

**Fort Bend Independent School District**

**Quail Valley Middle School**

**2025-2026 Campus Improvement Plan**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Quail Valley Middle School (QVMS), located in the heart of Missouri City, Texas, has a rich and dynamic history. The campus originally opened in September 1978 as Quail Valley Junior High. In 1995, the school was closed and repurposed to house district administrative offices. Two years later, in 1997, the campus was reestablished as Quail Valley Middle School and has since served students in grades 6 through 8.

Today, QVMS serves a diverse student population of 1,024 students. Half of the students are enrolled in the Gifted and Talented Academy (GTA), while the other half are zoned neighborhood students. The student body is composed of 46% female and 54% male students. Ethnic demographics include 33% Asian, 28% African American, 24% Hispanic/Latino, 10% White, and 5% identifying as Two or More Races.

Approximately 43% of students are identified as Economically Disadvantaged (ED). Additionally, 7% are classified as Emergent Bilingual, and 12% receive Special Education services. QVMS supports students with disabilities through three self-contained programs—SAILS, ABC, and BSS—as well as through Resource, Dyslexia, and In-Class Support services for students who meet eligibility criteria.

The QVMS teaching staff brings a wealth of experience, averaging 17 years in the classroom. The distribution of teaching experience is as follows: 4% have 30 or more years, 10% have 21–30 years, 41% have 11–20 years, 24% have 6–10 years, 15% have 1–5 years, and 6% are beginning teachers.

In terms of educational attainment, 34% of teachers hold master's degrees, 7% have earned doctoral degrees, and 60% possess bachelor's degrees. The teaching staff is 71% female and 29% male. Ethnically, faculty composition includes 51% African American, 17% Hispanic, 18% White, 8% Asian, 2% Pacific Islander, and 4% identifying as Two or More Races.

## CAMPUS PROFILE

Student Demographics	Count	Percent
<b>Gender</b>		
Female	460	45.91%
Male	542	54.09%
<b>Ethnicity</b>		
Hispanic-Latino	237	23.65%
<b>Race</b>		
American Indian - Alaskan Native	4	0.40%
Asian	328	32.73%
Black - African American	282	28.14%
Native Hawaiian - Pacific Islander	1	0.10%
White	103	10.28%
Two-or-More	47	4.69%

Student Programs	Count	Percent
Dyslexia	50	4.99%
Gifted and Talented	478	47.70%
Regional Day School Program for the Deaf	0	0.00%
Section 504	32	3.19%
Special Education (SPED)	121	12.08%
<b>Bilingual/ESL</b>		
Emergent Bilingual (EB)	66	6.59%
Bilingual	0	0.00%
English as a Second Language (ESL)	57	5.69%
Alternative Methods for Bilingual Education	0	0.00%
Alternative Methods for ESL	6	0.60%
<b>Title I Part A</b>		
Schoolwide Program	2	0.20%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	10	1.00%
Neglected	0	0.00%

Student Indicators	Count	Percent
At-Risk	344	34.33%
Foster Care	2	0.20%
IEP Continuer	0	0.00%
Immigrant	9	0.90%
Intervention Indicator	2	0.20%
Migrant	0	0.00%
Military Connected	28	2.79%
Transfer In Students	4	0.3992%
Unschool'd Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	431	43.01%
Free Meals	364	36.33%
Reduced-Price Meals	67	6.69%
Other Economic Disadvantage	0	0.00%
Homeless and Unaccompanied Youth		
Homeless Status Total	10	1.00%
Shelter	2	0.20%
Doubled Up	7	0.70%
Unsheltered	0	0.00%
Hotel/Motel	1	0.10%
Not Unaccompanied Youth	9	0.90%
Is Unaccompanied Youth	1	0.10%

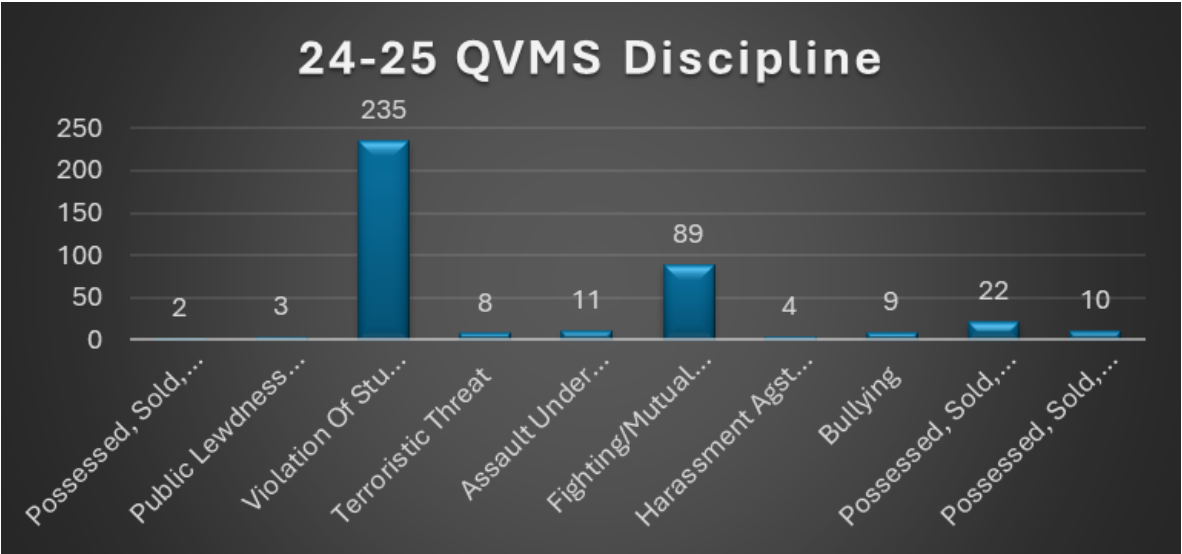
Special Education Services	Count	Percent
<b>Primary Disabilities</b>		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	12	9.92%
Auditory impairment	0	0.00%
Visual impairment	2	1.65%
Deaf-Blind	0	0.00%
Intellectual disability	8	6.61%
Emotional disturbance	11	9.09%
Learning disability	48	39.67%
Speech impairment	11	9.09%
Autism	29	23.97%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%
<b>Instructional Settings</b>		
Speech Therapy	11	9.09%
Homebound	1	0.83%
Hospital Class	0	0.00%
Mainstream	46	38.02%
Resource Room	41	33.88%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	22	18.18%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

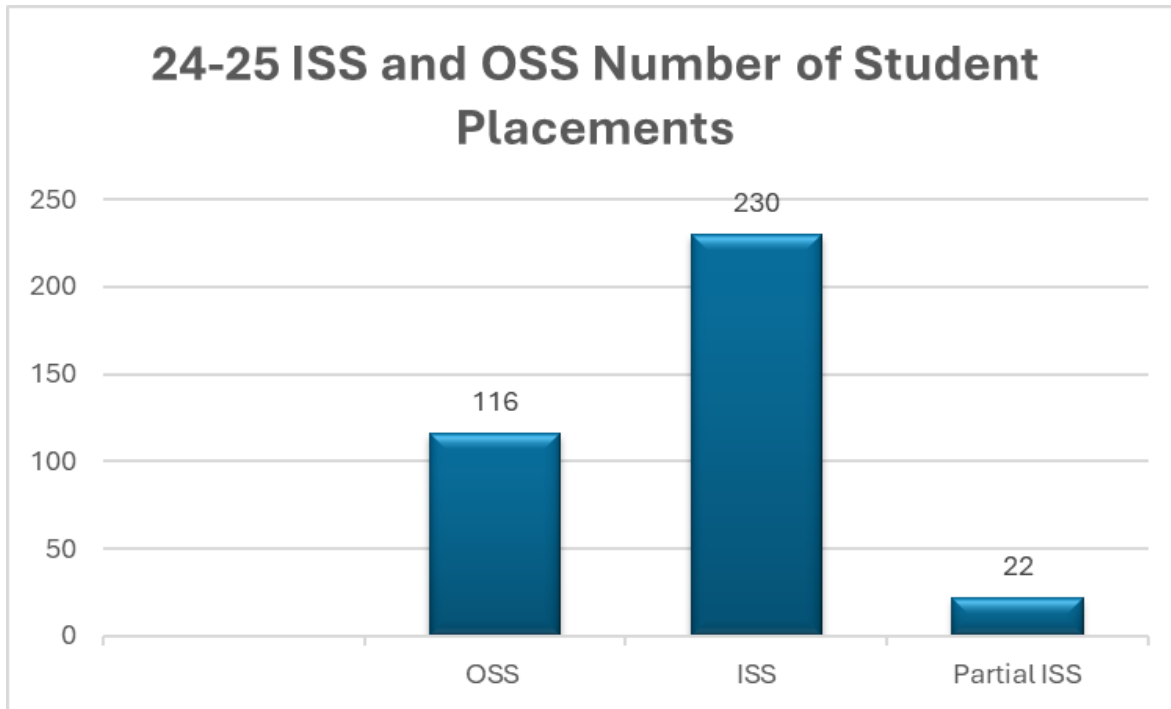
STUDENT ATTENDANCE

Campus Attendance for Years: 2025 for All Campuses

	Total Days Absent	Total Eligible Days Present	Total Ineligible Days Present	Membership (Abs + Pres)	Average Daily Attendance
Campus	2024 - 2025	2024 - 2025	2024 - 2025	2024 - 2025	2024 - 2025
(079907044) - Quail Valley Middle	7,994.0	159,726.0	0.0	167,720.0	
Campus Total	7,994.0	159,726.0	0.0	167,720.0	

STUDENT BEHAVIOR





#### Demographics Strengths

Quail Valley Middle School (QVMS) is a vibrant and dynamic learning community that reflects the economic and cultural diversity of both the local area and the broader global society. This diversity fosters an environment rich in perspectives, providing students with daily opportunities to learn from one another and grow together in understanding, empathy, and collaboration.

QVMS serves a student population with a wide range of academic abilities and social-emotional needs. In response, the campus is committed to providing comprehensive supports that ensure each student is equipped for success. The school continues to expand its implementation of the AVID Schoolwide model, promoting college and career readiness through intentional instructional practices and student empowerment.

Beyond the core academic experience, QVMS offers a robust selection of Fine Arts, Career and Technical Education (CTE), and elective courses that allow students to explore their interests and develop unique talents. The school is also home to nearly 50 student clubs and organizations, providing opportunities for enrichment, leadership, and connection beyond the classroom.

Strong parent and community engagement, especially through an active and supportive PTO, plays a vital role in the school's success. The collaboration



between staff, students, and families helps foster a positive and inclusive school culture.

