

Fort Bend Independent School District

Quail Valley Elementary

2024-2025 Campus Improvement Plan



Mission Statement

Fort Bend ISD Mission: FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

Quail Valley Elementary Mission: Quail Valley Elementary exists to inspire and equip all students to create innovative solutions in life by becoming leaders of their own learning!

Vision

Fort Bend ISD Vision: Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate.

Quail Valley Elementary Vision: Leading and learning every day

Core Beliefs

Fort Bend ISD Core Beliefs and Commitments:

1. All students can reach their full potential.

Commitment: FBISD will provide an educational system that will enable all students to reach their full potential.

2. We believe student success is best achieved...

A ...through effective teachers that inspire learning.

commitment: FBISD will provide a supportive climate and a safe learning/working environment.

B ...in a supportive climate and safe environment.

commitment: FBISD will provide and promote leadership development at all levels.

C ...by empowered and effective leaders throughout the system.

commitment: FBISD will be a collaborative, efficient and effective learning community.

D ...in a well-functioning, high-performing community of learners.

commitment: FBISD will be a collaborative, efficient and effective learning community.

District Goal 1	District Goal 2	District Goal 3	District Goal 4
Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.	Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.	Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success.	Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Mission Statement

Quail Valley Elementary exists to inspire and equip all students to create innovative solutions for life by becoming leaders of their own learning.

Vision Statement

Learning and leading every day.



Quail Valley Elementary is nestled in the heart of the Quail Village Community in Missouri City, Texas. Quail Valley Elementary serves approximately 564 students in pre-kindergarten through fifth grade. QVE's mascot is the eagle and our school colors are red, white, and blue. We currently serve 287 female students and 303 male students. We have a diverse population. 40% of our students are AA, 16% are white, 31% are Hispanic, 7% are Asian, and 5% are two or more. 64% of our students are economically disadvantaged with 51% receiving free meals.

We have a special education population of 30% and 1% of our population consists of GT students. The Early Intervention Academy is housed within Quail Valley Elementary. The academy serves 12.74% of our student population.

QVE's attendance rate remains consistently low throughout the years in comparison to the district expectation of 95% for the 2024-2025 school year. Last year we ended the year with 95% exact attendance.

Attendance

2023-2024	95%
2022-2023	94%
2021-2022	93.02%
2020-2021	93.7%
2019-2020	96.13%

Student Demographics (2023 - 2024 Fall PEIMS file loaded 01/21/2024)

	Count	Percent
Gender		
Female	287	48.64%
Male	303	51.36%
Ethnicity		
Hispanic-Latino	183	31.02%
Race		
American Indian - Alaskan Native	3	0.51%
Asian	40	6.78%
Black - African American	240	40.68%
Native Hawaiian - Pacific Islander	1	0.17%
White	94	15.93%
Two-or-More	29	4.92%

Student Programs (2023 - 2024 Fall PEIMS file loaded 01/21/2024)

	Count	Percent
Dyslexia	44	7.46%
Gifted and Talented	7	1.19%
Regional Day School Program for the Deaf	0	0.00%
Section 504	14	2.37%
Special Education (SPED)	182	30.85%
Bilingual/ESL		
Emergent Bilingual (EB)	48	8.14%
Bilingual	1	0.17%
English as a Second Language (ESL)	37	6.27%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	7	1.19%
Title I Part A		
Schoolwide Program	0	0.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	9	1.53%
Neglected	0	0.00%

Student Indicators (2023 - 2024 Fall PEIMS file loaded 01/21/2024)

	Count	Percent
At-Risk	140	23.73%
Foster Care	3	0.51%
IEP Continuer	0	0.00%
Immigrant	5	0.85%
Intervention Indicator	42	7.12%
Migrant	0	0.00%
Military Connected	24	4.07%
Transfer In Students	12	2.0339%
Unschool'd Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	351	59.49%
Free Meals	270	45.76%
Reduced-Price Meals	28	4.75%
Other Economic Disadvantage	53	8.98%

Demographics Strengths

QVE staff focus on engaging the community in our students learning and campus events. The families at QVE generally attend campus events and engage in communication with our staff. Our school offers various events throughout the year including Meet the Teacher, Open House, Parent/Teacher Conferences, STAAR Night, Reading// Math curriculum nights, Awards ceremonies, grade level music performances, Breakfast with the Principal, Grandparents Day, and many other family engagement events. QVE provides many opportunities for after-school clubs. We currently have teacher sponsors for Spanish club, Safety Patrol, Art Club, Choir, NEHS, Robotics, Student Council, Running Club, Girls on the Run, Book Club, Kindness Krew, and Broadcast.

