QVMS Plan based on Stakeholder Feedback

Targets	Current Practices	Summer	Start of School	Semester
Campus Wide Culture				
Extension Activities	GT Field Trips, Project Based Learning integrated on GT side. No field trips on Zoned Side, Little to no project based learning on Zone side	Look for extension trips/ activities appropriate for non-GT students. Look at funding options. Calendar potential dates and assign admin/teacher leads for the extention trips. Identify any combined opportunities (college tour group sponsored by counselors) to bring students together. Identify teachers who can train non-GT on integrating PBL activities	Host at least 1 field trip/extension activity per semester for zoned students. Counselors start Scholars club that tours colleges (make available to all and ensure spots reserved for both groups). Have GT staff present a PD session in Aug week about integrating PBL activities. Monitor those that do this so they can present in Jan.	Host at least 1 field trip/extension activity per semester for zoned students. Counselors start Scholars club that tours colleges (make available to all and ensure spots reserved for both groups). Monitor integration of PBL opportunities and encourage all teachers to include 1 in the spring
Change Differentiated Naming/ Building Use & Mixed student grouping opportunities	GT Academy (GTA) and Zoned, Green and Gold Track?	Bring in student leaders and teacher leaders to identify naming conventions or remove them - all QVMS. Look for opportunities to bring students together beyond current practices (Electives, PE, Advisory)	Institute a more integrated apporach outside of core curriculum classes based on feedback from students/staff. Share student feedback with staff regarding feeling divided and unequal. Work to have staff identify and stop actions/statements with unintended division by saying things like "we expect more from the GT side"...	Conitnue to monitor pros/cons of approach to mixed student opportuniites and building use. Bring back focus group to continue the work.
Building wide Belief Systems and Central Theme	Varied or non-existent due to inconsistent leadership, practices and vacancies	Bring in teacher leades (DH) and club sponsors, athletic director… Build out and use a feedback Protocol for building out beliefs and systems. (sample) Bring in student leaders as a follow up to review and finalize. Print these on planners, on every door… all locations	Branding around theme and beliefs. Reinforce in Aug PD on staff folders, emails, planners, t-shirts. Continue to post on every Agenda for faculty meetings, DH meetings etc… Brand on social media	Continue to ensure these are posted around building. Have staff review the themes/ beliefs as a reflection activity in January and plan how they will continue these in the spring semester
Campus wide systems with a focus on full staff buy in	Instruction, Cell Phones, Duty, 10/10 rule	Admin and teacher leaders idenity systems to address (duty, RR monitoring, 10/10, cell phones..) and build out campus systems/plan. Teacher leaders present this to full staff in Aug.	Teacer leaders present plans and garner buy in and feedback in Aug from full staff. Admin heavily reinforces systems with positive feedback and corrective action as needed Aug-Oct. Campus systems that impact students are reviewed in investment days (first 2-3 days of school) and reinforced weekly.	Review in Jan with full staff, ask for feedback, heavily reinforce in Jan/Feb and May for campus wide systems
QVMS Pride System and Resources	PTO	Admin who will sponsor Pride Point system "Raider Rewards" and resources/rewards identified. System designed. May want to consider connecting to PBIS rewards system.	Share system guides and structures with teachers in Aug and parents at back to school event. Share system with students in investment days (first 2-3 days of school) Institute system in Aug.	Continue to reinforce pride system and Raider Rewards. Monitor behavior data/ discipline data if connected to PBIS system and share with staff
Relationships, How we speak with and interact with students**	Incosistent feedback around teachers/admin who really care for students and model how we expect to speak to and interact with students	Bring a teacher feedback group (teachers who build strong relationships) to brainstorm supports for building rapport and relationships. Set defined expectations around ILT modeling expected interactions and building needed relationships. Consider setting responsibilities for APs that support relationships (birthdays, failure conferneces, PBIS)	Build in learning or models of relationship building in Aug PD. Utilize SEL coach and data to look for trends around teacher referrals and student clusters to help staff with behavior framework and building rapport with students	Continue to utilize SEL coach and data to look for trends around teacher referrals and student clusters to help staff with behavior framework and building rapport with students