In many ways, QVMS serves as a microcosm of the world—diverse, complex, and full of potential. It stands as a place where students not only grow academically but also develop the interpersonal and cultural competencies necessary to thrive in an increasingly interconnected world.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** QVMS is striving to increase attendance to at least 96%+. Attendance has been consistently at/above 95% for the past year.

**Root Cause:** Students are absent from school due to illness, cultural/religious observations and travel, family disruptions, lack of parenting/priorities, and other factors.

**Problem Statement 2:** Behavior incidents tend to surface most during unstructured times and transitions. There is an opportunity to strengthen preventative systems and supports to reduce the need for ISS and OSS placements and foster a more positive school climate.

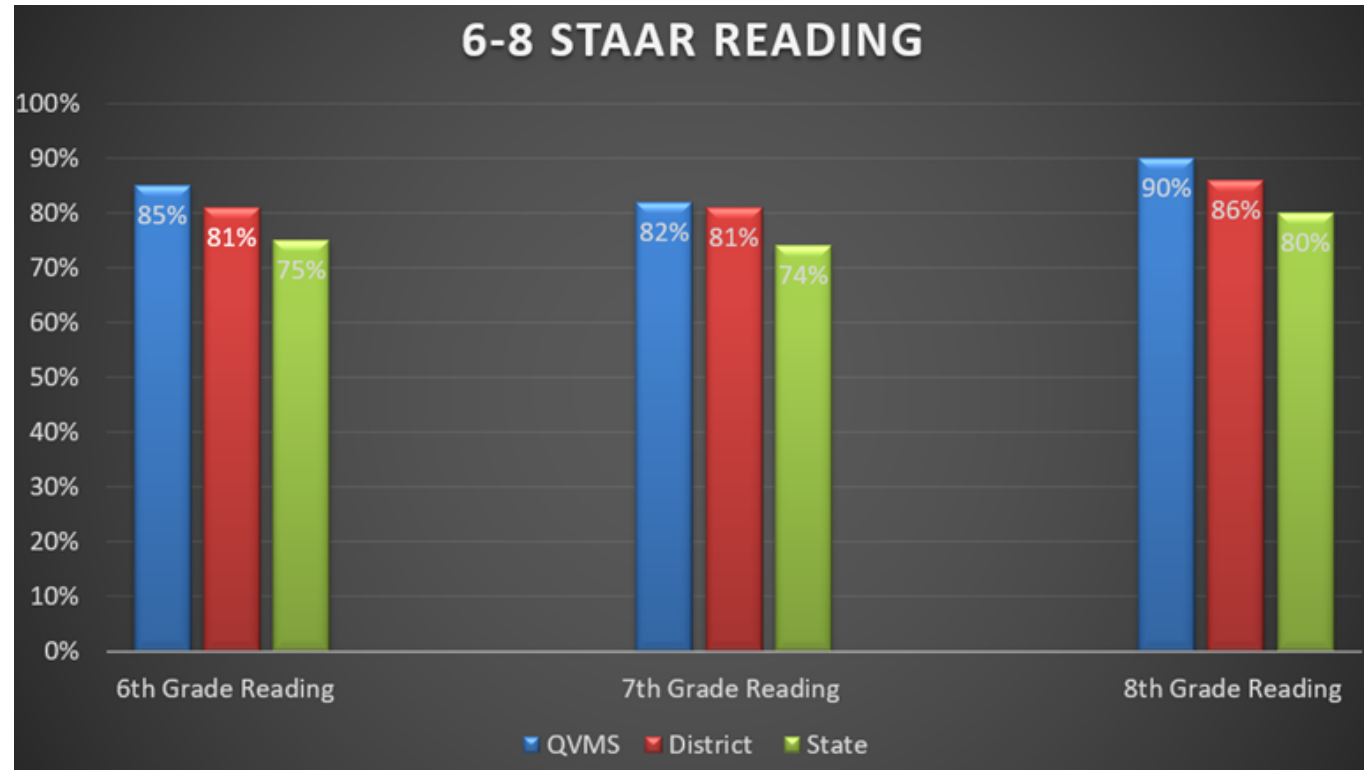
**Root Cause:** Staff interpretation and implementation of the behavior framework vary due to limited collective training, inconsistent use of common language, and absence of systems for monitoring and accountability.

## Student Learning

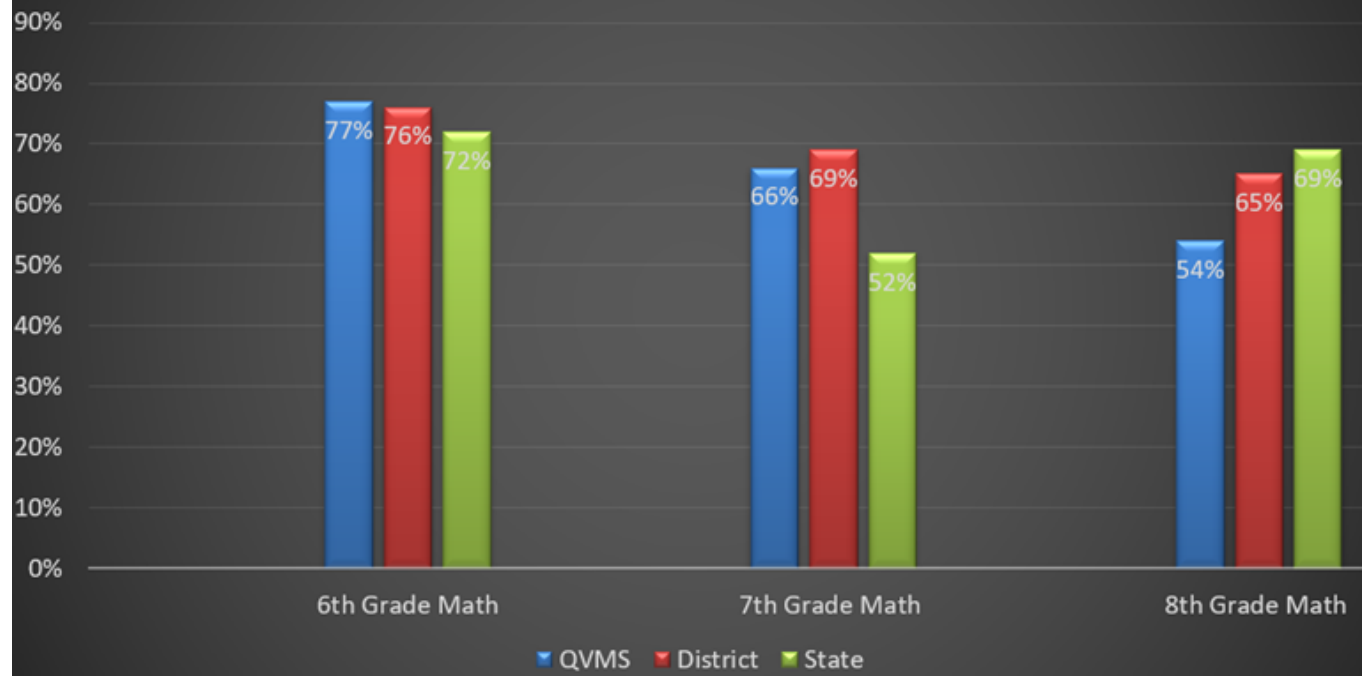
### Student Learning Summary

QVMS outperforms both the District and State with regards to student mastery on the STAAR Assessment.