Quail Valley Elementary has strong professional learning communities (PLC's). Analyzing data and discussing plans of action are present throughout the year. Professional development is also a component in our PLC's. Teachers meet once a week to analyze data, plan for interventions, and plan instruction/assessments. Instruction is differentiated to meet the different subgroups and needs of the students. QVE staff create a positive environment for students and are invested in growing students academically.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our attendance rate was below the district attendance goal during the 2023-2024 school year.

Root Cause: PK and EIA student absences contribute largely to our attendance rate that is below the district average. Parents of PK students oftentimes do not send students to school. EIA students have outside therapies that impact our attendance rate.

Student Learning

Student Learning Summary

On the 2024 TEA Accountability, QVE got a rating of "C".

2024 STAAR Data

Overall, Quail Valley elementary students have show academic achievement and growth as evidenced by STAAR and Ren 360 results. Quail Valley elementary students showed overall growth in math scores. You can see an increase in students passing the STAAR test over the years. Math scores increased from 65% to 71% of students passing the STAAR test. In both Math and Reading, most of our students fell in the approaches range. Reading shows a higher percentage of students in the meets category than math. Ren 360 data shows that fourth grade had 40% of the students performing below grade level on the math Ren 360. The overall data reveals that although our students are making growth, we continue to have a percentage of students that are not achieving grade level expectations. The reading scores overall percentage declined by 2%, however the scores were relatively close. For Science, our students scored 49% passing. The scores are evidence that science should be a focus for the 2024-2025 school year.

2021-2024 STAAR Results										
All Students										
3rd grade	2019	+/-	2021	+/-	2022	+/-	2023	+/-	2024	+/-
Math	76%	16%	62%	14%	58%	-4%	75%	17%	75%	0%
Reading	74%	3%	68%	6%	60%	8%	81%	21%	79%	-2%
4th grade	2019	+/-	2021	+/-	2022	+/-	2023	+/-	2024	+/-
Math	56%	23%	46%	10%	46%	0%	60%	14%	70%	10%
Reading	61%	15%	67%	6%	73%	7%	83%	10%	79%	-4%
Writing	58%	6%								
5th grade	2019	+/-	2021	+/-	2022	+/-	2023	+/-	2024	+/-
Math	89%	13%	58%	31%	77%	19%	60%	-17%	69%	9%
Reading	85%	12%	70%	15%	92%	22%	78%	-14%	76%	-2%
Science	64%	9%	43%	21%	61%	18%	36%	-25%	49%	13%
All grades	2019	+/-	2021	+/-	2022	+/-	2023	+/-	2024	+/-
Math	74%	3%	55%	19%	60%	5%	65%	5%	71%	5%
Reading	74%	2%	68%	6%	75%	8%	81%	6%	78%	-3%
Science	64%	7%	43%	21%	61%	18%	36%	-25%	49%	13%

Math	DNM	Approaches	Meets	Masters
QVE	29%	71%	39%	15%
3 rd	25%	75%	38%	16%
4 th	30%	70%	44%	22%
5 th	31%	69%	37%	8%

Reading	DNM	Approaches	Meets	Masters
QVE	22%	78%	51%	19%
3 rd	21%	79%	46%	13%
4 th	21%	79%	55%	23%
5 th	24%	76%	52%	20%

2023-2024 BAS Data

The BAS data shows 52% of our students below level in first grade, which is consistent with the Ren 360 data. Kinder and 1st grade data remains consistent throughout the data sources as well.

Kindergarten

	BOY	MOY	EOY
Below Level	N/A	33% (Levels Pre-A – A)	30% (Levels Pre-A – C)
On Level	N/A	33% (Level B-C)	34% (Levels D-E)
Above Level	N/A	28% (Levels D+)	36% (Levels F+)

First Grade

	BOY	MOY	EOY
Below Level	47% (Levels Pre-A – C)	48% (Levels Pre-A – E)	52% (Levels Pre-A – I)
On Level	20% (Levels D-E)	40% (Levels F-H)	31% (Levels J-K)
Above Level	33% (Levels F+)	12% (Levels I+)	17% (Levels L+)

Second Grade

	BOY	MOY	EOY
Below Level	60% (Levels Pre-A – I)	40% (Levels Pre-A – J)	40% (Levels Pre-A – L)
On Level	15% (Levels J-K)	27% (Levels K-L)	26% (Levels M-N)
Above Level	25% (Levels L+)	33% (Levels M+)	34% (Levels O+)

Reading Ren 360

The Ren 360 data indicates that QVE students are performing at varying levels. In 1st grade we have 39% in the did not meets category, in 2nd grade we have 36% in the DNM category, in 3rd grade we have 14% in the did not meets category, in 4th grade we have 26% in the did not meets category, and in 5th grade we had 23% in the did not meets

category. We did see a decrease in the percentage of students in the DNM category throughout the school year. The primary grades had a higher percentage of students in the DNM category than the lower grades.

