksgiving Breakfast, tokens of appreciation, yearbook, and have responded in times of celebration and crisis for our faculty members	Increased staff morale (as measured in Gallup Workplace poll), increased retention
chool ction(s):	Must Read Bulletin (MRB) communicated through Constant Contact	Barksdale Reading Institute pays subscription to Constant Contact	Principal, Asst. Principal	Present – 6/30/2017	We began using Constant Contact in November of 2016	Increased readership and responses to MRB (over 85% opens and clicks)
chool ction(s):	Weekly actions of appreciation		Entire faculty, led by principal and asst. principal	Present – 6/30/17 (weekly)	So far we have posted appreciation boards, thank you cards blitz, values shout-outs	Increased staff morale (as measured in Gallup Workplace poll), increased retention

**ASSESSMENT**

Goal(s): Maintain rigorous and aligned assessments in all grades

istrict ction(s):		ELS Practice Tests, Kirkland	Kegil Wells, Director of	Present – 6/30/17	At the beginning of the year, we used the Kirkland assessments	Increased student achievement scores on actual MAP assessment in
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Mississippi Department of Education  
Schools At-Risk Action Plan

2016-2017

District Name: Quitman County School Dist.

School Name: Quitman County Elementary

	Ensure benchmark assessments are constructed per the rigor of the MCCRS.	Group benchmark assessments	Curriculum and Instruction, building level instructional coaches		but have now moved to ELS as we believe that the assessments are more aligned and predictive of the actual MAP assessment in May	May, increased teacher use of benchmark data
chool ction(s):	<ul style="list-style-type: none"> <li>Continue to use STAR Suite of Assessments (Early Literacy, Reading, Math)</li> <li>Create benchmark goals for each test in all grade levels (GE and SS)</li> </ul>		Principal, Instructional Coaches	Present – 6/30/2017 (quarterly)	We administered the STAR assessments on January 9 – 20.	Increased grade level equivalency and preparedness, increased teacher knowledge of student achievement / tracking
chool ction(s):	<ul style="list-style-type: none"> <li>3rd / 4<sup>th</sup> grade teachers co-create unit assessments with math and literacy coaches (aligned to standards and rigor of MAP assessment)</li> </ul>	MAP Blueprint, MAP Toolkit	Instructional Coaches / 3 <sup>rd</sup> / 4 <sup>th</sup> grade teachers	Present – 6/30/2017	Following our last practice test, coaches, administrators and teachers examined assessments and developed an instructional plan to address gaps	Increased student achievement scores on practice and actual MAP assessment in May, increased teacher use of benchmark data
chool ction(s):	<ul style="list-style-type: none"> <li>Use Weekly PLC data meetings to analyze STAR, benchmark, and unit assessment data and develop specific content strategies to address specific challenges</li> </ul>	ASCD Tuning Protocols, National School Reform Faculty Data protocols	Instructional Coaches, teachers	Present – 6/30/2017	Our PLCs continue to meet weekly and we have placed a larger emphasis on data discussions, using a combination of the National School Reform Faculty Data discussion and principal-created discussion guides. We have also begun using electronic and shared trackers across grade levels to monitor weekly / unit assessments as well as benchmark assessments	Increased rigor in classrooms, increased mastery data on unit / chapter assessments, Increased STAR Reading / Math scores, increased state achievement data (practice and authentic tests)

Mississippi Department of Education  
Schools At-Risk Action Plan

District Name: Quitman County School Dist. 2016-2017

School Name: Quitman County Elementary

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

District Name: Quitman County School Dist. <sup>2016-2017</sup>

School Name: Quitman County Elementary

Stakeholder	Printed Name	Signature	Date
Board President	Linda Payne	Linda Payne	2/14/17
Superintendent	Everett W. Jossell	Everett W. Jossell	2/14/17
Principal	Cytha Guynes	Cytha Guynes	2/8/17
Board Approved			February 14, 2017

## APPENDIX E

School Plan - Demographics

QUITMAN CO SCHOOL DIST (6000) Public District - FY 2017 - QUITMAN COUNTY ELEMENTARY SCHOOL (6000024) 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	458	212	246	0	433	1	1	21	2	458	58	0	0	0	0
2015-16	443	210	233	0	426	0	0	15	2	443	59	0	0	0	0

School Data - Grid

Year	Student ADA	# of Teacher Absences	% of Highly Qualified Teachers
2014-15	410.91	0	
2015-16	399.81	0	

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

Poverty Status - 100% of our students receive free and reduced cost lunch

Rural Status - Quitman County is a rural county and qualifies for various rural funding opportunities through federal and state funds

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

All of the below statistics can be found at Census.gov, Community Quick Facts

Population: 7,486, this is a 9% decrease since 2010

Rural Status: 20.3 people per square mile

Poverty Status: 36.2% living below poverty

Median Income: \$24,212

67% of people have earned a high school diploma or higher



13.5% of people have earned a bachelor's degree or higher

24.5% of Quitman county is made up of people under 18 years old

School Plan - Accountability Data

QUITMAN CO SCHOOL DIST (6000) Public District - FY 2017 - QUITMAN COUNTY ELEMENTARY SCHOOL (6000024) 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2015-16	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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.

To be quite frank, we have been undergoing a significant upheaval in accountability in Mississippi over the last four to five years. We have adopted the Common Core State standards, but been assessed by the Mississippi standards, undergone one year of PARCC testing while at the same time adopting a new set of Mississippi College and Career Ready Standards, then unveiling a new assessment system (MAP) with very little preparation or development for teachers and school leaders before the May assessment dates. Additionally, we have also transitioned from 100% paper based to mostly computer based. In a school with internet accessibility challenges, this presented our biggest obstacle yet and one that was particularly frustrating. Although there is plenty of work to be done to ensure our students are prepared for the next grade level and beyond, we have not yet been able to look at our state and federal accountability data with any reliability.

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	37.8	13.9	30.4	12.4				
Growth All Students	72.2	47.6	12.2	22.6				
Growth Low 25%	93.3	78.8	26.7	35.6				
	2014-15				2015-16			
Accountability Grade	D				F			
Total Points	278				211			

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

Our first and most pressing area of challenge is our proficiency rate. From 2014-15 to 2015 - 16, our students dropped by half in their proficiency in language arts and math. This is puzzling, also, because the PARCC assessment (2014-15) was much more rigorous than the MAP assessment (2015-16). We also know that our students in both full class and bottom 25% must show greater growth in math especially. We are particularly proud of our growth in Language Arts and are working to continue on the same path.

High Schools

	English	Algebra	Biology	US History	Acceleration	Participation Rate	Graduation Rate	College & Career Readiness
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	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 ELEMENTARY SCHOOL (6000024) 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.

Student Promotion Data (% Promoted)

Year	K	1	2	3	4	5	6	7	8
2014-15	85.42%	89.69%	96.1%	90.54%	95.06%	0%	0%	0%	0%
2015-16									

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

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.

School Plan - School Climate and Culture

QUITMAN CO SCHOOL DIST (6000) Public District - FY 2017 - QUITMAN COUNTY ELEMENTARY SCHOOL (6000024) 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	267		147	
IEP	47	17.6%	36	24.49%
EL	0	0%	0	0%
Asian	0	0%	0	0%
BLK/AA	262	98.13%	131	89.12%
His/Lat	0	0%	0	0%
NAM	0	0%	0	0%
NH/PI	0	0%	0	0%
White	5	1.87%	15	10.2%

What discipline issues if any impact student achievement/growth?

Our student discipline write ups reveal that many of the forms coming to the office were "minor infractions" or those things that should be handled by the classroom teacher. However, we had not yet differentiated these nor provided support in the difference between major and minor infractions. We also know that 25% of our suspension days were accumulated by our students with IEPs, particularly students with emotional disabilities. This is an ongoing concern as we struggle to find the right interventions for students whose needs surpass those of our full student population.

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

This year, we are implementing PBIS at Quitman County Elementary. We participated in a professional development session at the beginning of the year to detail the school wide systems of positive behavior interventions. We also employ a behavior interventionist who works with students in a small group / individual setting if they have committed a major discipline infraction rather than give those students out of school suspension. She makes sure that those students still complete their classwork and lessons even if they are not part of the whole group setting.

Summarize other factors impacting climate and culture. (optional)



School Plan - Dimension 1: Student Achievement

QUITMAN CO SCHOOL DIST (6000) Public District - FY 2017 - QUITMAN COUNTY ELEMENTARY SCHOOL (6000024) 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	STAR	3.1	STAR	3.3	STAR	4.3	Select...		Select...		Select...		Select...		Select...	
2016	STAR	2.8	STAR	3.4	STAR	4.4	Select...		Select...		Select...		Select...		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.

The above STAR data describes grade level equivalency (GE). The whole number indicates grade level and the decimal describes the month within that year. For example a GE of 2.3 indicates a second grade level, three months into the school year.

Our first grade data and second grade data from STAR Reading indicates our students are finishing their time in first and second grade at or above grade level. However, when they arrive after the summer months and end the next years in third and fourth grade, our STAR Reading data indicates a growing gap. This is typical as students move from the foundations of reading to more rigorous and comprehension based reading curriculum. It also indicates where our greatest effort and growth needs to occur. We are particularly proud of our early grades and will continue to use the the reading curriculum, Read Well (Sopris-West) as our data indicates its high effectiveness.

Mathematics

Year	Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Algebra I	
2015	STAR	3.1	STAR	3.9	STAR	4.9	Select...		Select...		Select...		Select...		Select...	
2016	Select...	3.0	STAR	3.7	STAR	4.9	Select...		Select...		Select...		Select...		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.

The above STAR data describes grade level equivalency (GE). The whole number indicates grade level and the decimal describes the month within that year. For example a GE of 2.3 indicates a second grade level, three months into the school year.