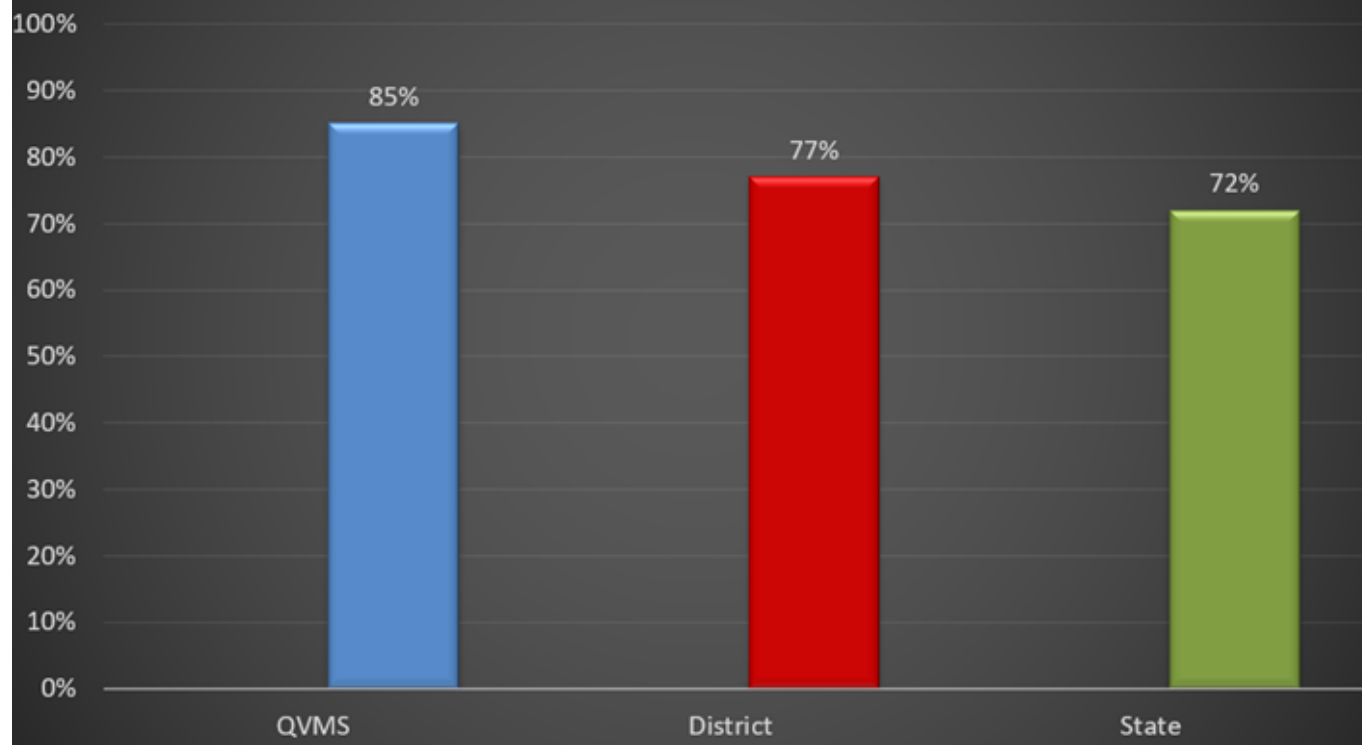
### 2025 STAAR DATA

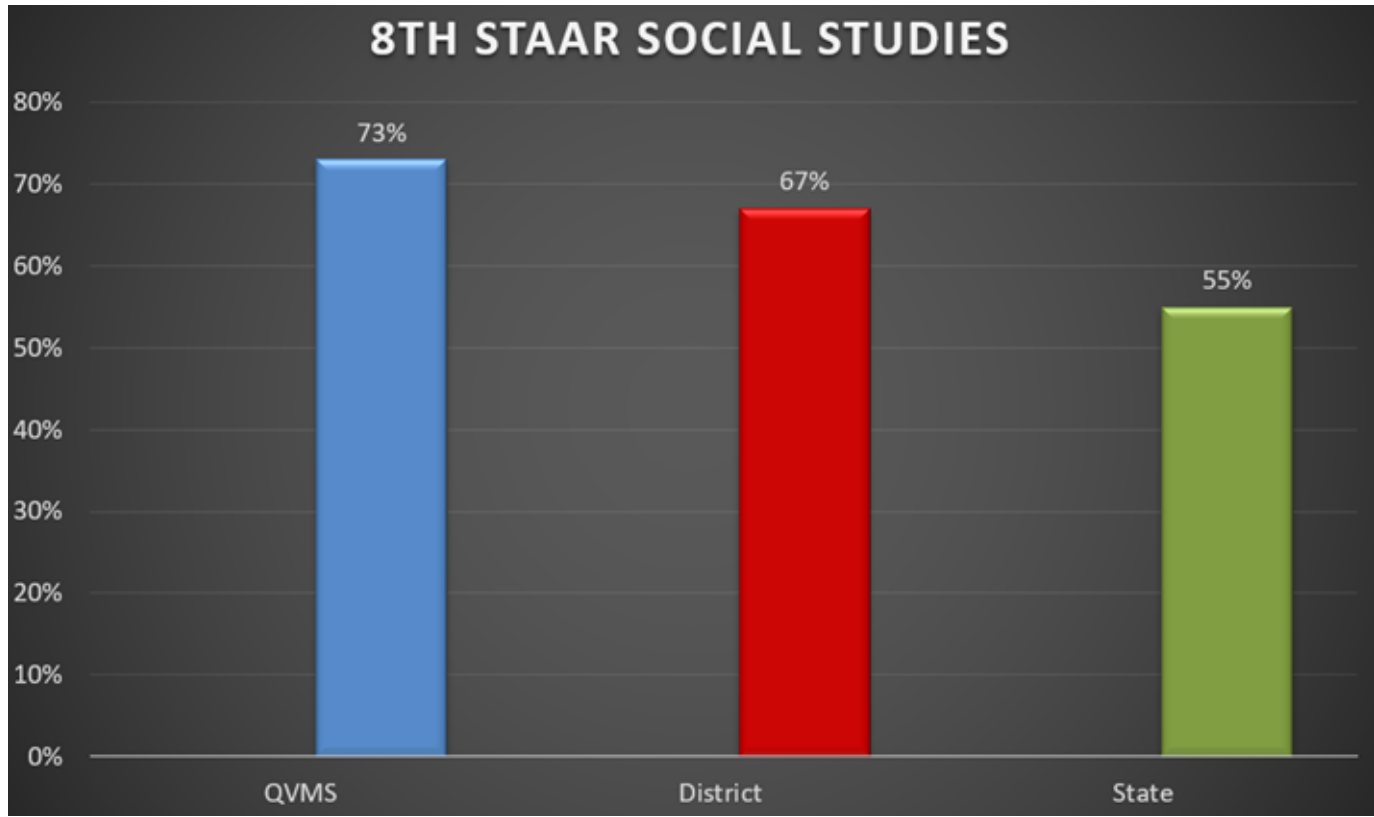


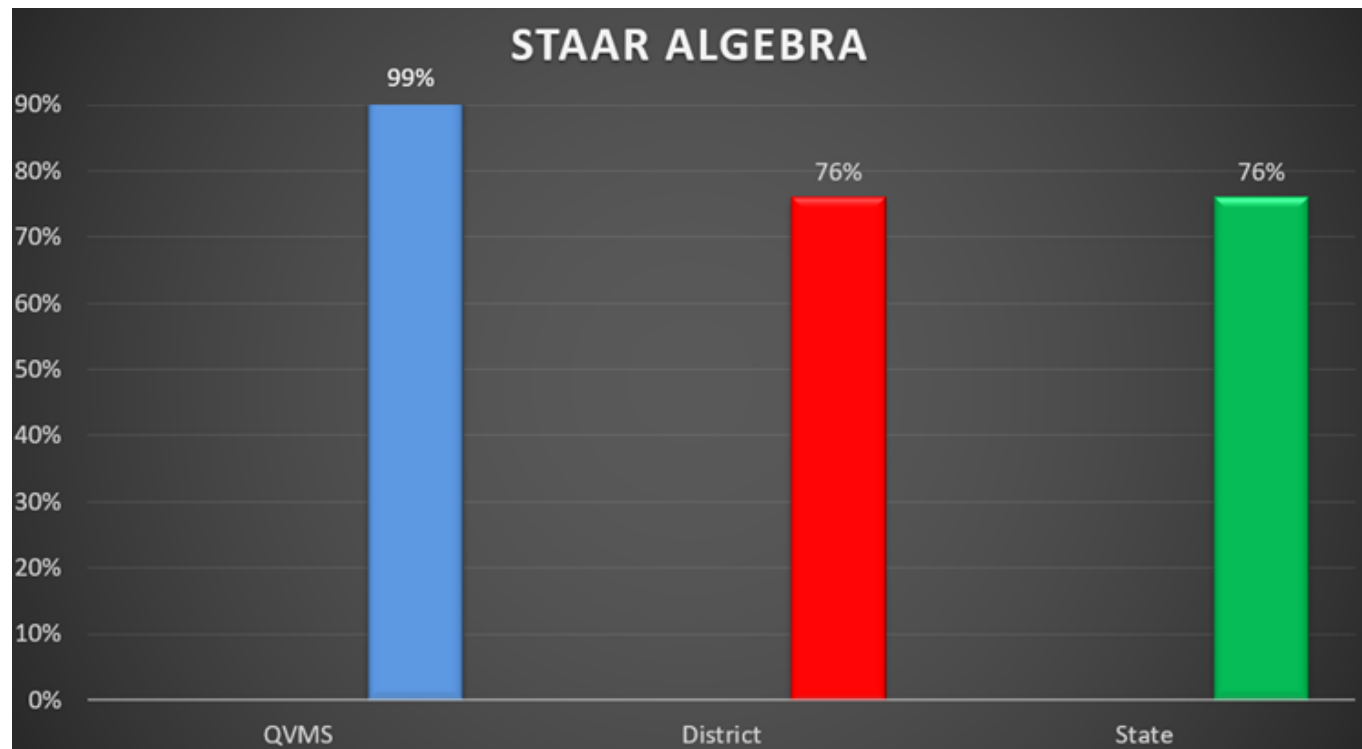
## 6-8 STAAR MATH



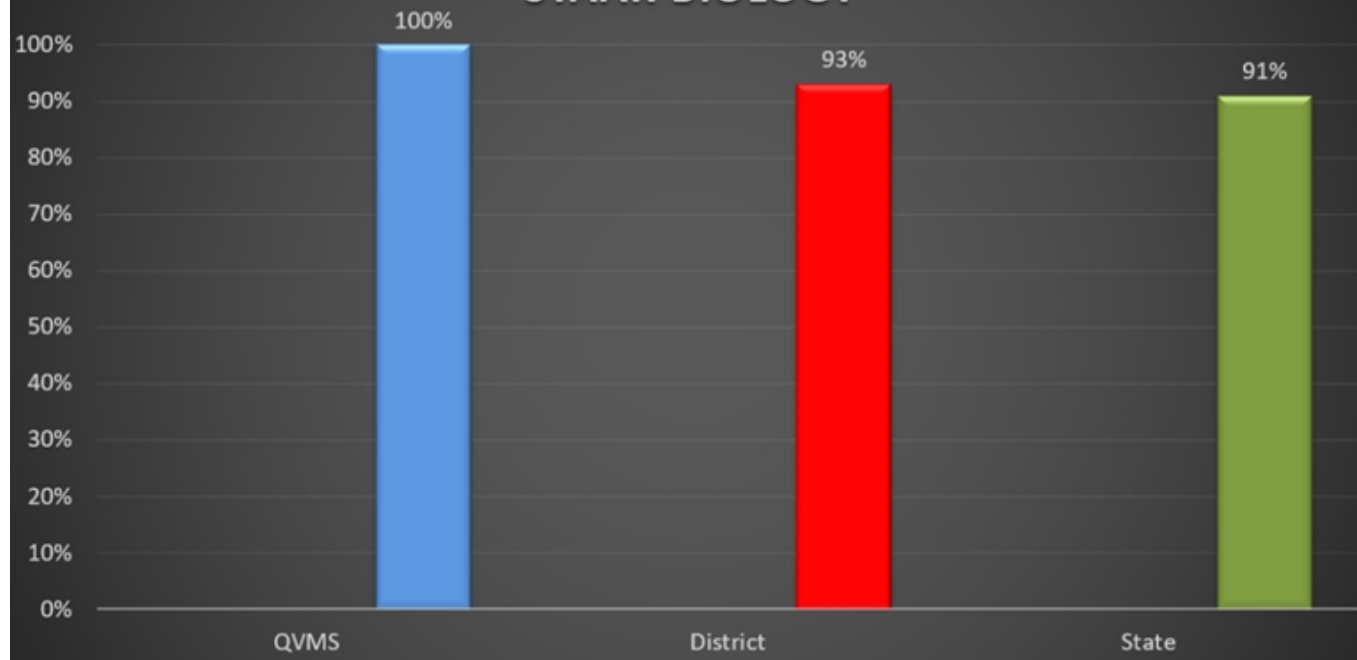
## 8TH STAAR SCIENCE



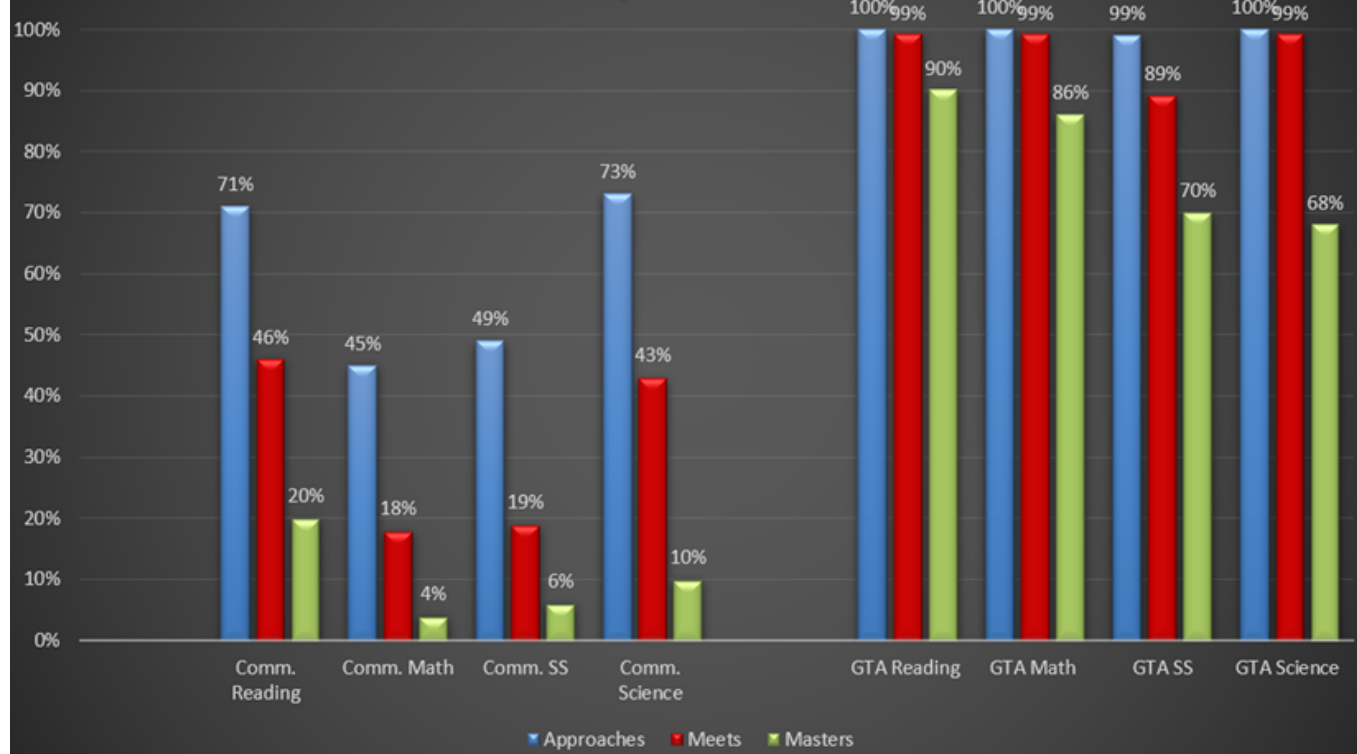




## STAAR BIOLOGY



## Community & GTA 6-8 STAAR





## 2025 STAAR DATA - SUBPOPULATIONS

### Test Performance Breakdown - Reading Language Arts

Total Students	# Approaches	% Approaches	# Meets	% Meets	# Masters	% Masters
977	134	13.7	175	17.9	524	53.6

### Sub Population Breakdown - Ethnicity

#### African America

Total Students	# Approaches	% Approaches	# Meets	% Meets	# Masters	% Masters
319	64	20.1	74	23.2	96	30.1

#### Asian

Total Students	# Approaches	% Approaches	# Meets	% Meets	# Masters	% Masters
355	9	2.5	29	8.2	312	87.9

#### Hispanic

Total Students	# Approaches	% Approaches	# Meets	% Meets	# Masters	% Masters
230	55	23.9	63	27.4	65	28.3

#### White

Total Students	# Approaches	% Approaches	# Meets	% Meets	# Masters	% Masters
105	12	11.4	18	17.1	64	61.0

### Sub Population Breakdown - Program

#### Community

Total Students	# Approaches	% Approaches	# Meets	% Meets	# Masters	% Masters
504	128	25.4	132	26.2	100	19.8

#### Gifted & Talented

Total Students	# Approaches	% Approaches	# Meets	% Meets	# Masters	% Masters
472	6	1.3	43	9.1	423	89.6

#### Emergent Bilingual

Total Students	# Approaches	% Approaches	# Meets	% Meets	# Masters	% Masters
65	16	24.6	14	21.5	9	13.8

#### Section 504

Total Students	# Approaches	% Approaches	# Meets	% Meets	# Masters	% Masters
25	5	20.0	4	16.0	11	44.0

#### Special Education

Total Students	# Approaches	% Approaches	# Meets	% Meets	# Masters	% Masters
108	25	23.1	9	8.3	14	13.0

## Test Performance Breakdown - Math

Total Students	# Approaches	% Approaches	# Meets	% Meets	# Masters	% Masters
794	129	16.2	110	13.9	295	37.2

### Sub Population Breakdown - Ethnicity

#### African America

Total Students	# Approaches	% Approaches	# Meets	% Meets	# Masters	% Masters
298	57	19.1	43	14.4	40	13.4

#### Asian

Total Students	# Approaches	% Approaches	# Meets	% Meets	# Masters	% Masters
251	11	4.4	24	9.6	211	84.1

#### Hispanic

Total Students	# Approaches	% Approaches	# Meets	% Meets	# Masters	% Masters
203	52	25.6	37	18.2	24	11.8

#### White

Total Students	# Approaches	% Approaches	# Meets	% Meets	# Masters	% Masters
77	11	14.3	16	20.8	30	39.0

### Sub Population Breakdown - Program

#### Community

Total Students	# Approaches	% Approaches	# Meets	% Meets	# Masters	% Masters
470	125	26.6	69	14.7	17	3.6

#### Gifted & Talented

Total Students	# Approaches	% Approaches	# Meets	% Meets	# Masters	% Masters
323	4	1.2	40	12.4	278	86.1

#### Emergent Bilingual

Total Students	# Approaches	% Approaches	# Meets	% Meets	# Masters	% Masters
60	10	16.7	6	10.0	7	11.7

#### Section 504

Total Students	# Approaches	% Approaches	# Meets	% Meets	# Masters	% Masters
20	8	40.0	2	10.0	4	20.0

#### Special Education

Total Students	# Approaches	% Approaches	# Meets	% Meets	# Masters	% Masters
107	13	12.1	6	5.6	10	9.3

## Test Performance Breakdown - Science

Total Student #	Approaches	% Approaches	# Meets	% Meets	# Masters	% Masters
314	54	17.2	102	32.5	110	35.0
Sub Population Breakdown - Ethnicity						
African America						
Total Students #	Approaches	% Approaches	# Meets	% Meets	# Masters	% Masters
98	31	31.6	24	24.5	14	14.3
Asian						
Total Students #	Approaches	% Approaches	# Meets	% Meets	# Masters	% Masters
