



Quail Valley Middle School PTO

3019 FM 1092

Missouri City, TX 77459

281-634-3600

Open House 2022

WELCOME TO THE QVMS PTO

WWW.QVMSPTO.ORG

- If you need anything, please feel free to email us at **QVMSPTO@gmail.com**

● Key Info about Fundraising

- Raiders Roundup Campaign is underway;
- It's the largest fundraiser for QVMS PTO.
- Thank you to our supporters – we have raised almost \$4,000 so far.
- Fundraising goal this year is \$12,000; aiming to fund the installation of Classroom Door Lockdown Shades and hallway beautification projects.



100% Participation= 100% success



School Socials

EXIT
PARTY



Classroom
ENHANCEMENT GRANT



CAREER DAY



-
- **Complementary Spirit Wear with every donation over \$75 until mid September.**
 - **We'd like to encourage ALL parents to join our PTO.**
 - **Other ways to raise funds: Amazon Smiles program, Kroger Rewards Card, and Box Tops for Education program.**
 - **Please visit our website for more information on this and to join QVMS PTO – we cannot do it with you.**

WWW.QVMSPTO.ORG

QVMS PTO Communications

Monthly Newsletter – sent to all QVMS parents

Visit
www.qvmspto.or



QVMS PTO
Join Group on



@QVMS_PTO
Follow on Twitter





VOLUNTEERS NEEDED

- Get a background check done
- Sign up to volunteer
- Attend PTO meetings to learn more
- Next PTO meeting - September 14th @ 6:00 pm via zoom
- School and PTO calendar on the QVMS website

VIPS – Volunteer Interest form



QVMS SPIRITWEAR

Show Your

RAIDER PRIDE

Support QVMS Students and Activities with

SPIRIT WEAR!

\$25



\$25



\$12



\$10



Purchase online at

<http://www.qvmspto.org/spirit-wear.html>

SHIRTS AND SWEATSHIRTS

Support our Quail Valley Middle School PTO through Spirit Wear sales and help provide staff and teacher appreciation, field trips, student enrichment programs, Raider rewards, teacher continuing education, class parties and socials just to name a few.

QUAIL VALLEY MIDDLE SCHOOL

Know **YOUR
IMPACT**

CREATING A COLLECTIVE
Culture of Kindness



2022-2023 SCHOOL YEAR

**Focus on
demonstrating
kindness through our
words and actions**

**Focus on how we can
positively impact
others**



Quail Valley Middle School Campus Accountability Hearing and Campus Improvement Plan

September 1, 2022

**QVMS is a
Community-Based Accountability System (CBAS)
Pilot Campus**

What is the Community-Based Accountability System (CBAS)?



Whole child...

CBAS Seven Pillars	
Student Learning and Progress	Ensure academic success and progress for all students.
Student Readiness	Ensure students are well prepared for their next level of education and most notably for post-secondary success, including career readiness, college readiness, and military readiness.
Engaged, Well-Rounded Students	Engage students in a way that contributes to their overall development and future well-being.
Community Engagement and Partnerships	Ensure that local citizens are a meaningful, integral part of a school community and can and will support their local public schools.
Professional Learning/Quality Staff	Ensure that every student has quality teachers and adults in the schools that care about students, their learning, and their well-being.
Systems and Operations	Ensure the district is using its resources to further its mission to educate the students it is responsible for serving.
Safety and Well-Being	Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning. This includes both physical safety as well as the social emotional needs of each student.

QVMS Campus Report Card 2022

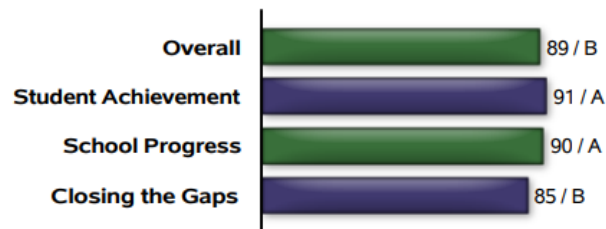
Texas Education Agency 2021-22 Preliminary School Report Card QUAIL VALLEY MIDDLE (079907044)

Accountability Rating

B

QUAIL VALLEY MIDDLE earned a B (80-89) for recognized performance by serving many students well and encouraging high academic achievement and/or appropriate academic growth for most students.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for QUAIL VALLEY MIDDLE. Scores are scaled from 0 to 100 to align with letter grades.