Each grade level each year ends the year at or above grade level in math. The one exception is third grade for the 2015 - 16 school year. These students ended two months behind where they should be at the end of the third grade year. Our math data indicates our math instruction is strong, but ideally we would like to end the year with a higher GE so as to combat typical summer loss. We are also curious about the relationship between this data and the proficiency data previously described from our state assessments. Why is it that our students are at or above grade level in STAR but only 12 - 30% proficient in math?

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						
Blk/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						
Blk/AA						



School Plan - Dimension 2: Curriculum and Instruction

QUITMAN CO SCHOOL DIST (6000) Public District - FY 2017 - QUITMAN COUNTY ELEMENTARY SCHOOL (6000024) Public School - School Plan - Rev 0

**Teacher Retention Trends**

	1 to 3 years		4 to 10 years		11 to 20 years		21 plus years	
Year	#	%	#	%	#	%	#	%
2014-15	12	46	9	35	4	15		
2015-16	10	42	10	42	2	8	2	8

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

Recruitment:

1. Post job opening on MDE Teacher Openings page
2. Post job openings on TFA Alumni website / Facebook page
3. Post job openings on Mississippi State / University of Mississippi jobs page
4. Attend all local major college education recruitment fairs
5. Offer a recruitment bonus of \$500 to teachers / staff members who successfully recruit a highly qualified teacher to QCES
6. Offer a \$1,000 sign on bonus for highly qualified teachers

Retain:

1. Provide ongoing professional development opportunities both in-house and outside of QCES
2. Provide opportunities for leadership to strong teachers
3. Teacher appreciation measures (staff breakfasts, teacher appreciation week, duty-free incentives)

Evaluate:

We use the Mississippi MSTAR evaluation system to evaluate all teachers.

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

In order for all paraprofessionals to be hired, the district requires proof of their associate's degree, bachelor's degree, or work keys test scores.

In order for a highly qualified teacher to be hired and paid a teacher's salary, teachers must have a valid Mississippi educator's license in their content

area.

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

- One portion of our curriculum, Read Well (kindergarten - 2nd grade) is designed as a mastery based reading program. As such, students take a beginning of the year placement assessment to determine which unit a student begins. Students are grouped with other students who are in the same group. Therefore, they pass each unit with students who are on the same reading level. Students can start below or above where a typical k-2nd grade student would be, including into the next grade. In this way, all of our students can accelerate beyond their grade level work.
- Each day, our third and fourth graders participate in a 50 minute intervention / enrichment period. Student data from the previous year is used to group students in small groups. In the remediation groups, students are placed with highly skilled teachers. In the enrichment groups, students are placed with teachers and practice specialized skills like music or drama.

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

- Ticket To Read: An online fluency and accuracy program where students are able to practice both at school and home. It is connected to our Read Well curriculum and can be connected to our strong foundation literacy data (see STAR results)
- Mathletics: An online mathematics program where students are assigned certain skills and can practice during their computer lab time and at home. This will be the first full year we are using Mathletics and we are excited about its potential to reach all of our students below, at, and above grade level
- Accelerated Reader: As a part of the Renaissance suite of technology, we set ambitious reading goals each year for our students. This year, for example, we would like our students to read at least 65,000 books at 90% accuracy. We have met these goals every year for the last four years and it greatly contributes to our school-wide vision of creating a love and joy of reading.

**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.**

As a school, the beginning of all the work we do is our vision:

"We are a community of learners that believes all students can learn and achieve at high levels. We operate with a sense of urgency to ensure all students read, write, and problem solve at or above grade level and to promote lives of joy and opportunity."

Embedded within this vision are our five core values: community, achievement, urgency, joy, and opportunity

Each decision we make as administrators, teachers, leadership teams, and grade level teams should be aligned to our vision and values. It is the beginning of our instructional plan.

Reading:

We have enjoyed a partnership with the Barksdale Reading Institute for the last six years. This partnership has opened doors to ground breaking research in literacy instruction including beginning of the year development for our full faculty in the five elements of reading. This partnership also introduced us to our Read Well curriculum as well as provided the framework for the choice of curriculum in the upper grades (Treasures).

Reading in the lower grades occurs from 8 - 10:30 am because of the consistent research that shows literacy is learned and retained better for students in the morning hours. Our curriculum in pre K - 2nd is based entirely on the five elements of reading.

We have employed a literacy coach for the last six years. She consistently provides programmatic and teaching feedback throughout the year.

**Writing:**

We dedicate at least an hour each day to writing as a separate and complete content area. We also ensure that writing is incorporated across content areas.

**Problem Solving:**

Problem solving is two-fold. First, we are speaking about mathematical and logical problem solving. Second, we are speaking about emotional literacy and inter personal problem solving.

- Math: Our fundamental belief in math is that students must possess a strong knowledge in mathematical fluency and problem solving in order to be successful in this grade level and the next. Our teachers combine the curriculum from Go Math! (Houghton Mifflin) as well as the research-based and peer-approved Engage New York curriculum. We also have employed a math coach for the last three years. She consistently provides programmatic and teaching feedback throughout the year.
- Emotional Literacy: At QCES, we have used the Yale Center for Emotional Intelligence RULER curriculum. RULER stands for Recognizing, Understanding, Labeling, Expressing, and Regulating. It is comprised of four anchors: the charter, mood meter, meta-moment, and blueprint. Each anchor gives students the tools and vocabulary to identify the norms of a classroom, how to identify our own and other people's emotions, build empathy, slow down our emotional impulses, and reflect on our choices and their consequences.

**Strengths:**

Our strengths are definitely found within the early elementary literacy classrooms. When our students leave kindergarten through second grade at or above grade level, we know we are doing something correctly and important. We also have a really strong math program with all grade levels experiencing growth and grade level proficiency (STAR) at the end of the year.

**Weaknesses:**

Our writing curriculum and ability is our main area of focus for the upcoming school year. We would like all of our students in every grade to be able to write strong, grade-level appropriate pieces of narrative, informative, opinion, persuasive, and research writing. In the past we have focused solely on grammar which does not set up our students for academic success as they progress to older grades.

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

Yes, we set aside funds to provide after school tutoring and summer school instruction to our students.

**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.**

Teachers, alongside the content coaches, develop the weekly and unit tests to be given to all of their students. They develop the rubrics for writing. These assessments are based on the MCCRS as well as aligned to the format and rigor of the state assessments (third and fourth grade). The strength of designing assessments with the coaches and as a teaching corps means that teachers are backwards planning, understanding exactly what students will be asked, and are therefore able to provide strong instruction in the classroom.

School Plan - Dimension 3: Professional Development

QUITMAN CO SCHOOL DIST (6000) Public District - FY 2017 - QUITMAN COUNTY ELEMENTARY SCHOOL (6000024) Public School - School Plan - Rev 0

Professional Development Planning

Identified Priority Needs	Data Sources
Writing Instruction	In-class assessments, MAP assessment
Upper elementary literacy	In-class assessments, MAP assessment
Emotional Literacy Curriculum	School discipline data

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

Our professional development plan is entirely teacher and student centered. We determine those topics and skills to be developed based on data and our planning team feedback. The plan includes ongoing professional development rather than one and done sessions outside of the school. While we find conferences to be helpful, full of resources, and networking opportunities, the ability to follow up and practice those skills learned about is limited. Therefore, the professional development that occurs at QCES happens during our ongoing Lesson Planning Clinic (first and second year teachers), faculty meetings (monthly), PLC meetings (weekly), and professional development days (six days a year).

**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.**

The activities chosen by our administrative team and coaches will be evidence and research based. They will go through a vetting process in order to ensure that they meet our faculty and student needs. Before the development is given, those who are responsible for delivering it will meet and rehearse to ensure that it ultimately meets the needs of our faculty and students.

**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.**

Writing Instruction:

Monthly development in PLCs led by our literacy coach. Each month, teachers will work on a separate topic in writing. Long-term planning, lesson-planning / rigor, lesson execution / rigor, rubric building, assessment, tracking / feedback are all topics to be covered. The literacy coach will also prioritize ongoing classroom observations and feedback to provide support and feedback to teachers throughout the year. This will ensure that all



teachers are provided an opportunity to practice, execute, and revise their approach to writing. Writing is a particularly important portion of our Mississippi literacy standards and as such will be ultimately measured in grades 3 - 8. We also know that writing is a life skill that allows for students to apply for and be accepted into college, apply for scholarships, and find work beyond graduation.

Upper Elementary Literacy:

Monthly development in PLCs led by our literacy coach. Each month, teachers will work on a separate topic in upper elementary literacy. The five elements of reading, long-term planning, lesson planning / rigor, lesson execution / rigor, assessment building and alignment, tracking / feedback, and cross-curricular literacy are all topics to be covered. The literacy coach will also prioritize ongoing classroom observations and feedback to provide support and feedback to teachers throughout the year. This will ensure that all teachers are provided an opportunity to practice, execute, and revise their approach to literacy. We know that literacy is the foundation to all knowledge and it is beginning of eliminating the achievement gap across race and socio-economic standards.

Emotional Literacy Curriculum:

Our RULER curriculum has never reached its full potential nor have we practiced it with full fidelity. The challenge lies in our ever-rotating staff. As such, we are beginning from the ground-up with RULER and rolling it out as if this is the first year of implementation. We introduce one anchor at a time and allow for teachers to use it and model it in their classrooms. Roll out for each anchor occurs at the monthly faculty meeting. In October, we will conduct our development on the meta-moment and then provide observations and feedback on its implementation in classrooms. In January, we will conduct our development in the Blueprint.

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

QCES depends on data to evaluate the improvement of instruction and leadership. Teachers and the administrative team participate in bi-weekly data conversations to evaluate classroom and school-wide progress toward achievement. We are fully able to switch course in the middle of the year should a practice or piece of our instructional plan be insufficient for student needs. We also conduct mid year and end of year reflections to ensure our teachers and administrators are constantly in tune with our progress and challenges.