Reading REN Scores 23-24						
Grade Level	BOY		MOY		EOY	
1st Grade	DNM:	40%	DNM:	38%	DNM:	39%
	Approaches:	28%	Approaches:	20%	Approaches:	16%
	Meets:	24%	Meets:	12%	Meets:	16%
	Masters:	29%	Masters:	30%	Masters:	29%
2nd Grade	DNM:	47%	DNM:	41%	DNM:	36%
	Approaches:	17%	Approaches:	11%	Approaches:	15%
	Meets:	6%	Meets:	20%	Meets:	19%
	Masters:	30%	Masters:	27%	Masters:	30%
3rd Grade	DNM:	30%	DNM:	33%	DNM:	14%
	Approaches:	29%	Approaches:	19%	Approaches:	26%
	Meets:	11%	Meets:	20%	Meets:	23%
	Masters:	30%	Masters:	28%	Masters:	37%
4th Grade	DNM:	31%	DNM:	29%	DNM:	26%
	Approaches:	19%	Approaches:	16%	Approaches:	19%
	Meets:	22%	Meets:	27%	Meets:	25%
	Masters:	27%	Masters:	27%	Masters:	30%
5th Grade	DNM:	25%	DNM:	22%	DNM:	23%
	Approaches:	23%	Approaches:	29%	Approaches:	26%
	Meets:	27%	Meets:	24%	Meets:	27%
	Masters:	25%	Masters:	24%	Masters:	24%

Math Ren 360

Math REN Scores 23-24						
Grade Level	BOY		MOY		EOY	
1st Grade	DNM:	43%	DNM:	27%	DNM:	25%
	Approaches:	30%	Approaches:	30%	Approaches:	35%
	Meets:	18%	Meets:	27%	Meets:	23%
	Masters:	10%	Masters:	16%	Masters:	17%
2nd Grade	DNM:	34%	DNM:	39%	DNM:	36%
	Approaches:	23%	Approaches:	27%	Approaches:	30%
	Meets:	17%	Meets:	14%	Meets:	19%
	Masters:	26%	Masters:	20%	Masters:	14%
3rd Grade	DNM:	43%	DNM:	39%	DNM:	33%
	Approaches:	25%	Approaches:	28%	Approaches:	30%
	Meets:	13%	Meets:	18%	Meets:	21%
	Masters:	19%	Masters:	15%	Masters:	15%
4th Grade	DNM:	40%	DNM:	50%	DNM:	43%
	Approaches:	28%	Approaches:	27%	Approaches:	32%
	Meets:	10%	Meets:	10%	Meets:	16%
	Masters:	21%	Masters:	13%	Masters:	10%
5th Grade	DNM:	33%	DNM:	37%	DNM:	30%
	Approaches:	34%	Approaches:	34%	Approaches:	39%
	Meets:	16%	Meets:	16%	Meets:	24%
	Masters:	16%	Masters:	13%	Masters:	7%

Student Learning Strengths

Math

4th grade increased from 60% to 70% passing in 4th grade.

5th grade increased from 60% to 69% passing in 5th grade.

Math has been historically low and is a focus for our campus. Science scores increased.

We are focused on acquiring additional resources and professional development to support math instruction.

Teachers implemented daily phonemic awareness and phonics instruction using the district phonics and school-wide phonics routine. Scores improved by March indicating continued training and implementation is effective.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: After the MOY BAS administration, 70% of kindergarten students, 45%% of 1st graders, and 49% of 2nd grade students were reading on level or above. The number of students not reading on level is high.

Root Cause: This was the first year for the school wide district phonics program implementation. Continued PD and fidelity of implementation over time should show student growth.

Problem Statement 2: Based on the Ren360 data and STAAR assessment, we have students that are not performing on level in reading.