School Information

District Name:	FORT BEND ISD
Campus Type:	Middle School
Total Students:	1,080
Grade Span:	06 - 08

For more information about this campus, see: <https://TXSchools.gov>

Distinction Designations

Campuses that earn a rating of A-C are eligible for as many as seven distinction designations, or awards for outstanding performance.

- | | |
|--------------------------------|---------------------------|
| ✓ ELA/Reading | ✓ Mathematics |
| ✓ Science | ✓ Social Studies |
| ✓ Comparative Academic Growth | ✓ Postsecondary Readiness |
| ✗ Comparative Closing the Gaps | |

Student Achievement

Rating

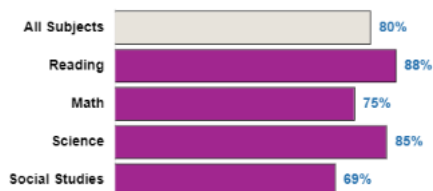


91 out of 100

Student Achievement measures whether students met expectations on the STAAR test. It also measures graduation rate and how prepared students are for success after high school.

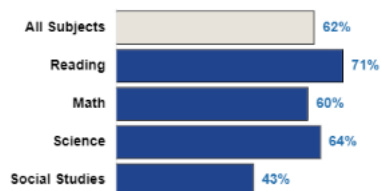
STAAR Performance Details

Percentage of Students Approaching Grade Level or Above



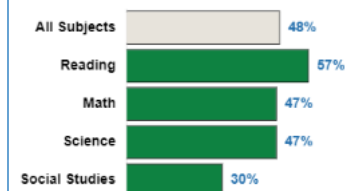
Subject	This School	District
All Subjects	80%	79%
Reading	88%	81%
Math	75%	76%
Science	85%	79%
Social Studies	69%	80%

Percentage of Students Meeting Grade Level or Above



Subject	This School	District
All Subjects	62%	56%
Reading	71%	62%
Math	60%	50%
Science	64%	54%
Social Studies	43%	58%

Percentage of Students Mastering Grade Level or Above



Subject	This School	District
All Subjects	48%	32%
Reading	57%	34%
Math	47%	28%
Science	47%	29%
Social Studies	30%	39%

* Indicates results are masked due to small numbers to protect student confidentiality

2021-22 STAAR Participation Rate: 100%

2020-21 STAAR Participation Rate: 54%

School Progress

Academic Growth



88 out of 100

Academic growth shows the amount of growth students make from year to year.

Relative Performance



90 out of 100

Relative Performance measures how a school's performance compares to other schools with similar economically disadvantaged populations.

Closing the Gaps

Rating



85 out of 100

Closing the Gaps tells us how well a school is ensuring that all student groups are successful.



Closing the Gaps Summary

Academic Achievement

% of Targets Met



out of 100

Academic Achievement measures STAAR performance at the Meets Grade Level or above standard in reading and math for all student groups.

Growth Status

% of Targets Met



out of 100

Growth Status shows the amount of growth all student groups make from year to year.

English Language Proficiency

% of Targets Met



out of 100

English Language Proficiency measures Emergent Bilingual (EB)/English learners' (ELs) progress towards achieving English language proficiency.

Student Success

% of Targets Met



out of 100

Student Success measures how well students perform on STAAR across all student groups.

Overall Performance

Overall Rating



89 out of 100

This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military.



Overall Performance Details



Student Achievement



91 out of 100

Student Achievement measures whether students met expectations on the STAAR test. It also measures graduation rates and how prepared students are for success after high school.



School Progress



90 out of 100

School Progress shows how students perform over time and how the school's performance compares to other schools with similar economically disadvantaged student populations.