106	3	2.8	33	31.1	67	63.2
Hispanic						
Total Students #	Approaches	% Approaches	# Meets	% Meets	# Masters	% Masters
82	19	23.2	33	40.2	13	15.9
White						
Total Students #	Approaches	% Approaches	# Meets	% Meets	# Masters	% Masters
37	3	8.1	15	40.5	17	45.9
Sub Population Breakdown - Program						
Community						
Total Students #	Approaches	% Approaches	# Meets	% Meets	# Masters	% Masters
178	53	29.8	60	33.7	17	9.6
Gifted & Talented						
Total Students #	Approaches	% Approaches	# Meets	% Meets	# Masters	% Masters
136	1	0.7	42	30.9	93	68.4
Emergent Bilingual						
Total Students #	Approaches	% Approaches	# Meets	% Meets	# Masters	% Masters
19	7	36.8	5	26.3	1	5.3
Section 504						
Total Students #	Approaches	% Approaches	# Meets	% Meets	# Masters	% Masters
12	1	8.3	5	41.7	3	25.0
Special Education						
Total Students #	Approaches	% Approaches	# Meets	% Meets	# Masters	% Masters
36	9	25.0	3	8.3	1	2.8

## Test Performance Breakdown - Social Studies

Total Students	# Approaches	% Approaches	# Meets	% Meets	# Masters	% Masters
334	71	21.3	53	15.9	119	35.6

### Sub Population Breakdown - Ethnicity

#### African America

Total Students	# Approaches	% Approaches	# Meets	% Meets	# Masters	% Masters
101	25	24.8	13	12.9	14	13.9

#### Asian

Total Students	# Approaches	% Approaches	# Meets	% Meets	# Masters	% Masters
123	17	13.8	17	13.8	83	67.5

#### Hispanic

Total Students	# Approaches	% Approaches	# Meets	% Meets	# Masters	% Masters
63	22	34.9	13	20.6	8	12.7

#### White

Total Students	# Approaches	% Approaches	# Meets	% Meets	# Masters	% Masters
40	8	20.0	11	27.5	16	40.0

### Sub Population Breakdown - Program

#### Community

Total Students	# Approaches	% Approaches	# Meets	% Meets	# Masters	% Masters
178	54	30.3	24	13.5	10	5.6

#### Gifted & Talented

Total Students	# Approaches	% Approaches	# Meets	% Meets	# Masters	% Masters
156	17	10.9	29	18.6	109	69.9

#### Emergent Bilingual

Total Students	# Approaches	% Approaches	# Meets	% Meets	# Masters	% Masters
19	7	36.8	0	0.0	0	0.0

#### Section 504

Total Students	# Approaches	% Approaches	# Meets	% Meets	# Masters	% Masters
12	3	25.0	1	8.3	3	25.0

#### Special Education

Total Students	# Approaches	% Approaches	# Meets	% Meets	# Masters	% Masters
36	5	13.9	2	5.6	1	2.8

2024-2025 TELPAS Composite Ratings

Organization	Administration	Tested Cluster	Composite Rating				Average Composite Score	
			Tests Taken	Performance Levels				
				Beginning	Intermediate	Advanced	Advanced High	
STATE	March 2025	Grade 3-12	909,265	12% 106,937 Tests	38% 348,709 Tests	37% 340,073 Tests	12% 113,546 Tests	2.5
FORT BEND ISD	March 2025	Grade 3-12	10,620	7% 715 Tests	33% 3,539 Tests	43% 4,528 Tests	17% 1,838 Tests	2.7
QUAIL VALLEY MIDDLE	March 2025	Grade 3-12	65	8% 5 Tests	28% 18 Tests	40% 26 Tests	25% 16 Tests	2.7

NWEA MAP ASSESSMENT DATA

MATH:

School Profile		
Growth and Achievement Overview		
QUAIL VALLEY M S   Math K-12		
Grade		Number of Students ⓘ
All Grades	<div><div>Growth Median and Distribution</div><div><div>31st</div><div><div>35%</div><div>25%</div><div>17%</div><div>11%</div><div>12%</div></div></div></div> <div><div>Achievement Fall 2024-2025 Median and Distribution</div><div><div>77th</div><div><div>17%</div><div>10%</div><div>11%</div><div>14%</div><div>48%</div></div></div></div> <div><div>Achievement Spring 2024-2025 Median and Distribution</div><div><div>72nd</div><div><div>19%</div><div>13%</div><div>13%</div><div>12%</div><div>43%</div></div></div></div>	683