School Plan - Dimension 4: Family and Community Involvement

QUITMAN CO SCHOOL DIST (6000) Public District - FY 2017 - QUITMAN COUNTY ELEMENTARY SCHOOL (6000024) Public School - School Plan - Rev 0

**Family and Community Involvement**

Identified Priority Needs	Data Sources
Increased diversity of parent participation	Parent sign-in sheets
Content based parental development	Parent surveys

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

Overall, we are able to attract parents to participate and volunteer in events where their students are also participating. We have great numbers of parents especially in events when we celebrate student success. We would like to see more parents attend our sessions on how to support learning at QCES as well as a more diverse selection of parents participating. We find that the same parents attend each event and we don't always reach the parents we should.

We would also like to engage more community members who don't necessarily have children at QCES and in a capacity beyond parental involvement. For example, we would like a stronger emphasis on community change-makers and career opportunities.

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

We take the discussions as a teacher / admin team around data and tailor it to parents. Teachers and administrators share the duty of relaying assessment results to parents. We often hold a special session after school where we are able to present the data and its meaning in person.

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

Our parent coordinator works with a number of parent advisors who develop / revise our parent compact each year at the beginning of the year.

School Plan - Dimension 5: School Context and Organization

QUITMAN CO SCHOOL DIST (6000) Public District - FY 2017 - QUITMAN COUNTY ELEMENTARY SCHOOL (6000024) 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									
2015-16	17.4	23	24	25	17				

Stakeholder Decision Making

	Yes/No	Comments (optional)
Teachers are involved in decision-making and school procedures.	<input 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 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 type="checkbox"/> Yes	
Stakeholders take part in developing solutions to identified problems.	<input type="checkbox"/> Yes	

Describe the need for class size reduction teachers.

At this time, we are not in need for class size reduction teachers.

School Plan - Prioritized List of Needs

**QUITMAN CO SCHOOL DIST (6000) Public District - FY 2017 - QUITMAN COUNTY ELEMENTARY SCHOOL (6000024) Public School - School Plan - Rev 0**

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

**Student Achievement:**

- The school vision provides a clear focus on students' academic achievement and the belief that all students can achieve at high levels.
- Periodic and planned assessments (PARCC Practice Exams, nationally normed AIMSWeb, STAR Reading, Math, and Early Literacy) provide a benchmark for how students are achieving against national norms and how they are growing against grade level expectations.
- 87% of QCES third grade students who took the first Mississippi Summative Literacy Assessment (also known as the Third Grade Gate) passed, matching the state average.

**School Context & Organization:**

- Our school offers two sections of Prekindergarten that is completely funded through Title I federal funds.
- Assistant Teachers at grades Prekindergarten through second provide tremendous instructional supports and opportunity to differentiate instruction.
- Strategic scheduling allows for common teacher planning time at grade levels and remediation blocks that don't disrupt core subject instruction.

**Professional Development:**

- Professional Development sessions are held at the beginning and end of the year as well as through the course of the year during "in-service days."
- Weekly faculty meetings also have a professional development component. All first year teachers attend mandatory "Lesson Planning Clinics" during the first semester period.
- The school partners with Teach For America to offer a remedial and enrichment summer school program.

**Curriculum & Instruction:**

- A full-time Literacy Coach funded by Title I provides instructional coaching to all teachers and assistant teachers. Additionally, special content teachers (Art, Computer Lab, and Integrated Science) work with small intervention groups to support reading fluency.
- The Read Well program is being utilized to provide differentiated reading instruction to students in grades prekindergarten through 3rd grade.
- A full-time Math Coach funded through Title I Federal Funds provides instructional coaching to all teachers and assistant teachers.

**Family & Community Involvement:**

- Community partners including Save the Children, 21st Century/Youth Opportunities Unlimited, and the Quitman County Development Organization provide afterschool tutoring to students. Foster grandparents work within the school to assist lower grades teachers and students with their schoolwork.

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

**Student Achievement:**

- Quitman County Elementary School failed to meet its Math AMO last year.

- Less than 50% of our third and fourth graders are "proficient or advanced" in Reading Language Arts, while our percentage has increased, we have been below 50% for the last three years.

*School Context & Organization:*

- Our school enrollment has been steadily decreasing over the last five years.
- Teachers would like additional opportunity to collaborate with colleagues of different grade levels.
- Additional supports and interventions are needed for students who are struggling with severe behavior and mental health challenges.
- School facilities are decades old and in need of serious repair / maintenance.

*Professional Development:*

- Teachers desire additional professional development on differentiated instruction.
- Teachers desire additional professional development opportunities to provide high quality response to intervention and its companion processes.
- Teachers desire additional professional development in the writing process and providing high quality writing instruction.

*Curriculum & Instruction:*

- Science and social studies are de-prioritized content areas given the central testing focus on reading/language arts and mathematics.
- Teachers would like additional strategies and supports to reach students with special needs (handicapped, learning disabled, gifted and talented)

*Family & Community Involvement:*

- There is a desire to increase the depth of community involvement in the school with increased communication and transparency between the faculty and community.

**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.**

1. Professional Development in writing
2. Emphasizing science and social studies
3. School wide culture to support students with special needs (particularly behavior needs)

School: Quattman County Elementary  
 District: Quattman County

## 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 = 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 = 75,540



	Total # of minutes	Increased # of minutes	Types of Addtl Learning Time						# Core	# Enrichment	# Teacher PD/ Collaboration
			1	2	3	4	5	6			
SIG Year 3 Actual	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 Addtl Learning Time						# Core	# Enrichment	# Teacher PD/ Collaboration
			1	2	3	4	5	6			
SIG Year 4 Actual	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 Addtl Learning Time						# Core	# Enrichment	# Teacher PD/ Collaboration
			1	2	3	4	5	6			
SIG Year 5 Actual	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 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**

Reading/Language Arts	All Students					Students w/Disabilities (IEP)					English Proficient (LEP)					Free/Reduced Eligible (ED)				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Baseline	9.59%	32.88%	45.21%	10.96%	1.37%	38.46%	38.46%	23.08%	0.00%	0.00%	9.59%	32.88%	45.21%	10.96%	1.37%	9.59%	32.88%	45.21%	10.96%	1.37%
3 Yr Goal																				
Year 1 -Goal	7.59%	31.88%	46.21%	11.96%	2.37%	35.46%	35.46%	26.08%	2.00%	1.00%	7.59%	31.88%	46.21%	11.96%	2.37%	7.59%	31.88%	46.21%	11.96%	2.37%
Year 2 -Goal	5.59%	30.88%	47.21%	12.96%	3.37%	32.46%	32.46%	29.08%	4.00%	2.00%	5.59%	30.88%	47.21%	12.96%	3.37%	5.59%	30.88%	47.21%	12.96%	3.37%
Year 3 -Goal	3.59%	29.88%	48.21%	13.96%	4.37%	29.46%	29.46%	32.08%	6.00%	3.00%	3.59%	29.88%	48.21%	13.96%	4.37%	3.59%	29.88%	48.21%	13.96%	4.37%

Reading/Language Arts	Black					White				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Baseline	10.00%	31.43%	45.71%	11.43%	1.43%	0.00%	66.67%	33.33%	0.00%	0.00%
3 Yr Goal										
Year 1 -Goal	8.00%	30.43%	46.71%	12.43%	2.43%	0.00%	63.67%	34.33%	1.00%	1.00%
Year 2 -Goal	6.00%	29.43%	47.71%	13.43%	3.43%	0.00%	60.67%	35.33%	2.00%	2.00%
Year 3 -Goal	4.00%	28.43%	48.71%	14.43%	4.43%	0.00%	57.67%	36.33%	3.00%	3.00%

### Metric 6: Grade - 3

[illegible]

**Metric 6: Grade - 4**

Reading/Language Arts	All Students					Students w/Disabilities (IEP)					English Proficient (LEP)					Free/Reduced Eligible (ED)				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Baseline	10.29%	39.71%	32.35%	17.65%	0.00%	28.57%	71.43%	0.00%	0.00%	0.00%	10.29%	39.71%	32.35%	17.65%	0.00%	10.29%	39.71%	32.35%	17.65%	0.00%
3 Yr Goal																				
Year 1 -Goal	8.29%	38.71%	33.35%	18.65%	1.00%	25.57%	68.43%	2.00%	2.00%	2.00%	8.29%	38.71%	33.35%	18.65%	1.00%	8.29%	38.71%	33.35%	18.65%	1.00%
Year 2 -Goal	6.29%	37.71%	34.35%	19.65%	2.00%	22.57%	65.43%	4.00%	4.00%	4.00%	6.29%	37.71%	34.35%	19.65%	2.00%	6.29%	37.71%	34.35%	19.65%	2.00%
Year 3 -Goal	4.29%	36.71%	35.35%	20.65%	3.00%	19.57%	62.43%	6.00%	6.00%	6.00%	4.29%	36.71%	35.35%	20.65%	3.00%	4.29%	36.71%	35.35%	20.65%	3.00%

Reading/Language Arts	Black					White				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Baseline	10.77%	41.54%	32.31%	15.38%	0.00%	0.00%	0.00%	33.33%	66.67%	0.00%
3 Yr Goal										
Year 1 -Goal	8.77%	40.54%	33.31%	16.38%	1.00%	0.00%	0.00%	31.33%	67.67%	1.00%
Year 2 -Goal	6.77%	39.54%	34.31%	17.38%	2.00%	0.00%	0.00%	29.33%	68.67%	2.00%
Year 3 -Goal	4.77%	38.54%	35.31%	18.38%	3.00%	0.00%	0.00%	27.33%	69.67%	3.00%