Root Cause: Effective TIER 1 instruction is not observed throughout the campus. Specifically, the fidelity of implementation of targeted small group instruction and mini lesson with clear checking for understanding practices are not observed in every classroom. Students are entering the grade level reading below level which results in slower acquisition of reading comprehension skills.

Problem Statement 3: Students struggle to understand information presented in math problems and computation.

Root Cause: Teachers struggle to develop student metacognitive skills.

School Processes & Programs

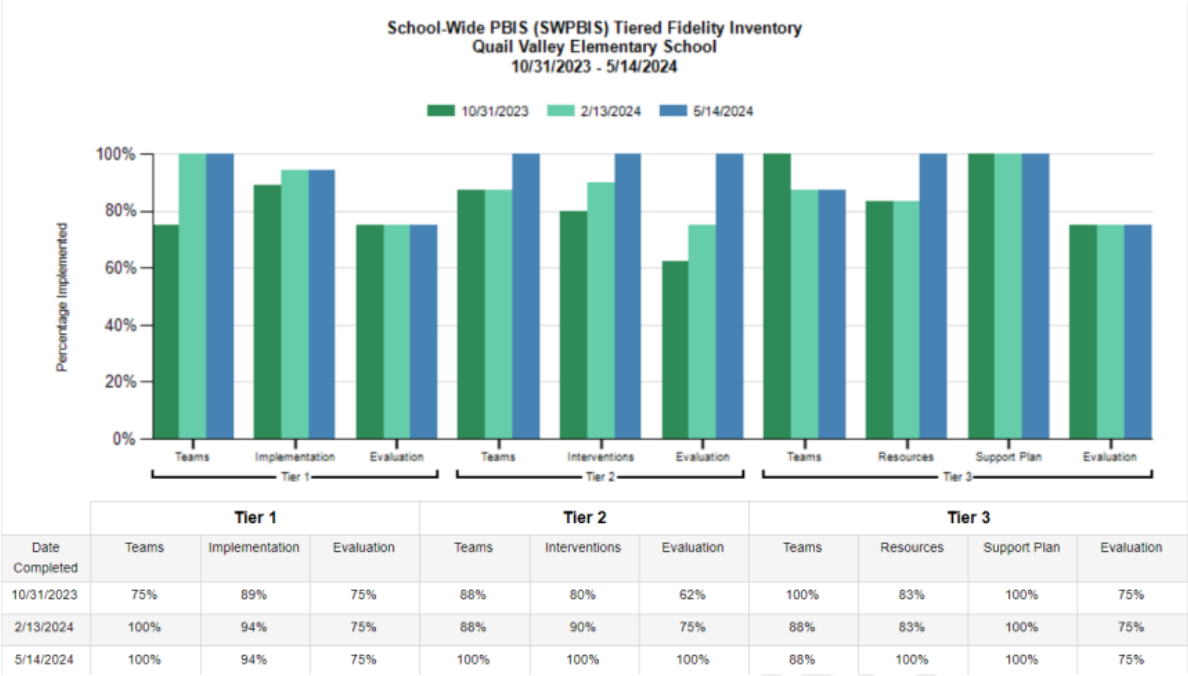
School Processes & Programs Summary

The staff is 100% highly qualified. Teachers receive feedback regarding their performance, verbally and writing from various support personnel and administrators. We currently offer various clubs and programs after school. These include: Coding, Dance, Kindness Krew, Safety Patrol, Choir, Honor Choir, Art Club, National Honor Society, Book Club, Student Council and Running Club. Some of our staff that do not teach ELA subjects need to complete the ESL certification.

We have established PBIS systems, however, our data indicates a disproportionality of discipline for Black or African American students.

Significant Disproportionality (DVM Method)								
Calculates for data visible on <i>Discipline Report Details</i> tab								
Ent: 111								
	Black or African American	American Indian or Alaskan Native	Asian	Hispanic	2 or More Races	Native Hawaiian or Other Pacific Islander	White	Total
Student Count	260	2	41	196	28	1	98	626
Filter Count	69	0	0	29	5	0	5	108
Disproportionality Rate	1.5	NA	NA	0.9	1.0	NA	0.3	
		</						

Teacher turnover was due mostly to relocation or promotions. All teachers are certified in the area they teach. Continue to grow staff into leaders. New teacher meetings are held monthly to continuously support new teachers. Professional learning is led by the staff to build capacity. Our staff are highly qualified as per TEA. We continue to lose staff to leadership promotions.