Growth and Achievement Overview

QUAIL VALLEY M S | Algebra 1

Grade		Number of Students ⓘ
All Grades	<div><div><div>Growth Median and Distribution</div><div><div>68th</div><div><div>6%</div><div>12%</div><div>19%</div><div>26%</div><div>37%</div></div></div></div><div><div>Achievement Fall 2024-2025 Median and Distribution</div><div><div>92nd</div><div><div>2%</div><div>4%</div><div>14%</div><div>80%</div></div></div></div><div><div>Achievement Spring 2024-2025 Median and Distribution</div><div><div>94th</div><div><div>2%</div><div>5%</div><div>10%</div><div>83%</div></div></div></div></div> <div></div>	170

Growth and Achievement Overview

QUAIL VALLEY M S | Geometry

Grade		Number of Students ⓘ
All Grades	<div><div><div>Growth Median and Distribution</div><div><div>80th</div><div><div>11%</div><div>5%</div><div>17%</div><div>17%</div><div>50%</div></div></div></div><div><div>Achievement Fall 2024-2025 Median and Distribution</div><div><div>99th</div><div><div>3%</div><div>3%</div><div>94%</div></div></div></div><div><div>Achievement Spring 2024-2025 Median and Distribution</div><div><div>99th</div><div><div>3%</div><div>97%</div></div></div></div></div> <div></div>	36

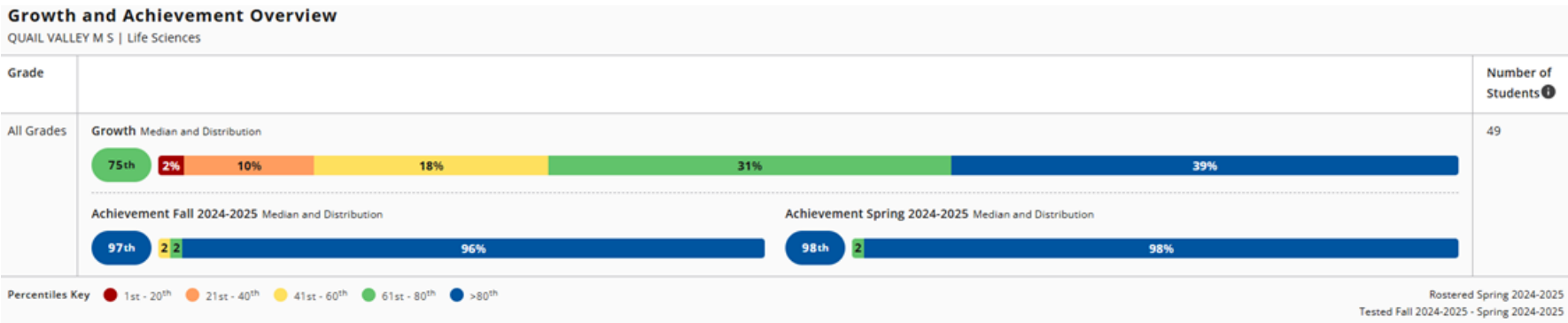
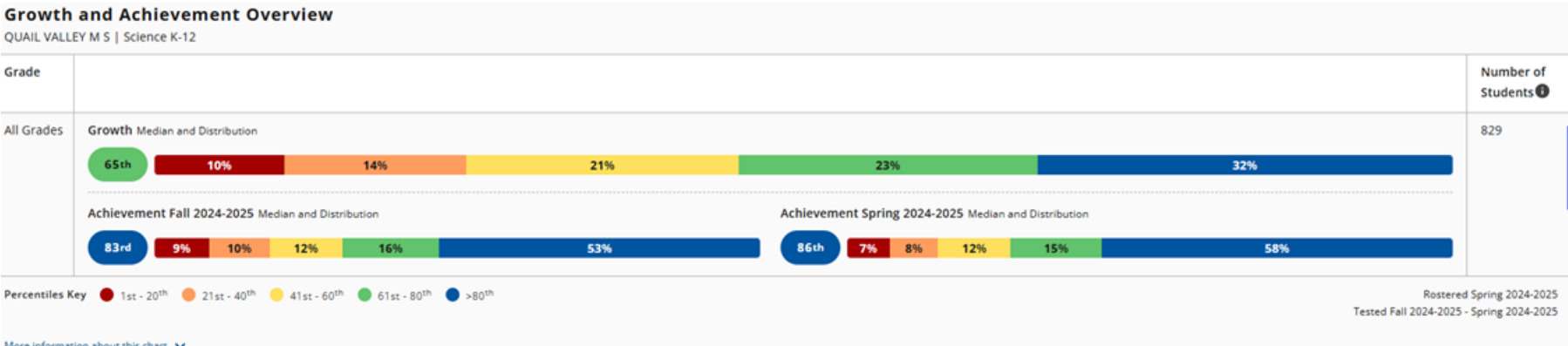
READING:

Growth and Achievement Overview

QUAIL VALLEY M S | Reading

Grade		Number of Students ⓘ
All Grades	<div><div><div>Growth Median and Distribution</div><div><div>53rd</div><div><div>18%</div><div>16%</div><div>26%</div><div>22%</div><div>18%</div></div></div></div><div><div>Achievement Fall 2024-2025 Median and Distribution</div><div><div>80th</div><div><div>9%</div><div>8%</div><div>12%</div><div>22%</div><div>49%</div></div></div></div><div><div>Achievement Spring 2024-2025 Median and Distribution</div><div><div>79th</div><div><div>12%</div><div>9%</div><div>10%</div><div>20%</div><div>49%</div></div></div></div></div> <div></div>	899

SCIENCE:



Student Learning Strengths

Students performed well on the spring MAP Growth and Achievement in Science, Biology, Reading, Algebra I, and Geometry.

STAAR Meets and Above for 6<sup>th</sup>-8<sup>th</sup> grade students in Reading is above the District and State

STAAR Meets and Above for 8<sup>th</sup> grade students in Science is above District and State

STAAR Meets and Above (52%) for Social Studies is above District and State

STAAR Meets and Above (95%) for Algebra I is above District and State

STAAR Meets and Above (100%) for Biology is above District and State

TELPAS Composite Rating average of 2.7 is in line with District average and above state average

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Community zoned students' STAAR performance at the Meets and Masters lags considerably behind GTA Academy students

**Root Cause:** A need to strengthen Tier I instruction by increasing alignment to rigor and instructional model in all classrooms.

**Problem Statement 2:** STAAR Performance data indicates a need to improve performance at the Meets and Masters level in all content areas, with Math, Science and Social Studies needing the most improvement.

**Root Cause:** Instruction is not occurring at the required rigor of the TEKS. Student engagement in learning needs to increase.



# School Processes & Programs

## School Processes & Programs Summary

At Quail Valley Middle School, student learning is at the heart of everything we do and serves as the foundation for future success. It is essential that we recognize and respond to the diverse academic, social, and emotional needs of all learners to ensure equitable opportunities for growth. By creating inclusive and supportive learning environments, we empower every student to reach their full potential.

## School Processes & Programs Strengths

- A dedicated GTA Coordinator is based on campus to oversee the Gifted and Talented Academy program and collaborate closely with campus administrators to support program implementation and student success.
- Weekly leadership team meetings
- Staff and Parent Weekly Newsletters sent out every Friday
- QVMS offers a wide variety of clubs and extracurricular activities that cater to diverse student interests and talents. Opportunities include, but are not limited to: Chess Club, Junior MD, Robotics, Coding, ABCD Club, Fun Friday Club, Creative Writing Club, GEMS, Spanish Club, Art Club, Percy Jackson Club, Dungeons and Dragons, Math Club, Debate Club, Cheerleading, Crochet Club, K-Pop Club, QVMS Youth Initiative, Science Bowl, You Be the Chemist, and many more. These programs provide students with meaningful ways to explore their passions, build leadership skills, and connect with peers outside of the classroom.
- Strong PTO who plays a vital role in fostering a positive school culture and enhancing the overall educational experience for students.
- Open House Events
- Percentage of returning teachers (i.e. stability of teaching staff); those who left did so mostly due to geographical reasons
- HB 1416 attendance/participation and correlation to STAAR growth
- New teachers benefit from TAPP program
- Field Experiences support learning outside of the classroom and are provided to both GTA 6-8 and 6-8 Community students throughout the school year.
- Professional development is offered at the district level through prescribed learning paths during the summer and during the school year on Campus PD days.
- 6<sup>th</sup> – 8<sup>th</sup> grade students all receive a laptop as part of the district's 1:1 laptop program.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Despite weekly Professional Learning Communities (PLCs) being implemented campus-wide, student performance data indicates inconsistent growth across content areas and grade levels. PLCs are not consistently yielding rigorous, aligned Tier 1 instruction that meets the depth and complexity of the Texas Essential Knowledge and Skills (TEKS) and supports all learners.

**Root Cause:** PLCs currently focus more on task completion and logistical planning rather than deep data analysis, unpacking standards, and designing high-quality, rigorous learning experiences. A lack of structured protocols, modeling, and shared understanding of what rigor looks like in practice contributes to a gap between planning and impactful instruction.

# Perceptions

## Perceptions Summary

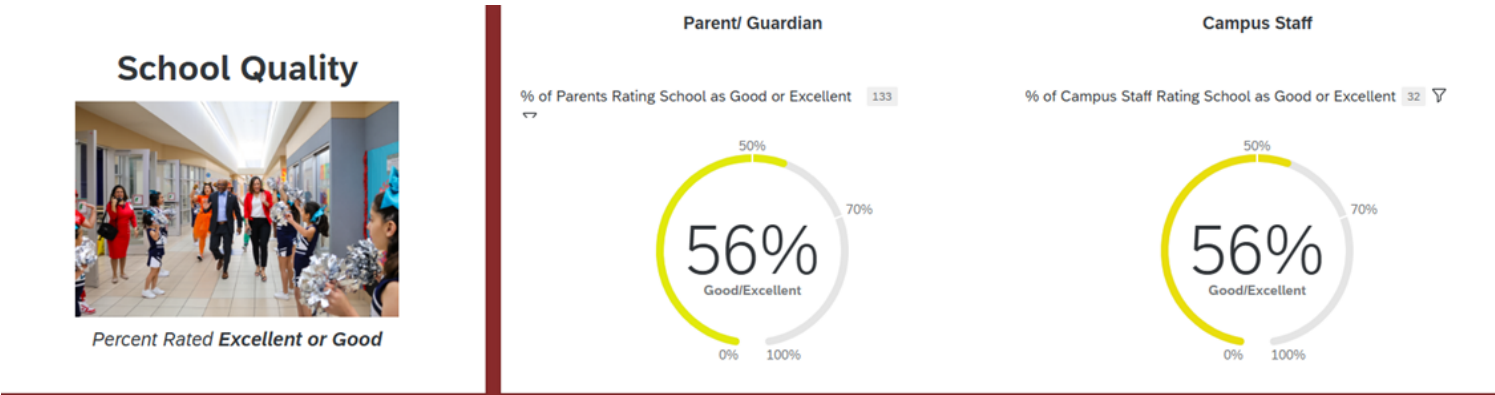
In the 2025 spring semester, a Student Engagement Survey, Climate and Culture Surveys for both parents and staff were administered.