**Metric 6: Grade - 4**

Mathematics	All Students					Students w/Disabilities (IEP)					English Proficient (LEP)					Free/Reduced Eligible (ED)				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Baseline	10.29%	35.29%	42.65%	11.76%	0.00%	57.14%	42.86%	0.00%	0.00%	0.00%	10.29%	35.29%	42.65%	11.76%	0.00%	10.29%	35.29%	42.65%	11.76%	0.00%
3 Yr Goal																				
Year 1 -Goal	8.29%	34.29%	43.65%	12.76%	1.00%	54.14%	39.86%	3.00%	2.00%	1.00%	8.29%	33.29%	44.65%	12.76%	1.00%	8.29%	34.29%	43.65%	12.76%	1.00%
Year 2 -Goal	6.29%	33.29%	44.65%	13.76%	2.00%	51.14%	36.86%	6.00%	4.00%	2.00%	6.29%	31.29%	46.65%	13.76%	2.00%	6.29%	33.29%	44.65%	13.76%	2.00%
Year 3 -Goal	4.29%	32.29%	45.65%	14.76%	3.00%	48.14%	33.86%	9.00%	6.00%	3.00%	4.29%	29.29%	48.65%	14.76%	3.00%	4.29%	32.29%	45.65%	14.76%	3.00%

Mathematics	Black					White				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Baseline	10.77%	35.38%	43.08%	10.77%	0.00%	0.00%	33.33%	33.33%	33.33%	0.00%
3 Yr Goal										
Year 1 -Goal	8.77%	34.38%	44.08%	11.77%	1.00%	0.00%	31.33%	34.33%	33.83%	0.50%
Year 2 -Goal	6.77%	33.38%	45.08%	12.77%	2.00%	0.00%	29.33%	35.33%	34.33%	1.00%
Year 3 -Goal	4.77%	32.38%	46.08%	13.77%	3.00%	0.00%	27.33%	36.33%	34.83%	1.50%

## 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 – 5

Reading/Language Arts	All Students					Students w/Disabilities (IEP)					English Proficient (LEP)					Free/Reduced Eligible (ED)				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Baseline	30.67%	25.33%	36.00%	8.00%	0.00%	71.43%	14.29%	14.29%	0.00%	0.00%	30.67%	25.33%	36.00%	8.00%	0.00%	29.73%	25.68%	36.49%	8.11%	0.00%
3 Yr Goal																				
Year 1 -Goal	28.67%	24.33%	37.00%	9.00%	1.00%	67.43%	11.29%	17.29%	3.00%	1.00%	28.67%	24.33%	37.00%	9.00%	1.00%	27.73%	24.68%	37.49%	9.11%	1.00%
Year 2 -Goal	26.67%	23.33%	38.00%	10.00%	2.00%	63.43%	8.29%	20.29%	6.00%	2.00%	26.67%	23.33%	38.00%	10.00%	2.00%	25.73%	23.68%	38.49%	10.11%	2.00%
Year 3 -Goal	24.67%	22.33%	39.00%	11.00%	3.00%	59.43%	5.29%	23.29%	9.00%	3.00%	24.67%	22.33%	39.00%	11.00%	3.00%	23.73%	22.68%	39.49%	11.11%	3.00%

Reading/Language Arts	Black					White				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Baseline	31.94%	25.00%	36.11%	6.94%	0.00%	0.00%	33.33%	33.33%	33.33%	0.00%
3 Yr Goal										
Year 1 -Goal	29.94%	24.00%	37.11%	7.94%	1.00%	0.00%	30.33%	34.33%	34.33%	1.00%
Year 2 -Goal	27.94%	23.00%	38.11%	8.94%	2.00%	0.00%	27.33%	35.33%	35.33%	2.00%
Year 3 -Goal	25.94%	22.00%	39.11%	9.94%	3.00%	0.00%	24.33%	36.33%	36.33%	3.00%

**Metric 6: Grade – 5**

Mathematics	All Students					Students w/Disabilities (IEP)					English Proficient (LEP)					Free/Reduced Eligible (ED)				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Baseline	8.22 %	26.03 %	53.42%	10.96%	1.37%	57.14%	28.57%	0.00%	14.29%	0.00%	8.22%	26.03%	53.42%	10.96%	1.37%	6.94%	26.39%	54.17%	11.11%	1.39%
3 Yr Goal																				
Year 1 -Goal	6.22 %	25.03 %	54.42%	11.96%	2.37%	47.14%	21.57%	10.00%	20.29%	1.00%	6.22%	25.03%	54.42%	11.96%	2.37%	4.94%	25.39%	55.17%	12.11%	2.39%
Year 2 -Goal	4.22 %	24.03 %	55.42%	12.96%	3.37%	37.14%	14.57%	20.00%	26.29%	2.00%	4.22%	24.03%	55.42%	12.96%	3.37%	2.94%	24.39%	56.17%	13.11%	3.39%
Year 3 -Goal	2.22 %	23.03 %	56.42%	13.96%	4.37%	27.14%	7.57%	30.00%	32.29%	3.00%	2.22%	23.03%	56.42%	13.96%	4.37%	0.94%	23.39%	57.17%	14.11%	4.39%

Mathematics	Black					White				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Baseline	8.57%	25.71%	55.71%	10.00%	0.00%	0.00%	33.33%	0.00%	33.33%	33.33%
3 Yr Goal										
Year 1 -Goal	6.57%	24.71%	56.71%	11.00%	1.00%	0.00%	30.33%	1.00%	34.33%	34.33%
Year 2 -Goal	4.57%	23.71%	57.71%	12.00%	2.00%	0.00%	27.33%	2.00%	35.33%	35.33%
Year 3 -Goal	2.57%	22.71%	58.71%	13.00%	3.00%	0.00%	24.33%	3.00%	36.33%	36.33%



Metric 6: Grade – 6

Reading/Language Arts	All Students					Students w/Disabilities (IEP)					English Proficient (LEP)					Free/Reduced Eligible (ED)				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Baseline	27.16%	35.80%	30.86%	4.94%	1.23%	100.00%	0.00%	0.00%	0.00%	0.00%	27.16%	35.80%	30.86%	4.94%	1.23%	27.85%	36.71%	29.11%	5.06%	1.27%
3 Yr Goal																				
Year 1 -Goal	25.16%	34.80%	31.86%	5.94%	2.23%	90.00%	7.00%	1.00%	1.00%	1.00%	25.16%	33.80%	32.86%	5.94%	2.23%	25.85%	35.71%	30.11%	6.06%	2.27%
Year 2 -Goal	23.16%	33.80%	32.86%	6.94%	3.23%	80.00%	14.00%	2.00%	2.00%	2.00%	23.16%	31.80%	34.86%	6.94%	3.23%	23.85%	34.71%	31.11%	7.06%	3.27%
Year 3 -Goal	21.16%	32.80%	33.86%	7.94%	4.23%	70.00%	21.00%	3.00%	3.00%	3.00%	21.16%	29.80%	36.86%	7.94%	4.23%	21.85%	33.71%	32.11%	8.06%	4.27%

Reading/Language Arts	Black					White				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Baseline	27.85%	34.18%	31.65%	5.06%	1.27%	0.00%	100.00%	0.00%	0.00%	0.00%
3 Yr Goal										
Year 1 -Goal	25.85%	33.18%	32.65%	6.06%	2.27%	0.00%	90.00%	6.00%	3.00%	1.00%
Year 2 -Goal	23.85%	32.18%	33.65%	7.06%	3.27%	0.00%	80.00%	12.00%	6.00%	2.00%
Year 3 -Goal	21.85%	31.18%	34.65%	8.06%	4.27%	0.00%	70.00%	18.00%	9.00%	3.00%

**Metric 6: Grade – 6**

Mathematics	All Students					Students w/Disabilities (IEP)					English Proficient (LEP)					Free/Reduced Eligible (ED)				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Baseline	7.50%	36.25%	33.75%	22.50%	0.00%	28.57%	42.86%	28.57%	0.00%	0.00%	7.50%	36.25%	33.75%	22.50%	0.00%	7.69%	34.62%	34.62%	23.08%	0.00%
3 Yr Goal																				
Year 1 -Goal	5.50%	35.25%	34.75%	23.50%	1.00%	26.57%	41.86%	29.57%	1.00%	1.00%	5.50%	35.25%	34.75%	23.50%	1.00%	5.69%	33.62%	35.62%	24.08%	1.00%
Year 2 -Goal	3.50%	34.25%	35.75%	24.50%	2.00%	24.57%	40.86%	30.57%	2.00%	2.00%	3.50%	34.25%	35.75%	24.50%	2.00%	3.69%	32.62%	36.62%	25.08%	2.00%
Year 3 -Goal	1.50%	33.25%	36.75%	25.50%	3.00%	22.57%	39.86%	31.57%	3.00%	3.00%	1.50%	33.25%	36.75%	25.50%	3.00%	1.69%	31.62%	37.62%	26.08%	3.00%

Mathematics	Black					White				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Baseline	7.69%	34.62%	34.62%	23.08%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%
3 Yr Goal										
Year 1 -Goal	5.69%	33.62%	35.62%	24.08%	1.00%	0.00%	90.00%	8.00%	1.00%	1.00%
Year 2 -Goal	3.69%	32.62%	36.62%	25.08%	2.00%	0.00%	80.00%	16.00%	2.00%	2.00%
Year 3 -Goal	1.69%	31.62%	37.62%	26.08%	3.00%	0.00%	70.00%	24.00%	3.00%	3.00%