Overall, our PBIS end of year evaluation supports that we have strong PBIS systems. However, some students, according to the 3/5 students polled were unable to express knowledge of at least 50% of the rules. There is also data that shows that some teachers may be consistently rewarding students while others may not. The highest coded discipline referral was for disruptive behaviors.

Staff Questions	Percent of Staff who knew at least 63% of rules. Q: What are the expectations?	5/5	100%
	Percent of staff have taught the rules/expectations. Q: Have you taught the expectations to students this year?	5/5	100%
	Percent of staff who have given awards. Q: Have you given out any positive tickets?	5/5	100%
Student Questions	Percent of Students who knew at least 50% of rules. Q: What are the expectations?	3/5	60%
	Percent of students who have received rewards Q: Have you received any positive tickets since winter break?	3/5	60%

District Discipline Data-ODR by problem behavior

FBISD 2022-23 Discipline Referrals as of: May 8, 2023

Top 10 Behaviors

Inappropriate Physical Contact	Disruptive Behavior	Disrupt Education Environment	Non DAEP, Terroristic Threat
Referral Dismissed	Serious Offense	Comp/Technology Misuse	Derogatory Statement
Exhibit Inappropriate Familiar	Insubordination		

FBISD 2023-24 Discipline Referrals as of: May 07, 2024

Top 10 Behaviors

Disrupt Behavior	Inappropriate Physical Contact	Safety Rule Violation	Insubordination
Obscene Gesture	Referral Dismissed	Cyber Bullying	Derogatory Statement
Horseplay	Non DAEP, Terroristic Threat		

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our data indicates that there are still students that are not able to articulate campus behavior expectations/rules.

Root Cause: The students do not recite the S.O.A.R acronym on a daily basis and the emphasis on the rules varies by teacher.

Problem Statement 2: Staff need more opportunities to engage in peer observations and feedback cycles to continue to support student achievement.

Root Cause: Due to schedule conflicts, teachers are unable to visit content peers.

Problem Statement 3: Disruptive behaviors are the highest coded offense.

Root Cause: Some teachers are not equipped to manage some student behaviors and would benefit from preventative, deescalation and redirection strategies.

Perceptions

Perceptions Summary

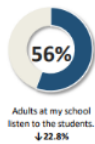
Professional learning communities are used to collaborate on decision-making for instruction for each student individually.

Staff morale percentage on campus climate survey was low. Staff mentioned the need for more affirmations and an increase in appreciation events, such as teacher appreciation, cultural celebrations, and others. Staff would like information communicated through reminders as events approach deadlines.

Survey Questions	QVE
Principal	
1: Treats me with respect:	85.29%
2: Strong Understanding of Instruction:	73.53%
3: Facilitates communication effectively	69.69%
4: Supports my work with students	78.78%
5: Approachable	73.53%
6: Visible throughout the building	100%
7: Involves teachers in decision making	70.59%
8: Campus morale is high	52.94%
9: Returning to campus next year	80.65%

Treatment of Students

The degree to which students agreed or strongly agreed that the teachers and adults value and care about students.



% of Students who Strongly Agree		
3rd	4th	5th
57%	48%	33%

Support from Teachers

The degree to which students agreed or strongly agreed that they feel teachers and other adults support the needs of students.



% of Students who Strongly Agree		
3rd	4th	5th
52%	41%	21%

Perceptions of Fairness and Safety

The degree to which students agreed or strongly agreed that they feel that teachers and adults at school treat students fairly and help them to feel safe at school.



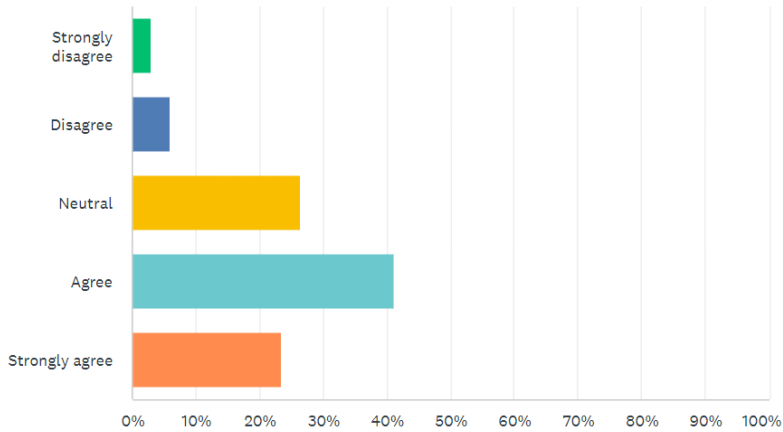
% of Students who Strongly Agree		
3rd	4th	5th
33%	33%	12%



% of Students who Strongly Agree		
3rd	4th	5th
39%	28%	14%

The campus morale is high.