Closing the Gaps

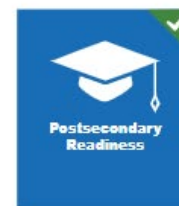
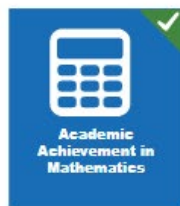


85 out of 100

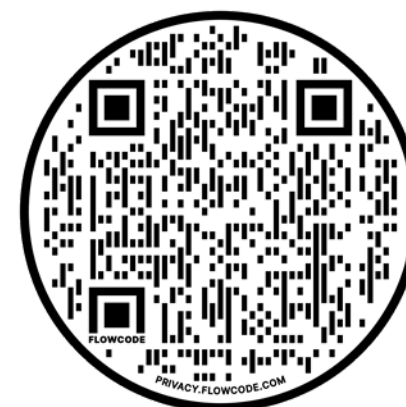
Closing the Gaps tells us how well a school is ensuring that all student groups are successful.

Distinction Designations

Distinction Designations



See the full report on the TEA website at:



GLOWS/STRENGTHS

- 2021-22, first year of accountability ratings since 2018-19
- QVMS is a B rated campus, with a score of 89
- 1 point difference from 18-19 rating (prior to COVID)
- QVMS received 6 of 7 possible distinctions
- Percentage of students achieving Meets, and Masters on STAAR exceeds district average in Reading, Math, and Science
- No areas were indicated for Targeted Support and Improvement
- 83% Masters on Algebra I EOC
- 100% Masters on Biology EOC

GROWS/AREAS OF NEED

- Improvement needed in Math for several student groups:
 - Achievement
 - Growth
- One distinction not met:
 - Closing the Gaps
- Focus on improvement in Science and Social Studies in all grades:
 - Achievement

Student Engagement Survey:

Mean Comparisons

Engagement Category	Engagement Indicator	District	Campus	Statistical Significance between MS/HS			
		Mean	Mean	Change from 2021	MS Mean Effect Size	HS Mean Effect Size	
Behavioral Engagement	Overall Behavioral Engagement Dimension	2.95	3.03	↑6.6%	3.00 ***	▲	2.91 *** ▼
	Overall Emotional Engagement Dimension	2.87	2.92	↓2.3%	2.90 ***	△	2.85 *** ▽
Emotional Engagement	<i>Motivation for Learning</i>	2.92	3.05	↑2.5%	2.92 ***	▲	2.86 *** ▼
	<i>Emotional Engagement with School</i>	2.71	2.74	↓5.3%	2.75 ***	△	2.68 *** ▽
	<i>Positive Relationships with Adults in School</i>	2.89	2.97	↑0.6%	2.95 ***	▲	2.85 *** ▼
	<i>Positive Relationships with Other Students</i>	3.02	2.98	↓6.6%	2.97 ***	▽	3.06 *** △
	Overall Cognitive Engagement Dimension	2.91	3.00	↑2.7%	2.92 ***	△	2.90 *** ▽
Cognitive Engagement	<i>Cognitive Growth through Personal Skill Development</i>	2.95	3.06	↑1.2%	3.00 ***	▲	2.91 *** ▼
	<i>Level of Effort in Academic Pursuits</i>	2.95	3.07	↑5.8%	2.94 --		2.95 --
	<i>Attitude Towards Learning</i>	2.89	3.03	↑2.8%	2.92 ***	△	2.87 *** ▽
	<i>Cognitive Engagement with Academic Goals, Future Plans, and Aspirations</i>	2.71	2.67	↓0.2%	2.67 ***	▽	2.75 *** △

* $p < .05$, ** $p < .01$, *** $p < .001$; Refer to the **About This Report** section for the key to triangle symbols.