**Metric 6: Grade – 7**

Reading/Language Arts	All Students					Students w/Disabilities (IEP)					English Proficient (LEP)					Free/Reduced Eligible (ED)				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Baseline	18.2 8%	41.9 4%	27.9 6%	10.7 5%	1.0 8%	64.2 9%	35.7 1%	0.0 0%	0.0 0%	0.0 0%	18.2 8%	41.9 4%	27.9 6%	10.7 5%	1.0 8%	17.5 8%	42.8 6%	27.4 7%	10.9 9%	1.1 0%
3 Yr Goal																				
Year 1 -Goal	16.2 8%	39.9 4%	29.9 6%	11.7 5%	2.0 8%	60.2 9%	32.7 1%	3.0 0%	2.0 0%	2.0 0%	16.2 8%	38.9 4%	30.9 6%	11.7 5%	2.0 8%	15.5 8%	39.8 6%	30.4 7%	11.9 9%	2.1 0%
Year 2 -Goal	14.2 8%	37.7 4%	31.9 6%	12.7 5%	3.0 8%	56.2 9%	29.7 1%	6.0 0%	4.0 0%	4.0 0%	14.2 8%	35.9 4%	33.9 6%	12.7 5%	3.0 8%	13.5 8%	36.8 6%	33.4 7%	12.9 9%	3.1 0%
Year 3 -Goal	12.2 8%	35.7 4%	33.9 6%	13.7 5%	4.0 8%	52.2 9%	26.7 1%	9.0 0%	6.0 0%	6.0 0%	12.2 8%	32.9 4%	36.9 6%	13.7 5%	4.0 8%	11.5 8%	33.8 6%	36.4 7%	13.9 9%	4.1 0%

Reading/Language Arts	Black					White				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Baseline	18.60%	43.02%	27.91%	9.30%	1.16%	14.29%	28.57%	28.57%	28.57%	0.00%
3 Yr Goal										
Year 1 -Goal	16.60%	42.02%	28.91%	10.30%	2.16%	12%	28%	30%	30%	1%
Year 2 -Goal	14.60%	41.02%	29.91%	11.30%	3.16%	10%	27%	31%	31%	2%
Year 3 -Goal	12.60%	40.02%	30.91%	12.30%	4.16%	8%	26%	32%	32%	3%

### Metric 6: Grade – 7

Mathematics	All Students					Students w/Disabilities (IEP)					English Proficient (LEP)					Free/Reduced Eligible (ED)				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Baseline	7.61%	35.87%	29.35%	25.00%	2.17%	28.57%	57.14%	14.29%	0.00%	0.00%	7.61%	35.87%	29.35%	25.00%	2.17%	7.69%	35.16%	29.67%	25.27%	2.20%
3 Yr Goal																				
Year 1 -Goal	5.61%	34.87%	30.35%	26.00%	3.17%	26.57%	56.14%	15.29%	1.00%	1.00%	5.61%	34.87%	30.35%	26.00%	3.17%	5.69%	34.16%	30.67%	26.27%	3.20%
Year 2 -Goal	3.61%	33.87%	31.35%	27.00%	4.17%	24.57%	55.14%	16.29%	2.00%	2.00%	3.61%	33.87%	31.35%	27.00%	4.17%	3.69%	33.16%	31.67%	27.27%	4.20%
Year 3 -Goal	1.61%	32.87%	32.35%	28.00%	5.17%	22.57%	54.14%	17.29%	3.00%	3.00%	1.61%	32.87%	32.35%	28.00%	5.17%	1.69%	32.16%	32.67%	28.27%	5.20%

Mathematics	Black					White				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Baseline	6.98%	36.05%	29.07%	25.58%	2.33%	16.67%	33.33%	33.33%	16.67%	0.00%
3 Yr Goal										
Year 1 -Goal	4.98%	35.05%	30.07%	26.58%	3.33%	15%	32%	34%	18%	1%
Year 2 -Goal	2.98%	34.05%	31.07%	27.58%	4.33%	13%	31%	35%	19%	2%
Year 3 -Goal	0.98%	33.05%	32.07%	28.58%	5.33%	11%	30%	36%	20%	3%

**Metric 6: Grade – 8**

Reading/Language Arts	All Students					Students w/Disabilities (IEP)					English Proficient (LEP)					Free/Reduced Eligible (ED)				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Baseline	15.05%	25.81%	40.86%	16.13%	2.15%	75.00%	25.00%	0.00%	0.00%	0.00%	15.05%	25.81%	40.86%	16.13%	2.15%	15.38%	26.37%	39.56%	16.48%	2.20%
3 Yr Goal																				
Year 1 -Goal	13.05%	24.81%	41.86%	17.13%	3.15%	71.00%	23.00%	4.00%	1.00%	1.00%	13.05%	24.81%	41.86%	17.13%	3.15%	13.38%	25.37%	40.56%	17.48%	3.20%
Year 2 -Goal	11.05%	23.81%	42.86%	18.13%	4.15%	67.00%	21.00%	8.00%	2.00%	2.00%	11.05%	23.81%	42.86%	18.13%	4.15%	11.38%	24.37%	41.56%	18.48%	4.20%
Year 3 -Goal	9.05%	22.81%	43.86%	19.13%	5.15%	63.00%	19.00%	12.00%	3.00%	3.00%	9.05%	22.81%	43.86%	19.13%	5.15%	9.38%	23.37%	42.56%	19.48%	5.20%

Reading/Language Arts	Black					White				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Baseline	15.38%	26.37%	40.66%	15.38%	2.20%	0.00%	0.00%	50.00%	50.00%	0.00%
3 Yr Goal										
Year 1 -Goal	13.38%	25.37%	41.66%	16.38%	3.20%	0.00%	0.00%	48.00%	51.00%	1.00%
Year 2 -Goal	11.38%	24.37%	42.66%	17.38%	4.20%	0.00%	0.00%	46.00%	52.00%	2.00%
Year 3 -Goal	9.38%	23.37%	43.66%	18.38%	5.20%	0.00%	0.00%	44.00%	53.00%	3.00%

### Metric 6: Grade – 8

Mathematics	All Students					Students w/Disabilities (IEP)					English Proficient (LEP)					(ED)				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Baseline	3.19%	24.47%	44.68%	24.47%	3.19%	12.50%	62.50%	12.50%	12.50%	0.00%	3.19%	24.47%	44.68%	24.47%	3.19%	3.26%	25.00%	43.48%	25.00%	3.26%
3 Yr Goal																				
Year 1 -Goal	1.19%	23.47%	45.68%	25.47%	4.19%	10.50%	61.50%	13.50%	13.50%	1.00%	1.19%	23.47%	45.68%	25.47%	4.19%	1.26%	24.00%	44.48%	26.00%	4.26%
Year 2 -Goal	0.19%	22.47%	46.68%	26.47%	4.19%	8.50%	60.50%	14.50%	14.50%	2.00%	0.19%	22.47%	46.68%	26.47%	4.19%	0.26%	23.00%	45.48%	27.00%	4.26%
Year 3 -Goal	0.19%	21.47%	47.68%	26.47%	4.19%	6.50%	59.50%	15.50%	15.50%	3.00%	0.19%	21.47%	47.68%	26.47%	4.19%	0.26%	21.00%	46.48%	28.00%	4.26%

Mathematics	Black					White					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5	
Baseline	3.30%	24.18%	45.05%	24.18%	3.30%	0.00%	33.33%	33.33%	33.33%	0.00%	
3 Yr Goal											
Year 1 -Goal	1.30%	22.18%	47.05%	25.18%	4.30%	0.00%	32.33%	32.33%	34.33%	1.00%	
Year 2 -Goal	0.30%	20.18%	49.05%	25.68%	4.80%	0.00%	31.33%	31.33%	35.33%	2.00%	
Year 3 -Goal	0.30%	18.18%	51.05%	25.68%	4.80%	0.00%	30.33%	30.33%	36.33%	3.00%	

## METRIC 7 STUDENT PARTICIPATION RATE ON STATE ASSESSMENTS

Identify by subgroup, the percentage of students who completed the reading/language arts and mathematics assessments.

### Metric 7: Grade – 3

Reading/Language Arts	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal	100%								
Year 1 – Goal FY 14-15	100%								
Year 2 – Goal FY 15-16	100%								
Year 3 – Goal FY 16-17	100%								
Mathematics	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal	100%								
Year 1 – Goal FY 14-15	100%								
Year 2 – Goal FY 15-16	97.7%								
Year 3 – Goal FY 16-17	98.5%								

### Metric 7: Grade – 4

Reading/Language Arts	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal	100%								
Year 1 – Goal FY 14-15	100%								
Year 2 – Goal FY 15-16	97.7%								
Year 3 – Goal FY 16-17	98.5%								
Mathematics	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal	100%								
Year 1 – Goal FY 14-15	100%								
Year 2 – Goal FY 15-16	97.7%								
Year 3 – Goal FY 16-17	98.5%								



### 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 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			15			
Year 2 – Goal FY 15-16			12			
Year 3 – Goal FY 16-17			10			

#### 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	23	2
Year 2 – Goal FY 15-16	1	1	21	3
Year 3 – Goal FY 16-17	0	2	23	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	95%
Year 2 – Goal FY 15-16	96%
Year 3 – Goal FY 16-17	96%