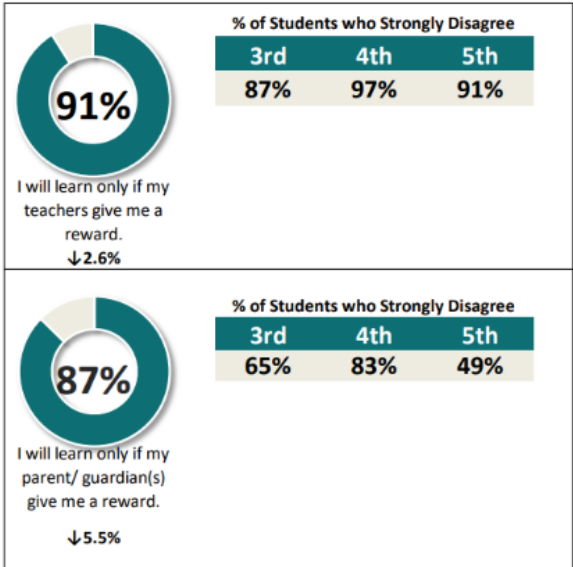
Answered: 34 Skipped: 0



Perceptions Strengths

The district provided campus climate and culture survey revealed that the staff feels respected throughout the campus. Teachers feel supported and are able to approach their administrators with concerns. Administrators are visible and available to staff.

PLC's help guide the work at QVE. Data is analyzed to reveal areas of need or needed support for teachers. A high percentage of our students stated that they felt supported at home. A large percentage stated that they only learn if a reward given to them.

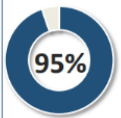


Family Support of Learning

The degree to which students **agreed or strongly agreed** that they feel that their family supports them in their education.



When I have problems at school, my family/guardian(s) are ready to help me.
↓0.1%



My family/guardian(s) are there for me when I need them.
↓1.2%

Agree	Strongly Agree
27%	68%



My family/guardian(s) want to know when something good happens at school.

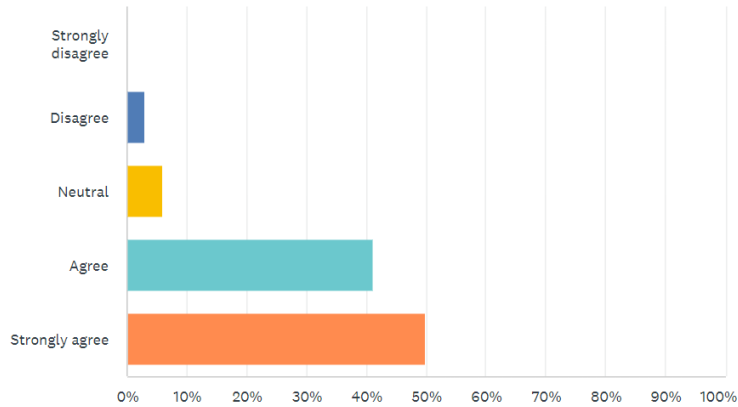


My family/guardian(s) want me to keep trying when things are tough at school.

Agree	Strongly Agree
22%	75%

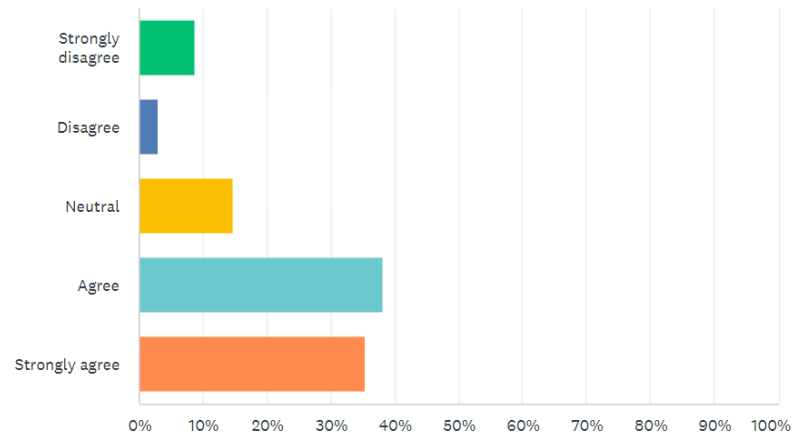
The administrator is visible throughout the building.