Participation rate for **Student** Engagement Survey was 50% out of a total of 767 eligible students. The District target was to achieve at least 70% of eligible participant completion.

Participation rate for the **Staff** Climate and Culture Surveys was 37% out of a total of 100 staff members. The District target was to achieve at least 70% of staff to complete the survey.

140 parents completed the **Parent** Climate and Culture Survey.

## PARENTS & STAFF CULTURE & CLIMATE:



# Academic Support Dimension Rating



The Academic Support dimension included 13 questions designed to gather parent and campus staff perceptions through their level of agreement. The reported percentage reflects the combined total of "Agree" and "Strongly Agree" responses across all items within the dimension.

# Student Support Dimension Rating



The Student Support dimension included 8 questions designed to gather parent and campus staff perceptions through their level of agreement. The reported percentage reflects the combined total of "Agree" and "Strongly Agree" responses across all items within the dimension.

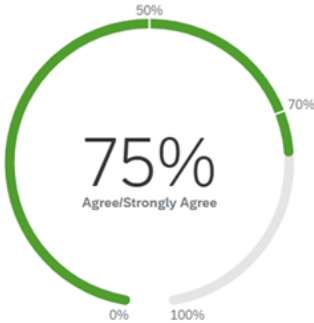
Parent/ Guardian

Academic Support Dimension Questions 85



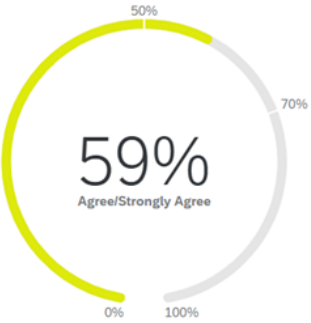
Campus Staff

Academic Support Dimension Questions 32



Parent/ Guardian

Student Support Dimension Questions 77



Campus Staff

Student Support Dimension Questions 31



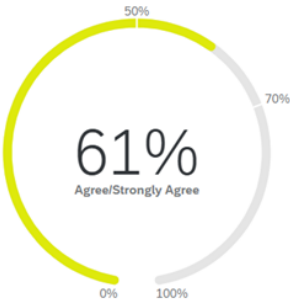
## School Leadership Dimension Rating



The School Leadership dimension included 10 questions designed to gather parent and campus staff perceptions through their level of agreement. The reported percentage reflects the combined total of "Agree" and "Strongly Agree" responses across all items within the dimension.

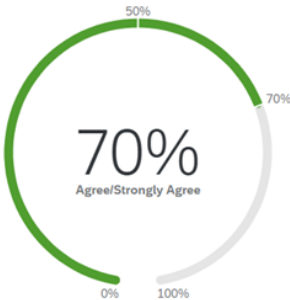
Parent/ Guardian

School Leadership Dimension Questions 74 ▾



Campus Staff

School Leadership Dimension Questions 31 ▾



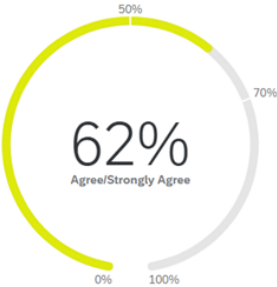
## Family Involvement Dimension Rating



The Family Involvement dimension included 14 questions designed to gather parent and campus staff perceptions through their level of agreement. The reported percentage reflects the combined total of "Agree" and "Strongly Agree" responses across all items within the dimension.

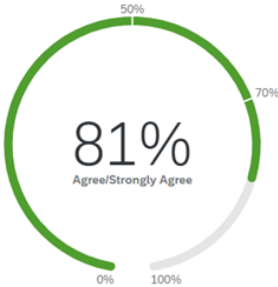
Parent/ Guardian

Family Involvement Dimension Questions 63 ▾



Campus Staff

Family Involvement Dimension Questions 31 ▾



# Safety and Behavior Dimension Rating



The Safety and Behavior dimension included 11 questions designed to gather parent and campus staff perceptions through their level of agreement. The reported percentage reflects the combined total of "Agree" and "Strongly Agree" responses across all items within the dimension.

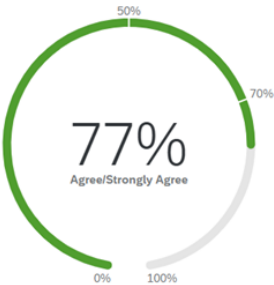
Parent/ Guardian

Safety and Behavior Dimension Questions 55



Campus Staff

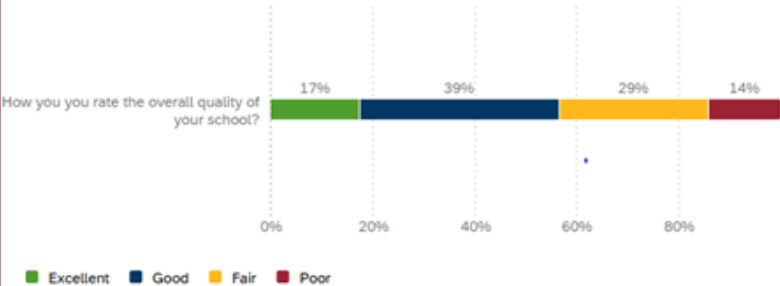
Safety and Behavior Dimension Questions 31



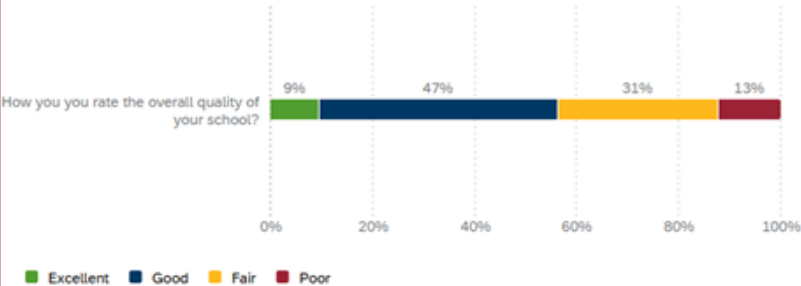
# Overall School Quality



Overall School Quality - Parents 133



Overall School Quality - Campus Staff 32

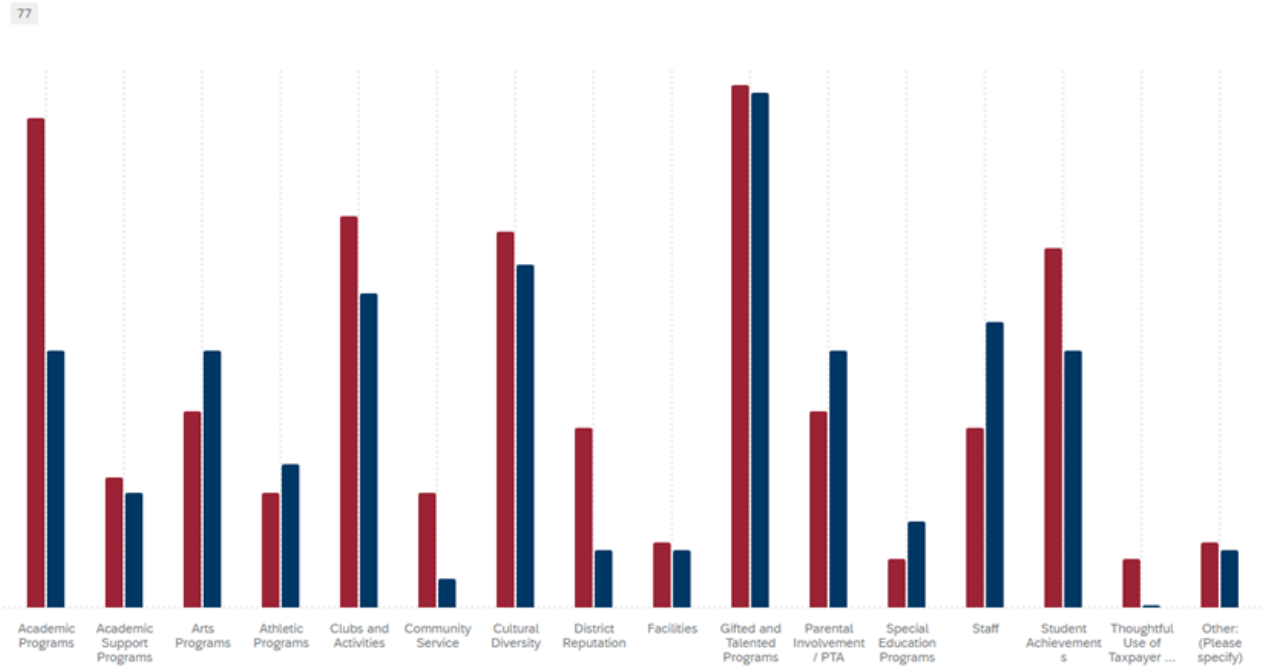


# What are you most proud of?



Parents and campus staff were asked to select all the items that they are most proud of when they think about their school.