# 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.



# Quitman County Elementary School - 2017-2018 Academic Year Schedule

	Pre-K Activity	Kindergarten Activity	1st Grade Activity	Second Grade Activity	Third Grade		Fourth Grade		
Time	Activity	Activity	Activity	Activity	Literacy	Mathematics	Literacy	Mathematics	Time
7:00	Buses Arrive/Students Go to Homerooms (7:00-7:30)	Buses Arrive/Students Go to Homerooms (7:00-7:30)	Buses Arrive/Students Go to Homerooms (7:00-7:40)	Buses Arrive/Students Go to Homerooms (7:00-7:40)	Buses Arrive/Students Go to Homerooms (7:00-7:40)	Buses Arrive/Students Go to Homerooms (7:00-7:40)	Buses Arrive/Students Go to Homerooms (7:00-7:40)	Buses Arrive/Students Go to Homerooms (7:00-7:40)	7:00
7:10									7:10
7:20									7:20
7:30									7:30
7:40	Morning Academic Routine & Calendar Review (7:30-8:10) 40 minutes	SIG Intervention (7:30-8:00) 30 minutes	Restroom Break/Morning Work (7:40-8:00)	Restroom Break/Morning Work (7:40-8:00)	Restroom Break/Morning Work (7:40-8:00)	Restroom Break/Morning Work (7:40-8:00)	Restroom Break/Morning Work (7:40-8:00)	Restroom Break/Morning Work (7:40-8:00)	7:40
7:50									7:50
8:00		Breakfast/Restroom Break (8:00-8:30)	Science/Social Studies (8:00 - 8:30) 30 minutes	Literacy Block (8:00-9:30) 90 minutes	Academic Intervention Block - Literacy (8:00-8:50) OR Recorder Band 50 minutes	SIG Academic Intervention Block - Math (8:00-8:50) OR Recorder Band 50 minutes	Writers Workshop/Language (8:00-9:00) 60 minutes	Mathematics (8:00-9:10) 60 minutes	8:00
8:10									8:10
8:20	Breakfast/Restroom Break (8:10-8:50)								8:20
8:30									8:30
8:40									8:40
8:50									8:50
9:00	Special Subject Period (8:50-9:40) 50 minutes	Literacy Block (8:30-10:00) 90 minutes	Literacy Block (8:30-10:00) 90 minutes		Writers Workshop/Language (8:50-10:00) 70 minutes	Science/Social Studies (8:50-9:20) 30 minutes			9:00
9:10									9:10
9:20							Academic Intervention Block - Literacy (8:00-8:50) OR Recorder Band 50 minutes	SIG Academic Intervention Block - Math (9:10-9:50) 50 minutes	9:20
9:30									9:30
9:40									9:40
9:50									9:50
10:00	Literacy Whole Group & Centers (9:40-10:40) 60 minutes	Writers Workshop/Language (10:00-10:30) 30 minutes	Writers Workshop/Language (10:00-11:00) 60 minutes	Writers Workshop/Language (10:00-11:00) 60 Minutes		Mathematics (9:30 - 10:50) 80 minutes	Special Subject Period (10:00-10:50) 50 minutes	Special Subject Period (10:00-10:50) 50 minutes	10:00
10:10									10:10
10:20									10:20
10:30									10:30
10:40	Lunch/Restroom (10:40-11:10)	Recess (10:40-11:00)		Science/Social Studies (10:30 - 11:00) 30 minutes					10:40
10:50									10:50
11:00									11:00
11:10		Lunch/Restroom (11:00-11:30)	Lunch/Restroom (11:00-11:30)	Recess (11:00-11:20)	Special Subject Period (10:50-11:40)	Special Subject Period (10:50-11:40) 50 minutes	Literacy Block (10:50-12:00) 70 minutes	Mathematics (10:50-12:00) 70 minutes	11:10
11:20	Writers Workshop & Language Centers (11:10-12:00) 50 minutes			Lunch/Restroom (11:20-11:50)					11:20
11:30									11:30
11:40		Mathematics (11:30-12:30) 60 minutes	Mathematics (11:30-12:40) 70 minutes		Recess (11:40-12:00)	Lunch/Restroom (11:40-12:10)			11:40
11:50									11:50
12:00					Lunch/Restroom (12:00-12:30)		Recess* (12:00-12:20)	Recess* (12:00-12:20)	12:00
12:10	Whole Group Mathematics and Centers (12:00-1:00) 60 minutes			Mathematics (11:50-1:20) 90 minutes		Recess (12:10-12:30)			12:10
12:20									12:20
12:30		Special Subject Period (12:30 - 1:20) 50 minutes	Recess (12:40-1:00)		Literacy (12:30-1:00)* 30 minutes	Mathematics (12:30-1:00)* 30 minutes	Lunch/Restroom (12:20-12:50)	Lunch/Restroom (12:20-12:50)	12:30
12:40									12:40
12:50									12:50
1:00	Recess (1:00-1:20)		Independent Reading/Centers (1:00-1:20) 20 minutes						1:00
1:10									1:10
1:20	Rest Time/Restroom (1:20-1:50)	Rest Time/Restroom (1:20-2:00)	Special Subject Period (1:20 - 2:10) 50 minutes	SIG Interventions (1:20 - 2:10) 50 minutes	Literacy Block (1:00-2:20) 80 minutes	Mathematics (1:00-2:20) 80 minutes	Literacy (12:50-2:00) 70 minutes	Mathematics (12:50-2:00) 70 minutes	1:20
1:30									1:30
1:40									1:40
1:50	Intervention/ Centers (1:50-2:20) 30 minutes								1:50
2:00		Intervention/Centers (2:00-2:40) 40 minutes							2:00
2:10									2:10
2:20									2:20
2:30	Social Studies/Science/ Independent Center Rotations (2:20-3:15) 55 minutes		SIG Interventions (2:10-3:15) 65 minutes	Special Subject Period (2:10-3:00) 50 minutes	Writers Workshop/Language (2:20-3:15) 55 minutes	Social Studies/Science (2:20-3:15) 30 minutes	Writers Workshop/Language (2:20-3:15) 55 minutes	Science/Social Studies (2:00-3:15) 55 minutes	2:30
2:40									2:40
2:50		Social Studies/Science (2:40-3:15) 35 minutes		AR/Independent Reading (3:00 - 3:15) 15 minutes					2:50
3:00									3:00
3:10									3:10
3:20	Afternoon Wrap Up/Dismissal (3:15-)	Afternoon Wrap Up/Dismissal (3:15-)	Afternoon Wrap Up/Dismissal (3:15-)	Afternoon Wrap Up/Dismissal (3:15-)	Afternoon Wrap Up/Dismissal (3:15-)	Afternoon Wrap Up/Dismissal (3:15-)	Afternoon Wrap Up/Dismissal (3:15-)	Afternoon Wrap Up/Dismissal (3:15-)	3:20
3:30									3:30

\*Transition between homerooms occurs during this instructional 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.

# 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?



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 (FICTITIOUS) 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

# 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?



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?

## 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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Unacceptable	Unsatisfactory	Acceptable w/reservations	Acceptable	Outstanding

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1 2 3	4 5 6	7 8 9	10 11 12	13 14 15
Unacceptable	Unsatisfactory	Acceptable w/reservations	Acceptable	Outstanding

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Unacceptable	Unsatisfactory	Acceptable w/reservations	Acceptable	Outstanding

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Unacceptable	Unsatisfactory	Acceptable w/reservations	Acceptable	Outstanding

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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: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

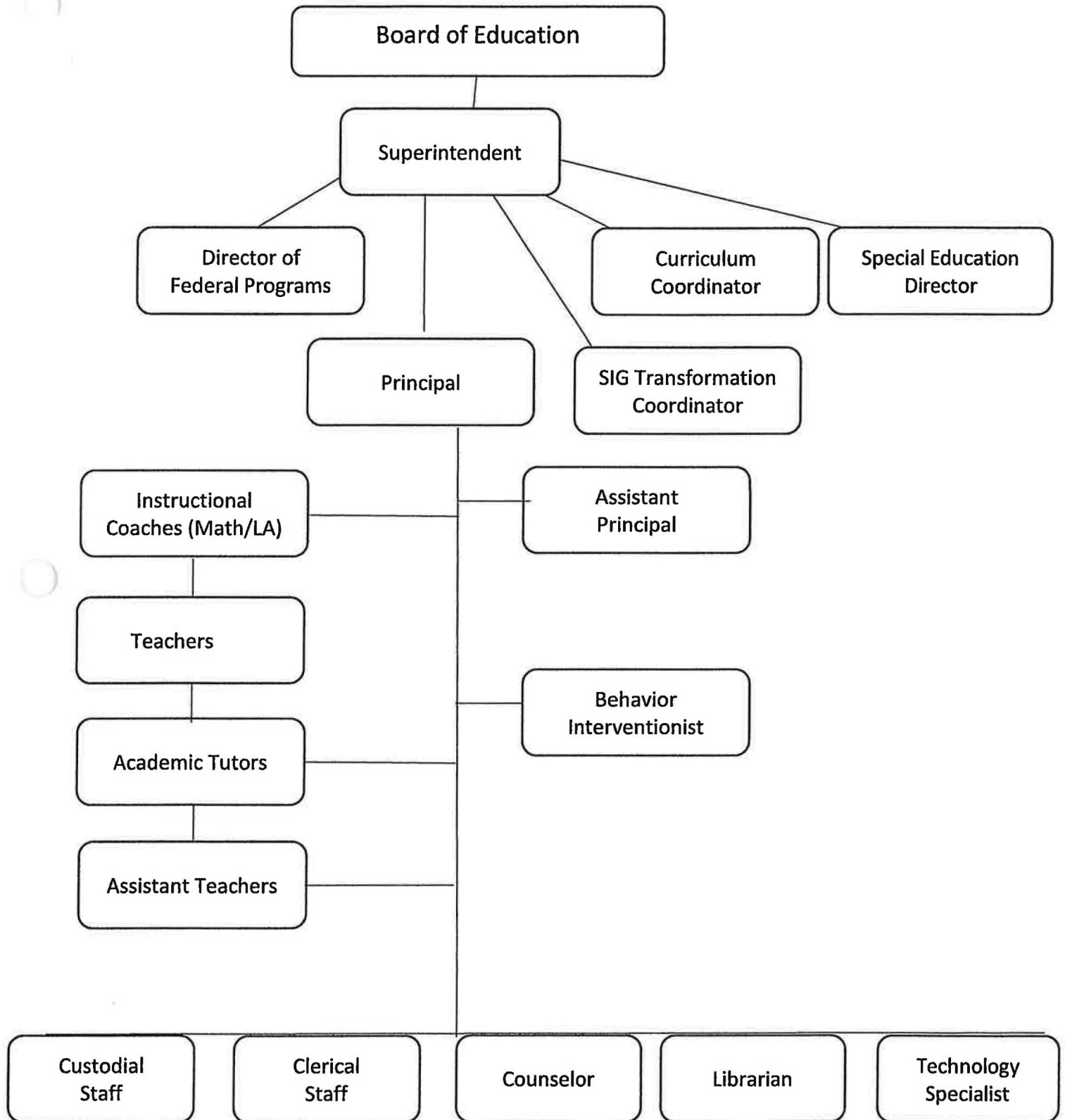
\_\_\_\_\_

TOTAL SCORE \_\_\_\_\_ OUT OF 135

SIGNATURE OF INTERVIEWER: \_\_\_\_\_ DATE: \_\_\_\_\_

## APPENDIX I

# Quitman County SD Organizational Chart



# APPENDIX J

(N/A)