Answered: 34 Skipped: 0



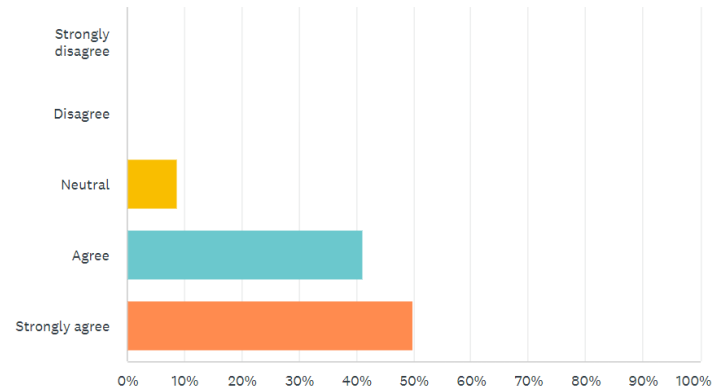
The administrator involves teachers in decision making and problem solving in a variety of ways.

Answered: 34 Skipped: 0



The administrator appears to have a strong understanding of instruction.

Answered: 34 Skipped: 0



Problem Statements Identifying Perceptions Needs

Problem Statement 1: Based on the campus culture and climate survey, the staff would like to be more involved in the decision-making process.
Root Cause: Some staff disagreed with some of the changes. Some staff members have been a part of Quail Valley for many years and prefer for there to not be change on the campus.

Problem Statement 2: Based on the campus culture and climate survey, there is a need for improved campus morale.

Root Cause: A feedback session revealed that staff would like more positive affirmations and celebrations throughout the year. They would also like more luncheons and treats.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Community Based Accountability System (CBAS)

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 1: By June 2025, Quail Valley Elementary will improve TIER 1 instruction for math, reading, and science through the fidelity of district curriculum implementation and targeted interventions as evidenced by the indicators of success.

Indicators of Success: Formative Indicators of Success




- 1. By May 2025, increase the number of GT students meeting their scheduled goals on their GT learning plan.
- 2. By January 2025, from BOY to MOY, increase student growth on NWEA MAP at/above benchmark by 3% years growth for all students.









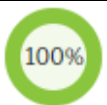
Summative Indicators of Success








- 1. By May 2025, increase student achievement in STAAR for reading by 8% on approaches or above from 2024 school year results.
- 2. By May 2025, increase student growth on the NWEA MAP reading assessment by 5% on SGP from BOY to EOY.

Summative Indicators of Success

- 3. By May 2025, increase student achievement in STAAR for math by 9% on approaches or above from 2024 school year results.
- 4. By May 2025, increase student growth on the NWEA MAP math assessment by 5% on SGP from BOY to EOY.
- 5. By May 2025, increase student achievement on Science STAAR to 70% mastery or above.

Strategy 1 Details	Reviews			
Strategy 1: Quail Valley Elementary staff will implement the district provided curriculum for phonics instruction. Strategy's Expected Result/Impact: 5% Increase in overall K-2nd grade student reading levels. Staff Responsible for Monitoring: Reading interventionist, administration, classroom teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details	Reviews			
Strategy 2: Professional development will be provided by reading interventionist around the phonics district curriculum, modeling, planning and fidelity of implementation. Strategy's Expected Result/Impact: 5% Increase in MOY and EOY BAS assessment results Staff Responsible for Monitoring: Reading Interventionist, Administration, Classroom Teacher TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 3 Details	Reviews			
Strategy 3: Increase differentiation for gifted and talented (GT) students according to their learning plan. Strategy's Expected Result/Impact: GT students will demonstrate an increase in their academic achievement as evidenced in their NWEA-MAP growth monitoring (BOY, MOY, EOY) and EOY projects. Staff Responsible for Monitoring: Classroom teacher COGS TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 4 Details	Reviews			
Strategy 4: Provide professional development targeting metacognition for math problem solving and literacy analysis will be provided 1x per month during PLC's, staff meeting, or professional development days. Strategy's Expected Result/Impact: Student growth on NWEAP-MAP. Increase in student achievement on NWEAP- MAP. Staff Responsible for Monitoring: Administration Math Specialist Classroom Teachers ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 5 Details	Reviews			
Strategy 5: Teachers will implement small group instruction with fidelity for math and reading. The data collected during small group instruction and whole group lessons will guide their planning and grouping for interventions. Strategy's Expected Result/Impact: Increased student achievement in reading and math. Staff Responsible for Monitoring: SST Committees, Administration, Classroom teacher	Formative			Summative
	Oct	Dec	Feb	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

Performance Objective 1: By June 2025, Quail Valley Elementary will improve student behavior through the implementation of PBIS strategies as evidenced through the indicators of success .