QVMS Stakeholder Feedback: Spring 2022

Areas to Address

- | | |
|--|---|
| • Field trips and project-based learning for GTA and no equivalent for general classes | • Need for building maintenance, restrooms, lockers, etc. |
| • Names that separate—Green/Gold, Zoned/GTA | • Stronger investment in reading areas in library |
| • Inconsistent leadership, practices and vacancies | • Varied expectation and enforcement in hallways, restrooms, common areas |
| • Gaining buy-in for instructional practices, duties, technology use, etc. | • Concerns from GTA about large project packets |
| • Need for Positive Behavioral Supports | • Concerns about use of too many powerpoints and lectures for instruction |
| • Relationships—how we speak to/interact with students | • Desire for staff-led learning; professional development |
| • Need for consistent communication and response to emails, etc. | |

QVMS Stakeholder Feedback:

Spring 2022

Themes

**Campus
Culture**

Instruction

Communication

Facilities

**Monitoring
Behavior**

Our Mission and Vision

Mission

QVMS is a diverse learning community where each member is:

- **valued**,
- **empowered** to **imagine**,
- **equipped** to **grow**, and
- **inspired** to **contribute**.



Vision

The QVMS community invests in students as they discover and develop the knowledge, skills, gifts and dispositions that foster personal agency and positively impact a global society.

Our Core Values

As member of the QVMS community, we aspire to be:

- **PROUD** We believe in ourselves and our ability to reach our goals and achieve our dreams. We take pride in our appearance and ownership of our behaviors. We represent and contribute to our school, district, friends, and family in a positive way.
- **RESPECTFUL** We appreciate and acknowledge our differences and similarities. We treat ourselves, others and our surroundings with kindness, care and compassion and ask for kindness in return. We work together to grow and better ourselves.
- **RESPONSIBLE** We hold ourselves and each other accountable for exemplary work habits, behaviors, and dispositions. We own our mistakes--if we create a problem, we fix it.
- **SAFE** We keep hands, feet and objects to ourselves. We honor each other's personal space, ideas and contributions. We work to make QVMS a physically, emotionally and intellectually safe place for all.
- **LEADERS** There is a leader in each of us. We work to identify our leadership abilities and seek out roles that enhance our skills and challenge us to become strong leaders.



QVMS Focus Areas

Campus Culture

**Positive Behavioral
Support and Intervention**

**Professional Learning
Communities**

**Instructional
Practices**

What Is Academic Rigor?

AVID defines **rigor** as using **inquiry-based, collaborative strategies** to *challenge* and *engage* students in content, resulting in *increasingly complex levels of understanding*.

The 8 Executive Functions

Self-Control

The ability to stop and think before acting

Self-Monitor

The ability to view and evaluate oneself

Emotional Control

The ability to manage feelings to achieve goals and complete tasks

Flexibility

The ability to adapt to changing conditions by revising plans or changing strategies

Task Initiation

The ability to start and finish tasks without procrastinating

Organization

The ability to develop and use systems to keep track of materials and information

Working Memory

The ability to use information held in memory to complete a task

Planning & Time Management

The ability to create steps to reach a goal

www.livelymindstutoring.com

Profile of a Graduate attributes connected to Learner Dispositions



Why Instructional Practices?

- To awaken the minds of our students and to instill a growth mindset
- To improve the executive functioning of our students
- To help students establish systems that help them succeed
- To inspire students to explore their talents, interests and gifts



Why Feedback/ Accountable Talk?



- ▶ Daily, we provide experiences and opportunities for students to practice and demonstrate skills
- ▶ Teachers provide tools to facilitate interaction (i.e. sentence stems, rubrics, guiding questions)
- ▶ Students self-assess and peer assess
- ▶ Teacher monitors and guides thinking

Why AVID Schoolwide?

AVID is **schoolwide** when a strong AVID system transforms the

INSTRUCTION,

SYSTEMS,

LEADERSHIP,

and **CULTURE**

of a school, ensuring college readiness and improved academic performance for all students based on increased opportunities.



<https://www.avid.org/AVID-effect>

Teacher Talk vs. Student Talk

30

70%

QVMS Focus Areas

Campus Culture

**Positive Behavioral
Support and Intervention**

**Professional Learning
Communities**

**Instructional
Practices**

Parent Questions and Input:



FBISD Voter Approval Tax Ratification Election—November 2022

The logo for the Voter Approval Tax Ratification Election (VATRE) features the word "VATRE" in a bold, sans-serif font. The letter "V" is stylized with a red and blue gradient, while the letters "A", "T", "R", and "E" are solid black. The logo is centered on a light gray background.

VATRE