## APPENDIX K

2017 JUL 26 PM 12 27  
Revised 10/15/15

MISSISSIPPI DEPARTMENT OF EDUCATION  
GRANT SIGNATURE SHEET  
P. O. BOX 771  
JACKSON, MISSISSIPPI 39205

1. Grantee's Name and Address  
Quitman County School District  
(Quitman County Elementary)  
Post Office Drawer E  
310 Pecan Street  
Marks, MS 38646

2. Grantee's Contact Person and Telephone No.

Dr. Evelyn W. Jossell, Superintendent 662-326-5451

3. CFDA No. 84.377

4. Title of Federal Program School Improvement Grant 1003(g)

5. Federal Award No. ES377A140025, ES377A150025, ES377A160025

6. Grant Beginning and Ending Dates: 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

7. The following funds are obligated:

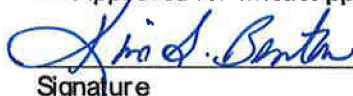
SY	GENERAL	FEDERAL/OTHER FUNDS	TOTAL
Year 1		\$416,164.00	\$416,164.00
Year 2		\$365,715.00	\$365,715.00
Year 3		\$313,470.00	\$313,470.00
Year 4		\$104,490.00	\$104,490.00
<b>Grand Total</b>		<b>\$1,199,839.00</b>	<b>\$1,199,839.00</b>

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:

☒ Statement of Work  
☒ Budget Summary  
☒ Budget Narrative  
☒ Standard Terms and Conditions

☒ Reporting Requirements  
☐ Special Condition  
☒ Travel Policy  
☐ Other: \_\_\_\_\_

9. Approved for Mississippi Department of Education



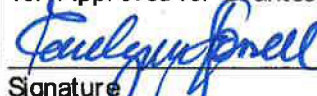
Signature

Name: Kim S. Benton

Title: Chief Academic Officer

7/25/17  
Date

10. Approved for Grantee

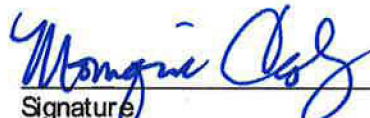


Signature

Name: Evelyn W. Jossell

Title: Superintendent

07/20/17  
Date



Signature

Name: Monique Corley

Title: Director, Office of Procurement

7/26/2017  
Date

## 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) \$416,164.00; Year 2 (SY18-19) \$365,715.00; and Year 3 (SY19-20) \$313,470.00, Year 4 (SY20-21) \$104,490.00 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) \$416,164.00; Year 2 (SY18-19) \$365,715.00; and Year 3 (SY19-20) \$313,470.00, Year 4 (SY20-21) \$104,490.00 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

2. Grantee's Name and Address Quitman County School District (Quitman County Elementary) Post Office Drawer E 310 Pecan Street Marks, MS 38646	2. Grantee's Contact Person and Telephone No. <u>Dr. Evelyn W. Jossell, Superintendent 662-326-5451</u>  3. CFDA No. <u>84.377</u>  4. Title of Federal Program <u>School Improvement Grant 1003(g)</u>  5. Federal Award No. <u>ES377A140025, ES377A150025, ES377A160025</u>  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>
<b>COST CATEGORY</b>	<b>TOTAL FUNDS</b>
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>\$ 1,199,839.00</b>



**FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)  
FOUR YEAR BUDGET SUMMARY**

<b>DISTRICT NAME</b> Quitman County School District	<b>DISTRICT NUMBER</b> 6000	<b>SCHOOL CODE</b> 6000024																
<b>NCES LEA ID</b> 2803810	<b>NCES SCHOOL ID</b> 280381000724	<b>SUPERINTENDENT'S NAME</b> Dr. Evelyn Jossell																
<b>SIG 1003(G) PROGRAM CONTACT</b> Frederick Robinson	<b>ADDRESS</b> 1018 10th Street, Lambert, MS 38643																	
<b>EMAIL ADDRESS</b> frederickrobinson@qcsd.k12.ms.us	<b>TELEPHONE NUMBER</b> 662-326-7186	<b>FAX NUMBER</b> 662-326-2494																
<b>MODEL SELECTION</b> Transformation																		
<p><b>Directions:</b>  <b>LEA Budget Amounts Years 1, 2, and 3</b> = provide the total of Attachment (Implementation Budget), based on projected costs  <b>LEA Budget Amounts Year 4 (Sustainability Activities)</b> = provide the total amount of Attachment (Sustainability Budget), cannot exceed 50% of the amount of Year 1</p>																		
<b>School Name</b>		<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:15%;">Year 1 Budget</th> <th style="width:15%;">Year 2 Budget</th> <th style="width:15%;">Year 3 Budget</th> <th style="width:15%;">Year 4 Budget</th> <th style="width:15%;">Four-Year Total</th> </tr> <tr> <th>Implementation</th> <th>Implementation</th> <th>Implementation</th> <th>Sustainability Activities</th> <th></th> </tr> </thead> <tbody> <tr> <td>Quitman County Elementary School</td> <td>416,164</td> <td>365,715</td> <td>313,470</td> <td>104,490</td> <td>\$ 1,199,839</td> </tr> </tbody> </table>	Year 1 Budget	Year 2 Budget	Year 3 Budget	Year 4 Budget	Four-Year Total	Implementation	Implementation	Implementation	Sustainability Activities		Quitman County Elementary School	416,164	365,715	313,470	104,490	\$ 1,199,839
Year 1 Budget	Year 2 Budget	Year 3 Budget	Year 4 Budget	Four-Year Total														
Implementation	Implementation	Implementation	Sustainability Activities															
Quitman County Elementary School	416,164	365,715	313,470	104,490	\$ 1,199,839													

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

FISCAL YEAR <b>FY 18</b>	DISTRICT NUMBER <b>6000</b>	SCHOOL CODE <b>24</b>	NCES LEA ID <b>2803810</b>	NCES SCHOOL ID <b>280381000732</b>
DISTRICT NAME <b>Quitman County School District</b>			SCHOOL NAME <b>Quitman County Elementary School</b>	
ADDRESS <b>1018 10th St. Lambert, MS 38643</b>		SIG 1003(G) PROGRAM CONTACT <b>Kegi Wells</b>		SUPERINTENDENT NAME <b>Dr. Evelyn Jossell</b>
EMAIL ADDRESS <b>kegiwells@qcsd.k12.ms.us</b>		TELEPHONE NUMBER <b>662-326-7186</b>		FAX NUMBER <b>662-326-2494</b>



**FY 2017**  
**SCHOOL IMPROVEMENT GRANT (SIG)**  
**1003(G)**  
**LEA FEDERAL BUDGET SUMMARY**  
**Use whole dollars only. Omit Commas**  
**and Decimal Places, e.g., 2536**

<b>MDE USE ONLY</b>	PROGRAM APPROVAL DATE & INITIALS <b>7/25/2017</b> <b>SPK</b>	
	TOTAL FUNDS <b>\$1,199,839.00</b>	
	CARRYOVER FUNDS <b>0</b>	
	CURRENT FUNDS <b>\$416,164.00</b>	
	BEGIN DATE <b>7/1/17</b>	END DATE <b>9/30/21</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	221000	61625	20000			51875	45500		\$ 400,000
4	1130	Middle-Junior High Programs									\$ 0
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								\$ 16,164
22	Total Budget		\$ 221,000	\$ 61,625	\$ 20,000	\$ 0	\$ 0	\$ 51,875	\$ 45,500	\$ 0	\$ 416,164

Date **7/25/17**

*Delisha Campbell*  
MDE - Director of Fiscal Grants Management

Date **7/25/2017**

*Stacy J. Robinson*  
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**

DISTRICT NAME	SCHOOL NAME	DISTRICT CODE
Quitman County School District	Quitman County Elementary School	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)		
1120	SIG Officer-\$30,000 Academic tutors X 2@\$21,000 each=\$42,000 (Salaried Positions) Behavior Interventionist-\$35,000 Math Instructional Coach-\$48,000	155,000	61,625							\$ 216,625	25,26, 29,39, 42,44, 45,48, 51,52,5
1120	Professional Development 16 Days @ 1250/Day			20,000						\$ 20,000	25,38, 45,54, 66,67, 70,80,8, ,99,100
1120	Incentives/Performance	66,000								\$ 66,000	23,35 50,57 87,88 89,90
1120	Software: Edmentum-\$4,925, Els-\$2,750, Case21-\$8,675, Renaissance-\$5,750, IReady-\$18,900						41,000			\$ 41,000	37,39 41,42 49,50, 73-79
1120	Supplies: Notebooks & Copy Paper-\$1,500, Binders-\$500, Pens & Pencils-\$1,000, Binders & Dividers-\$1000, Dry Erase Markers-\$750, Markers-\$500, Chart Paper-\$1000, Classroom Libraries-\$2,875, SIG Supplies- \$1000 File Folders-\$300, Notebook Paper and Folders-\$350						10,875			\$ 10,875	65, 83, 88,90
1120	Desktop Computers(25)-\$20,000 Laptops(20) & 1 Cart- \$23,900 2 Printers@\$800each-\$1600							45,500		\$ 45,500	41, 48, 50,60
<b>FUNCTION TOTAL</b>		\$ 221,000	\$ 61,625	\$ 20,000	\$ 0	\$ 0	\$ 51,875	\$ 45,500	\$ 0	\$ 400,000	