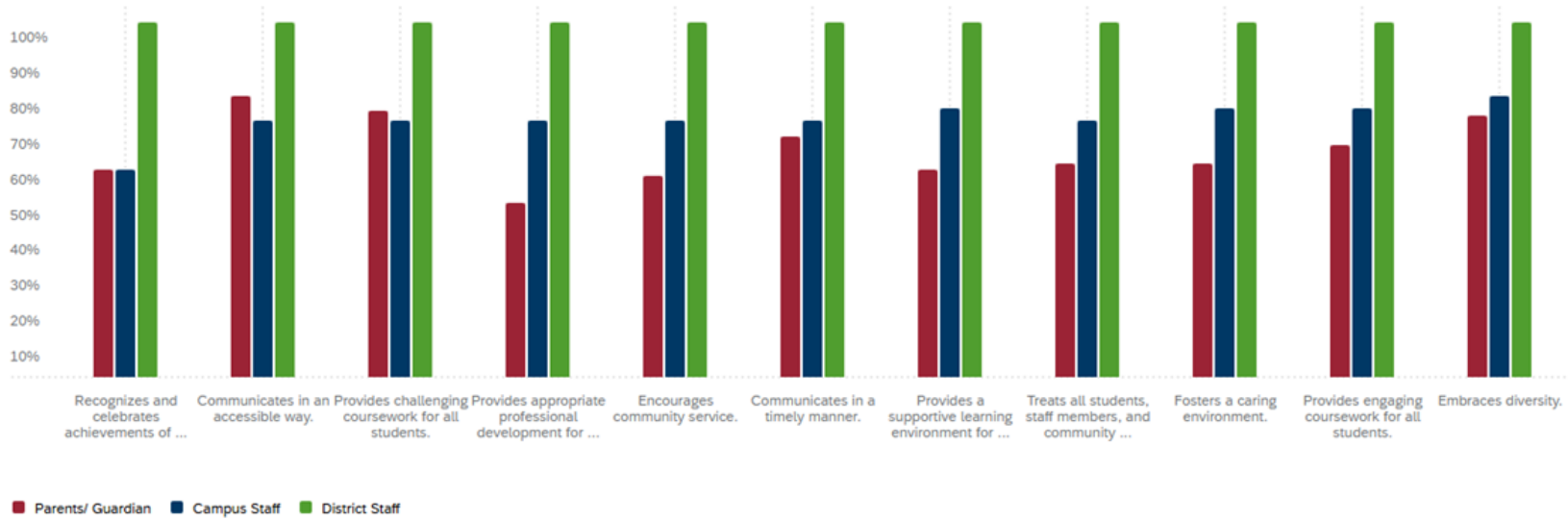
Percent of Parents vs Campus Staff that Agree/Strongly Agree with Community Perception Questions



## Percent of Parents vs All Staff that Agree/Strongly Agree with Community Perception Questions

Your school/District... 84

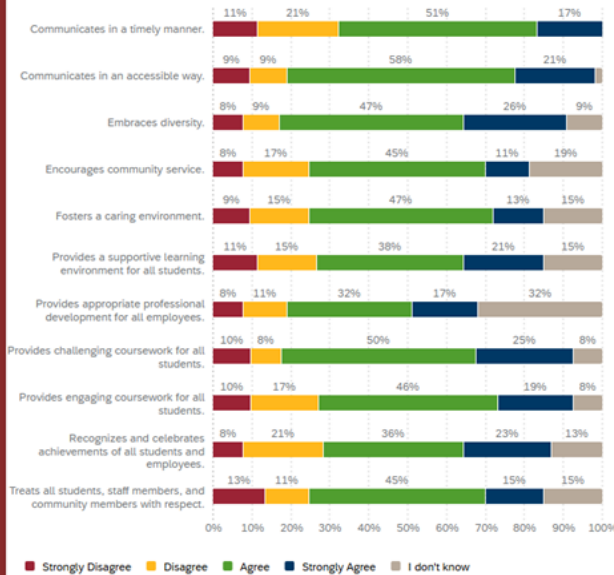
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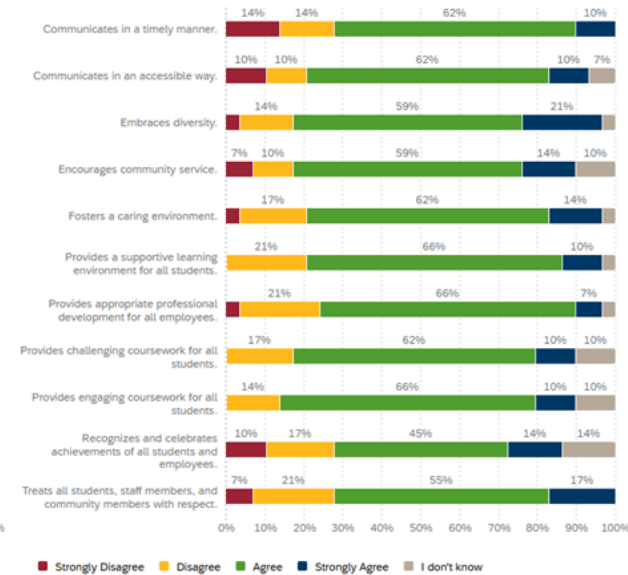
## Community Perceptions of the School/District



Your child's school/The District... 53

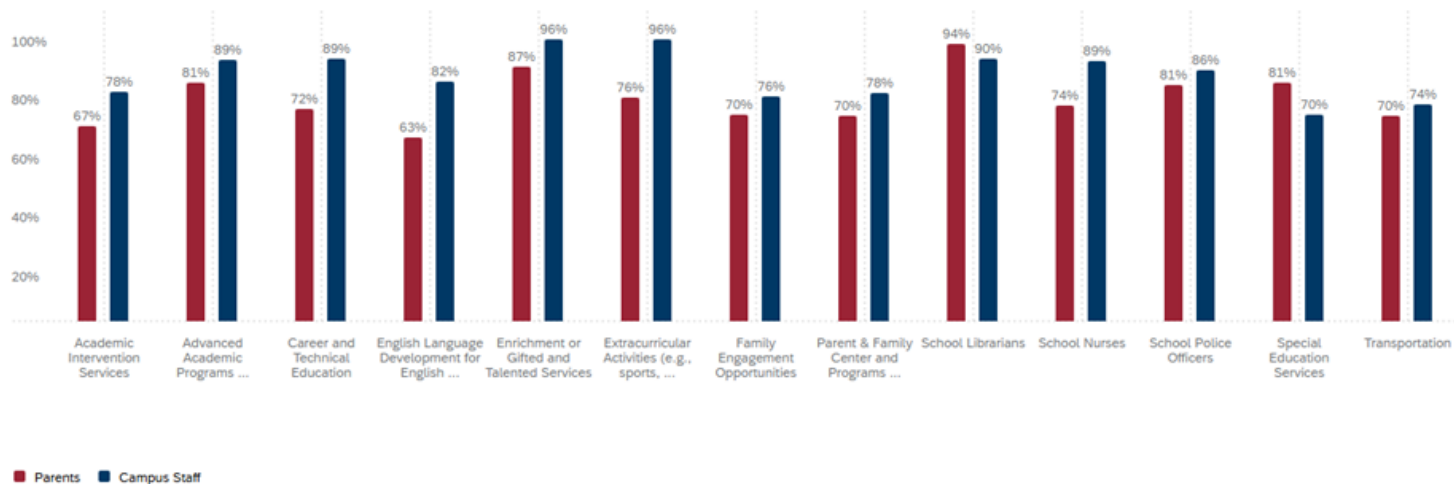


Your school/The District... 29



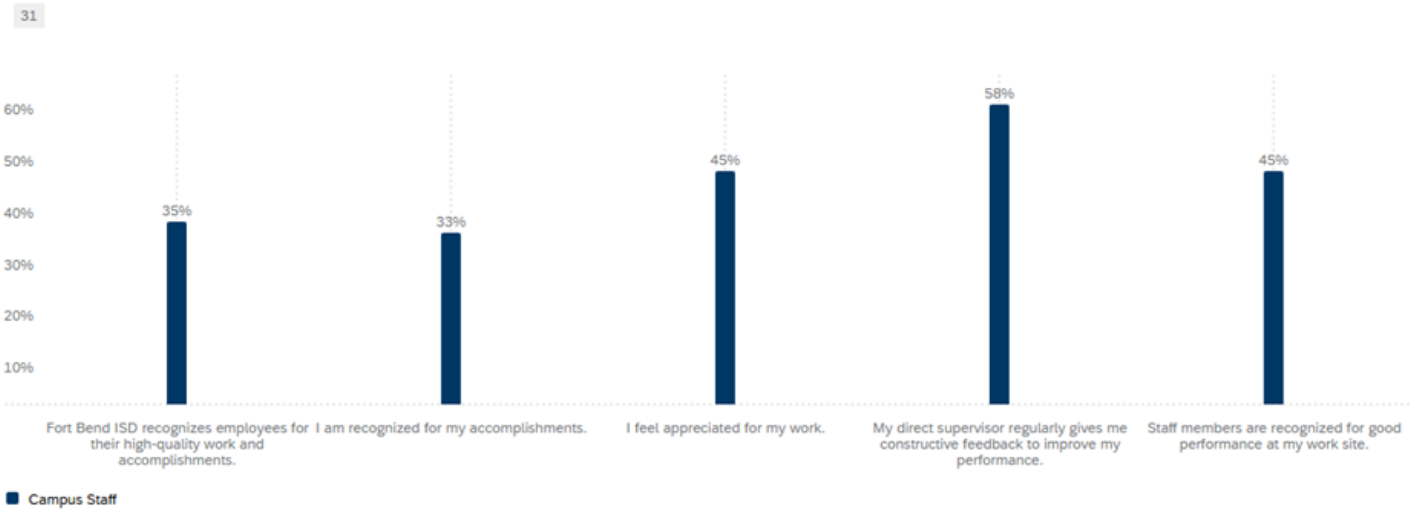
## Percent of Parents vs Campus Staff that Rate Each Program/Service as Excellent or Good

Rated as Good or Excellent 82





Percent of District vs Campus Staff Who Agree/Strongly Agree - Recognition and Feedback Questions