QVMS branding and recognition	PTO	Consider a new Logo from communications, T-shirts and planners, Social Media representatives designated and access granted (see S. Laberge)	Back to school event (schedule pick up, orientaiton, books) with branding across building	Continued and frequent branding on social media, website, including added representatives on social media
COMMUNICATION				
Weekly Bulletin - Teacher	Emails and inconsistent staffulty letters	Consistent Template, location, and person responsible designated by principal. *Template should note above and beyond to also support culture* Designate an AP to build out a system for staff to nominate other staff for above and beyong portion. (sample/ See K. Fickel)	Share with staff where this is located (schoology and weekly email). The intent is a simple system/template to keep everyone on the same page. Show how to nominate/ acknowledge above and beyond. SEND WEEKLY	Continue work from first semester. Refine as needed.
Centralized Calendar (UIL and other School Events) - Teacher	Calendar in front office	Idnetify which admin will be calendar keeper. Build our a campus calendar that identifies key events including UIL dates, field trips, picture day, etc.. For staff to access in one place. Identify process for adding events and who is responsible for the calendar. Build out semester at a glance dates for first semester (sample)	Share calendar informtion with staff in August. Stay true to process and updates. Keep accurate and link to weekly bulletin if possible. Share dates at a glance in back to school folder for staff. Consider including important dates for each month on agenda for faculty meetings. (sample)	Build second semster dates at a glance to share in Jan. Continue placing important dates on faculty meeting agendas.
Principal Newsletter	Weekly or quarterly newsletter	Find system (smore or other app) to send to parents. Build out template and start messaging weekly or bi-weekly to parents via app. FOCUS on clear messaging about where this information is and consistent sharing of information.	Share app and information with staff in Aug. Reinforce that they should read this and know what is being communicated to parents. Set expectations with DH to contribute to this communication. Be consistent with dates and location of information. Monitor parent utilizaition/ access to measure effectiveness	Remind staff about this information. Reinforce that they should read this and know what is being communicated to parents. Continue to be consistent with dates and location of information. Monitor parent utilizaition/ access to measure effectiveness
Teacher Follow Up With Parents	Parents stated they often do not get responses from teachers (email or phone) and have to follow up with admin to get response/ action	Expectations for when to reach out, timeline to return call/email. Review with DH and have them reinforce in Aug department Meetings	DH review these with teachers. Admin will have DH and teacher follow up when these are not met. If DH has to continue to support follow up, bring in admin for documentation	Cover again in January - Non negtiables with parent communication. Include Policy and refocus system with DH accountable for their teachers
Facilities				
Building maintance and repair	Standard maintance practices	Full facility walk with admin team. Note areas for faciites requests and repairs. Enter repair requests ASAP. Look for budget and PTO for wraps and other hallway tools for posting work and fliers. Contact feeder HS art programs and see what they can do as well.	Work to have building clean, all repairs in place, and facility in best possible condition. Talk to staff about the work in faciities and ask them to support in keeping the building in good shape. Share process for repairs to be reported asap. Make sure staff carry building pride back to student in investment days (First 1-3 days of school)	Have DH check rooms for needed repairs in Dec and May as part of check out process.

Hallways	One way, ceiling tiles broken, Older building	Consider stopping 1 way hallways? Have departments/ teachers assigned hallways to decorate (add bulletin boards or hanging strips if possible). Have the art department help decorate the building and enourage them to have students complete work that can be posted for Hispanic Heritage month, Black History month, etc....	Showcase any work that has been done and encourage staff to take pride in hallways and decorate/ theme hallways	Acknowledge efforts of staff to keep hallways beautiful. Include clubs/ art in future opportunities to beautify the building
Restrooms	Students did not take care of RR. Now do not have soap, paper towels and are dirty (student feedback)		Set custodial expectations. Look for opportunities for RR monitrs in master schedule. Adopt a RR for clubs - report issues, add positive notes, etc…	Monior and maintain RR weekly - adapt plan as needed
Library	Students want strong investment in library resources - including reading areas.	Meet with librarian and look for opportunities to build out student friendly spaces that are inviting. Plan reading initiatives / rewards and library utilizaiton plan. Look at budget for investment in library	Share incentive plan with ELAR teacher and plans to encourage student use of the library	
Locker Room	Dirty, Unsupervised, Doors do not lock in RR	Meet with coaches and set non-negotiables for monitoring and reporting needs / caring for RR. Have locker room RR repaired.	Check in every 3-6 weeks to make sure coaches are monitoring and RR is being maintained	Check in every 3-6 weeks to make sure coaches are monitoring and RR is being maintained
Lockers	Not currently in use	If going to allow locker use - Set up a request system for students to request a locker with QR code or on website. Identify who is resonible for requests received and issuing lockers	Open student requests for lockers after first 2 weeks of school. (You want to see if they really need them or just want them)	
Monitoring Behavior				
Cafeteria, Hallways, RR	Varied expectations and varied enforcement, follow through across the building	Review behavioral data with SEL coach and behavior healht facilitator. Look for trends of locations and times. Use data to build or support School wide behavior system and expectations for common areas (Done with admin team, teacher leader, and student leaders if possible). Tardy/ hallway process refined or established. Set and model Expectations for teachers to build relationships daily and utilize restorative practices. Consider having clubs adopt a RR and work to report needs, and post important information.	Teach and reinforce campus system to staff and students at beginning of school year. Keep expectations and language consistent. Look for opportunities in master schdule to use staff to monitor RR and common areas. Daily check in's and modeling checking in on teachers and students during transition times.	Teach and reinforce campus system to staff and students at beginning of school year. Keep expectations and language consistent. Look for opportunities in master schdule to use staff to monitor RR and common areas. Daily check in's and modeling checking in on teachers and students during transition times.
Instruction				
GT Project Based Learning/ Packets	Parents - GT students struggle with about because they do not get home unitl late (not living in zone). Students - want no more packets	SEE BELOW	SEE BELOW	SEE BELOW

Instructional Practices	Student - varied but lots of feedback around use ppt and lecture or lack of instruction	Build out clear expectations/ non-negotaibles with admin team. Also identify best practices or areas of support (small group instruction, mini lessons, utilization of tools like SC, LI, progressions, rubrics, checklists, protocols, sentence stems, goal setting). Think about how to reinforce these though learning sessions and walk-throughs. Find positive ways to reinforce those meeting these expectations and those modeling best practices	Share expectations in Aug PD or model them in Aug PD. Share reinforcement systems or award system (teacher of the week, Instructional Raider of the Month...) in August	Eventually you may want to find ways to have staff watch the teachers that emerge- through coverage and shared walks, or inviting other teachers into the model rooms on certain days during confernece periods.
Staff Led Learning	Current standard PD practices in place	Plan dates for Lunch and Learning sessions Sept, Oct, Jan, Feb, March. Select dates, locations, make fliers for back to school. (sample) Identify funding for lunch and max number of attendees, who is responsible or lead for this event and who will send sign up emails and organize the training system.	Idenitfy presenters and topics for lunch and learning. Advertise to staff. Utiize this to reinforce best practices identified above.	