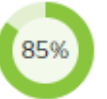



Indicators of Success: Formative indicators of success








Data during 2024-2025 school year will show a 5% decrease of level 1 referrals during quarterly reviews compared to the quarterly reviewed data in 2023-2024.

By the end of the 1st nine weeks, 60% of the students will be able to define behavior expectations (S.O.A.R) throughout the building.

Summative indicators of success

By May 2025, increase the percent of students from 60%- 80% that are able to define behavior expectations (S.O.A.R.) throughout the building.

Strategy 1 Details	Reviews			
Strategy 1: Staff will engage in professional development that addresses the PBIS Campus Behavior flow chart 1X per month to support decision-making when managing student behaviors and communication with parents. Strategy's Expected Result/Impact: Decreased number of level 1 forms, consistency of behavior management practices throughout the campus. Staff Responsible for Monitoring: Administration, PBIS Committee TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement a school-wide reward system with fidelity throughout the campus and aligns with our school acronym for behavior, S.O.A.R. Strategy's Expected Result/Impact: Reduced number of level 1 and skyward referrals. Staff Responsible for Monitoring: All staff TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 3 Details	Reviews			
Strategy 3: Implement bi-monthly character development assemblies and monthly counselor guidance lessons . Strategy's Expected Result/Impact: Decrease student referrals. Staff Responsible for Monitoring: Administration, Counselor ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

Performance Objective 2: By June 2025, Quail Valley Elementary will increase student attendance through effective communication and student incentives as demonstrated through the indicators of success.

Indicators of Success: Formative Indicators of Success
By December 2024, increase weekly attendance by .5 percent in comparison to 2023-2024 school year attendance rates.

Summative Indicators of Success
By May 2025, increase overall attendance percentage by 1 percent in comparison to the EOY 2023-2024 school year.

Strategy 1 Details	Reviews			
Strategy 1: Implement the campus attendance plan, which includes student recognitions for perfect attendance, monitoring of attendance data quarterly, and provide early outreach efforts to combat chronic absenteeism. Strategy's Expected Result/Impact: Increased attendance percentage from 93%-94%. Staff Responsible for Monitoring: Administration, Attendance Committee TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2 Details	Reviews			
Strategy 2: By June 2025, increase staff perception of campus morale by 5% as evidenced in campus culture and climate survey. Strategy's Expected Result/Impact: Formative Indicators of success By December 2024, increase staff perception of campus morale by 5% as evidenced in campus culture and climate survey. Summative Indicators of success By March 2025, Increase staff perception of campus morale by 5% on the district culture and climate survey. Staff Responsible for Monitoring: Principal Assistant Principal	Formative			Summative
	Oct	Dec	Feb	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				








Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

Performance Objective 1: By June 2025, Quail Valley Elementary will increase parental engagement through the implementation of parent engagement initiatives as evidenced through the indicators of success.

Indicators of Success: Formative Indicators of Success
By October 2024, we will implement parent involvement opportunities at Quail Valley Elementary.
By February 2025, we will implement four new parent involvement opportunities at Quail Valley Elementary.

Summative Indicators of Success
By June 2025, we will implement two academic workshops to support parent engagement with student academic achievement.
By June 2025, we will implement a total of four new parent involvement opportunities at Quail Valley Elementary.
By June 2025, we will increase parent volunteers by 5% from last year's volunteer participation.

Strategy 1 Details		Reviews			
Strategy 1: Implement four new parent involvement opportunities at Quail Valley Elementary and two two academic workshops to support parent engagement with student academic achievement. Strategy's Expected Result/Impact: Increased parent engagement. Staff Responsible for Monitoring: Administration, counselor		Formative			Summative
		Oct	Dec	Feb	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

State Compensatory

Budget for Quail Valley Elementary

Total SCE Funds: \$4,572.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

The State Compensatory Education (SCE) budget is allocated to help fund our intervention programs throughout the school year. Professional development will be also funded to support teaching techniques to address our at-risk learners. Tutorials and Professional Development - \$3,000 Reading Specialist - \$200 Literacy Interventionist - \$200 Resources for At-Risk Students - \$972