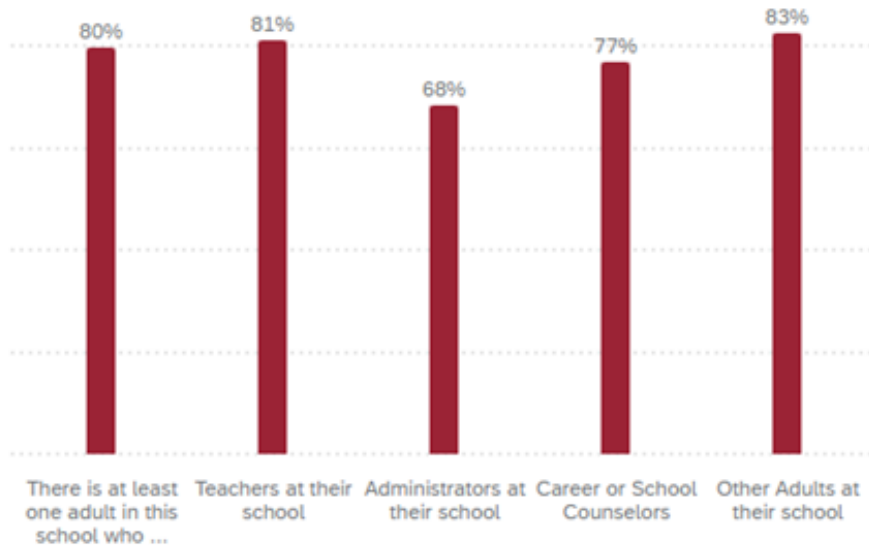


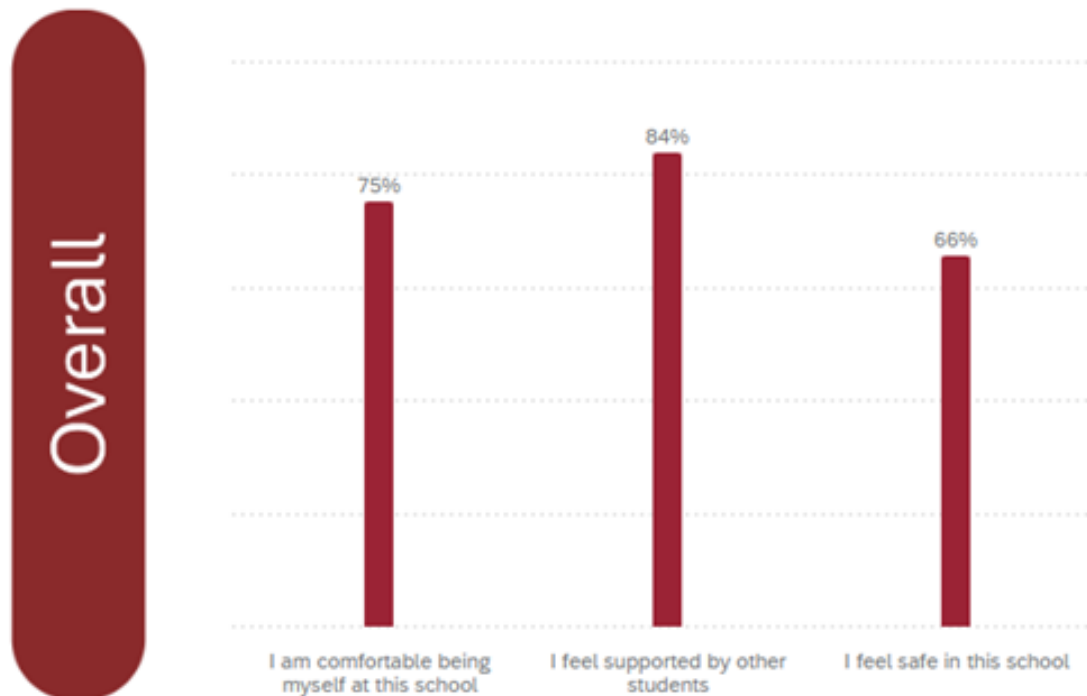
## STUDENTS:

SES-Emotional-Motivation for Learning	Top Box / Bottom Box	Number of responses
Desire to get good grades	92%	229/250
In general I am excited about my classes	63%	157/249
Desire to learn	74%	184/248
Desire to succeed in world outside of school	89%	223/250
I see how the work I am doing will help me after high school	74%	184/250
I feel good about how I am as a student	85%	212/249
By teachers who encourage me	69%	173/249
I take pride in the quality of my school work	84%	209/250

SES-Emotional-EMotional Engagement with School	Top Box / Bottom Box	Number of responses
Overall I feel good about being in school	81%	275/341
I am an important part of my school community	71%	243/344
If I could choose a school right now, I would choose this school	61%	210/345
School's rules are fair	63%	216/344
Rules are applied and enforced consistently	73%	250/342
I care about my school	70%	240/342
My opinions are respected in this school	66%	227/343

# Overall





## Perceptions Strengths

### PARENTS & STAFF

- Among the 16 areas parents and staff could identify as points of pride, the top three were Gifted and Talented programs (65% of parents, 64% of staff), Cultural Diversity (47% of parents, 43% of staff), and Clubs/Activities (49% of parents, 39% of staff). Additionally, 61% of parents indicated they are most proud of the school's Academic Programs.
- Among the 11 areas parents and staff could agree or strongly agree, the top two were Embraces Diversity (74% of parents, 79% of staff), and Communicates in an Accessible Way (79% of parents, 72% of staff).
- 81% of parents and 89% of Staff rated Advanced Academic Programs as excellent or good
- 89% of staff rated CTE as excellent or good
- 82% of English Language Development for English as excellent or good
- 87% of parents and 96% of Staff rated Enrichment or GT Services as excellent or good
- 96% of staff rated Extracurricular Activities as excellent or good
- 94% of parents and 90% of Staff rated the school librarian as excellent or good
- 89% of staff rated the School Nurse as excellent or good
- 81% of parents and 86% of Staff rated the School Police Officer as excellent or good
- 81% of parents rated Special Education Services as excellent or good

## STUDENTS

- 92% of students desire to get good grades
- 89% of Students desire to succeed in world outside of school
- 85% of students feel good about how they are as students
- 84% of students take pride in their schoolwork
- 81% of students feel good about being in school
- 80% of students indicated there is at least one adult in this school who knows me well
- 81% of students indicated they feel supported by teachers at their school
- 83% of students indicated they feel supported by other adults at their school
- 84% of students indicated they feel supported by other students

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Parent survey data indicates that there is a need to improve the timeliness and consistency of school-to-home communication.

**Root Cause:** A review of current communication practices reveals a lack of standardized protocols leading to inconsistent messaging and delays in the dissemination of important information. There is a growing need to establish clear protocols and provide guidance for both staff and families on best practices for consistent and effective communication.

**Problem Statement 2:** Students indicate a need to feel safe at school.

**Root Cause:** Inconsistent enforcement of behavioral expectations, limited adult visibility in high-traffic areas, and a lack of purposeful student engagement in the classroom contribute to an increase in disruptive behaviors, which in turn affect students' overall sense of safety and well-being at school.

# Priority Problem Statements

# Goals

**Goal 1:** Priority 1: Increase successful student outcomes through enhanced learning opportunities





**Performance Objective 1:** By May 2026, Quail Valley Middle School will increase the percentage of students performing at the Meets performance category on the STAAR assessments as follows: Reading from 74% to 77%, Math from 62% to 65%, Science from 74% to 77%, and Social Studies from 54% to 58%, as measured by the 2026 STAAR results.

**High Priority**

**Evaluation Data Sources:** STAAR, NWEA MAP STAAR Assessment Projections, Unit Assessments/CFAs

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> PLCs will collaborate on unit planning by developing Know/Show Charts, designing Common Formative Assessments, and analyzing student performance data.  <b>Strategy's Expected Result/Impact:</b> Collaboration within PLCs will strengthen teacher capacity, instructional consistency, and data-driven decision-making. <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Assistant Principal(s), Department Heads, Grade Level Teams, and Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Instructional leaders will deliver ongoing, targeted feedback to teachers through T-TESS walkthroughs and campus-based classroom observations to strengthen Tier One instruction and improve student learning outcomes.  <b>Strategy's Expected Result/Impact:</b> Teachers will refine and strengthen Tier One instructional practices based on timely, targeted feedback and instruction will be more consistent and aligned to campus instructional priorities. <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Assistant Principal(s), CAC, and GT Coordinator.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June







Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will participate in ongoing professional development to deepen their understanding of the PLC process, enhance the delivery of high-quality Tier One instruction, effectively utilize formative assessments, and make data-driven instructional decisions to drive measurable improvements in student outcomes. <b>Strategy's Expected Result/Impact:</b> Strengthen Tier One instruction, PLC collaboration will be more purposeful, and student performance will improve. <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Assistant Principal(s), CAC, and GT Coordinator  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 2:** Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

**Performance Objective 1:** By May 2026, Quail Valley Middle School will increase parent satisfaction with the timeliness and consistency of school-to-home communication from 68% to at least 73%, as measured by the District Parent Engagement Survey.





**Evaluation Data Sources:** District Parent Engagement Survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Weekly digital newsletter will be sent to all parents/guardians with campus updates, upcoming events, key dates, and highlights. <b>Strategy's Expected Result/Impact:</b> Increased parent satisfaction, improved student support, and stronger parent engagement. <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will maintain parent communication logs to document timely updates on student progress and classroom events. <b>Strategy's Expected Result/Impact:</b> Increased parent satisfaction, improved student support, stronger parent engagement. <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Assistant principal(s), and all teachers.  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 2:** Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

**Performance Objective 2:** By May 2026, Quail Valley Middle School will increase the percentage of students who report feeling safe at school from 66% to at least 71%, as measured by the District Student Engagement Survey.





**Evaluation Data Sources:** District Student Engagement Survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The Administrative Team will deliver ongoing professional development to teachers focused on implementing campus-wide expectations, the Student Ownership of Behavior Framework, and effective positive behavior intervention strategies to promote a safe and supportive learning environment.  <b>Strategy's Expected Result/Impact:</b> Students will feel more secure and supported at school, leading to improved perceptions of safety, decrease in disciplinary infractions resulting in ISS/OSS, and stronger relationships between students and staff.  <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Assistant Principal(s)  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 3:** Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

**Performance Objective 1:** By May 2026, 100% of campus expenditures will be managed so that all purchases remain within the allocated budget without exceeding the allotment and are directly aligned to campus priorities for improving student outcomes as outlined in the Campus Improvement Plan.

**Evaluation Data Sources:** Monthly budget reports, CPAC documentation, and quarterly budget and resource allocation reviews.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The principal will conduct monthly budget review meetings with the campus executive assistant to monitor expenditures, ensure alignment to campus priorities, and confirm that all spending remains within the allocated budget. <b>Strategy's Expected Result/Impact:</b> Monthly budget reviews will ensure that all campus expenditures remain within the allocated budget and are strategically aligned to campus priorities, resulting in maximized use of resources to directly support improved student outcomes. <b>Staff Responsible for Monitoring:</b> Principal and Executive Assistant  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Dec	Feb	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

# Addendums

LOCATION	LOC_DESCR	DEPT_DESCR	POSN_DESCR	HEADCOUNT	LAST_NAME_SRCH	FIRST_NAME_SRCH	FTE	PROGRAM_CODE	DEPTID_CD	EMPL_STA	REPORTS_TO_DESCR
044 QUAIL VALLEY	QUAIL VALLE	QUAIL VALLE	COOR CAMPUS ASSESSMENT	0.5	WILLIAMS	MEAGAN	1 24		044	A	PRINCIPAL MS
044 QUAIL VALLEY	QUAIL VALLE	QUAIL VALLE	TEACHER MS MATH	0.43	WHITE	LATOYA	1 24		044	A	PRINCIPAL MS
044 QUAIL VALLEY	QUAIL VALLE	QUAIL VALLE	TEACHER MS ELA	0.14	GALE	SHANNON	1 24		044	A	PRINCIPAL MS