- ☐ 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**

DISTRICT NAME	SCHOOL NAME	DISTRICT CODE
Quitman County School District	Quitman County Elementary School	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								16,164	\$ 16,164	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 16,164	\$ 16,164	

- ☐ - 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**

<b>MDE USE ONLY</b>	PROGRAM APPROVAL DATE & INITIALS	
	7/25/17	SPK
	TOTAL FUNDS	
	\$1,99,839.00	
	CARRYOVER FUNDS	
CURRENT FUNDS		
\$365,715.00		
BEGIN DATE	END DATE	
7/1/17	9/30/21	

FISCAL YEAR <b>FY19</b>	DISTRICT NUMBER <b>6000</b>	SCHOOL CODE <b>24</b>	NCES LEA ID <b>2803810</b>	NCES SCHOOL ID <b>280381000732</b>
DISTRICT NAME <b>Quitman County School District</b>			SCHOOL NAME <b>Quitman County Elementary School</b>	
ADDRESS <b>1018 10th St. Lambert, MS 38643</b>		SIG 1003(G) PROGRAM CONTACT <b>Kegi Wells</b>		SUPERINTENDENT NAME <b>Dr. Evelyn Jossell</b>
EMAIL ADDRESS <b>kegiwells@qcsd.k12.ms.us</b>		TELEPHONE NUMBER <b>662-326-7186</b>		FAX NUMBER <b>662-326-2494</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	221000	61625	25000			42375			\$ 350,000
4	1130	Middle-Junior High Programs									\$ 0
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								\$ 15,715
22	Total Budget		\$ 221,000	\$ 61,625	\$ 25,000	\$ 0	\$ 0	\$ 42,375	\$ 0	\$ 0	\$ 365,715

Date 7/25/17

*Sharon Campbell*  
MDE - Director of Fiscal Grants Management

Date 7/25/2017

*Sharon 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**

DISTRICT NAME	SCHOOL NAME	DISTRICT CODE
Quitman County School District	Quitman County Elementary School	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)		
1120	SIG Officer-\$30,000 Academic tutors X 2@ \$21,000 each=\$42,000 (Salaried Positions) Behavior Interventionist-\$35,000 Math Instructional Coach-\$48,000	155,000	61,625							\$ 216,625	25,26, 29,39, 42,44, 45,48, 51,52,54
1120	Professional Development 20 Days @ \$1250/day			25,000						\$ 25,000	25,38, 45,54, 66,67, 70,80,83 ,99,100
1120	Incentives/Performance	66,000								\$ 66,000	23,35, 50,57, 87,88, 89,90
1120	Software: Data Tracking Software-\$2750 Progress Monitoring Software-\$5750 Intervention Software for Reading 7 Math-\$18900 Enrichment Software for Reading & Math, Science Intervention Software-\$4925						41,000			\$ 41,000	37,39, 41,42, 49,50, 73-79
1120	Supplies: Ink & Toner for Printers-\$1375						1,375			\$ 1,375	65, 83, 88,90
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 221,000	\$ 61,625	\$ 25,000	\$ 0	\$ 0	\$ 42,375	\$ 0	\$ 0	\$ 350,000	

- ☐ 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**

DISTRICT NAME	SCHOOL NAME	DISTRICT CODE
Quitman County School District	Quitman County Elementary School	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								15,715	\$ 15,715	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 15,715	\$ 15,715	



- ☐ - Initial Budget    ☐ - Amendment (No. \_\_\_\_\_)    ☐ - LEA Comprehensive Planning Budget  
☒ - Revised Initial Budget    ☐ - LEA Sustainability Budget    ☒ - LEA Comprehensive Full Implementation Budget (Year \_\_\_\_\_)  
☐ - Priority    ☒ - Focus

FISCAL YEAR <b>FY 20</b>	DISTRICT NUMBER <b>6000</b>	SCHOOL CODE <b>24</b>	NCES LEA ID <b>2803810</b>	NCES SCHOOL ID <b>280381000732</b>
DISTRICT NAME <b>Quitman County School District</b>			SCHOOL NAME <b>Quitman County Elementary School</b>	
ADDRESS <b>1018 10th St. Lambert, MS 38643</b>		SIG 1003(G) PROGRAM CONTACT <b>Kegi Wells</b>		SUPERINTENDENT NAME <b>Dr. Evelyn Jossell</b>
EMAIL ADDRESS <b>kegiwells@qcsd.k12.ms.us</b>		TELEPHONE NUMBER <b>662-326-7186</b>		FAX NUMBER <b>662-326-2494</b>



**FY 2017**  
**SCHOOL IMPROVEMENT GRANT (SIG)**  
**1003(G)**  
**LEA FEDERAL BUDGET SUMMARY**  
 Use whole dollars only. Omit Commas  
 and Decimal Places, e.g., 2536

<b>MDE USE ONLY</b>	PROGRAM APPROVAL DATE & INITIALS <b>7/25/17</b> <b>SKR</b>	
	TOTAL FUNDS <b>\$1,199,839.00</b>	
	CARRYOVER FUNDS	
	CURRENT FUNDS <b>\$313,470.00</b>	
BEGIN DATE <b>7/1/17</b>		END DATE <b>9/30/21</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	221000	61625	15000			2375			\$ 300,000
4	1130	Middle-Junior High Programs									\$ 0
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								\$ 13,470
22	Total Budget		\$ 221,000	\$ 61,625	\$ 15,000	\$ 0	\$ 0	\$ 2,375	\$ 0	\$ 0	\$ 313,470

**7/25/17**  
 Date

MDE - Director of Fiscal Grants Management

**7/25/2017**  
 Date

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**

DISTRICT NAME	SCHOOL NAME	DISTRICT CODE
Quitman County School District	Quitman County Elementary School	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.mdck12.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)		
1120	SIG Officer-\$30,000 Academic tutors X 2-@ \$21,000 each=\$42,000(Salaried Positions) Behavior Interventionist-\$35,000 Math Instructional Coach-\$48,000	155,000	61,625							\$ 216,625	25,26, 29,39, 42,44, 45,48, 51,52,54
1120	Professional Development 12 Days @ \$1250/day			15,000						\$ 15,000	25,38, 45,54, 66,67, 70,80,83 ,99,100
1120	Incentives/Performance	66,000								\$ 66,000	23,35, 50,57, 87,88, 89,90
1120	Supplies: Chart Paper-\$500 Pens and Pencils=\$500 Copy Paper-\$450 Expo Markers-\$250 Classroom Libraries-\$675						2,375			\$ 2,375	65, 83, 88,90
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 221,000	\$ 61,625	\$ 15,000	\$ 0	\$ 0	\$ 2,375	\$ 0	\$ 0	\$ 300,000	



- ☐ 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**

DISTRICT NAME	SCHOOL NAME	DISTRICT CODE
Quitman County School District	Quitman County Elementary School	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								13,470	\$ 13,470	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 13,470	\$ 13,470	



- ☐ - 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**

<b>MDE USE ONLY</b>	PROGRAM APPROVAL DATE & INITIALS <i>7/25/17</i> <i>SGR</i>	
	TOTAL FUNDS <i>\$1,199,839.00</i>	
	CARRYOVER FUNDS	
	CURRENT FUNDS <i>\$104,490.00</i>	
	BEGIN DATE <i>7/1/17</i>	END DATE <i>9/30/21</i>

FISCAL YEAR <b>FY 21</b>	DISTRICT NUMBER <b>6000</b>	SCHOOL CODE <b>24</b>	NCES LEA ID <b>2803810</b>	NCES SCHOOL ID <b>280381000732</b>
DISTRICT NAME <b>Quitman County School District</b>			SCHOOL NAME <b>Quitman County Elementary School</b>	
ADDRESS <b>1018 10th St. Lambert, MS 38643</b>		SIG 1003(G) PROGRAM CONTACT <b>Kegi Wells</b>		SUPERINTENDENT NAME <b>Dr. Evelyn Jossell</b>
EMAIL ADDRESS <b>kegiwells@qcsd.k12.ms.us</b>		TELEPHONE NUMBER <b>662-326-7186</b>		FAX NUMBER <b>662-326-2494</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	51000	23448	20000			5552			\$ 100,000
4	1130	Middle-Junior High Programs									\$ 0
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								\$ 4,490
22	Total Budget		\$ 51,000	\$ 23,448	\$ 20,000	\$ 0	\$ 0	\$ 5,552	\$ 0	\$ 0	\$ 104,490

Date 7/25/17

*Debra Campbell*  
MDE - Director of Fiscal Grants Management

Date 7/25/2017

*Jonah Blanton*  
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**

DISTRICT NAME	SCHOOL NAME	DISTRICT CODE
Quitman County School District	Quitman County Elementary School	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)		
1120	SIG Officer-\$30,000 Academic Tutor-\$21,000 (Salaried Position)	51,000	23,448							\$ 74,448	25,26, 29,39, 42,44, 45,48, 51,52,54
1120	Professional Development 16 Days @ \$1250/Day			20,000						\$ 20,000	25,38, 45,54, 66,67, 70,80,83 ,99,100
1120	Supplies: Notebooks & Copy Paper-\$1,500, Pens & Pencils-\$500, Binders & Dividers-\$250, Dry Erase Makers-\$250, Markers-\$250, Chart Paper-\$500, Classroom Libraries-\$1452, SIG Supplies- \$500 File Folders-\$100, Notebook Paper and Folders-\$250						5,552			\$ 5,552	65, 83, 88,90
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 51,000	\$ 23,448	\$ 20,000	\$ 0	\$ 0	\$ 5,552	\$ 0	\$ 0	\$ 100,000	



- ☐ 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**

DISTRICT NAME	SCHOOL NAME	DISTRICT CODE
Quitman County School District	Quitman County Elementary School	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								4,490	\$ 4,490	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
<b>FUNCTION TOTAL</b>		\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 4,490	\$ 4,490	