

Fort Bend Independent School District
Quail Valley Elementary
2023-2024 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 270 female students and 294 male students. We have a diverse population. 38% of our students are AA, 17% are white, 30% are Hispanic, 9% are Asian, and 5% are two or more. 64% of our students are economically disadvantaged with 51% receive free meals.

We have a special education population of 29% 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 96%. The mobility rate increased throughout the years.

Attendance

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

Mobility

2021-2022	14.88%
2020-2021	13.84%
2019-2020	9.73%

Demographics Strengths

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 continues to decrease, and our mobility rate continues to increase. **Root Cause:** Parents are unaware of the impact that attendance has on the campus. The EIA program is approximately 75 Special education students with disabilities that require outside therapies. A large percentage of the students that attend the program are not zoned to QVE. The attendance for this program is below our campus average. Absence reasons are not excused.

Student Learning

Student Learning Summary

On the 2022 TEA Accountability, QVE got a rating of "B" based on Domain 2: student growth.

2023 STAAR Data

Math

	DNM	Approaches	Meets	Masters
QVE	34%	30%	24%	13%
3rd	23%	31%	27%	19%
4th	38%	29%	23%	9%
5th	41%	29%	20%	10%

Reading

	DNM	Approaches	Meets	Masters
QVE	19%	30%	27%	24%
3rd	19%	25%	30%	27%
4th	17%	37%	27%	19%
5th	23%	28%	25%	25%

22-23 QVE – STAAR Year to Year

2021-2023 STAAR Results

All Students	2022	+/-	2023	+/-
3rd grade				
Math	58%	-4%	75%	17%
Reading	60%	8%	81%	21%
4th grade				
Math	46%	0%	60%	14%
Reading	73%	7%	83%	10%
5th grade				
Math	77%	19%	60%	-17%
Reading	92%	22%	78%	-14%
Science	61%	18%	36%	-25%
All grades				
Math	60%	5%	65%	5%

Reading	75%	8%	81%	6%
Science	61%	18%	36%	-25%

Overall QVE made growth in reading and math. Each cohort of grade levels grew from 2021-2022 to 2022-2023 school year.

Math

3rd grade cohort increased from 58% to 60% passing in 4th grade.

4th grade cohort increased from 46% to 60% passing in 5th grade.

Reading

3rd grade cohort increased from 60% to 83% passing in 5th grade.

4th grade cohort increased from 73% to 78% passing in 5th grade.

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

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

K-2 BAS DATA			
Grade Level	BOY	MOY	EOY
Kindergarten	N/A	Below Level: 78% On Level: 3% Above Level: 18%	Below Level: 69% On Level: 28% Above Level: 3%
1st Grade	Below Level: 66% On Level: 4% Above Level: 30%	Below Level: 62% On Level: 3% Above Level: 35%	Below Level: 62% On Level: 6% Above Level: 32%
2nd Grade	Below Level: 63% On Level: 22% Above Level: 16%	Below Level: 41% On Level: 6% Above Level: 52%	Below Level: 29% On Level: 8% Above Level: 64%

After the MOY BAS administration, 78% of kindergarten students, 62% of 1st graders, and 41% of 2nd grade students were reading below grade level. There is a need to address TIER 1 reading instruction.

Reading Ren 360

After the Interim STAAR (State of Texas Assessment of Academic Readiness) Reading assessment, 26% of 3rd graders, 43% of 4th graders, and 33% of 5th graders did not meet; and after REN MOY Reading, 20% of 3rd graders, 29% of 4th graders, and 41% of 5th graders scored below grade level.

Grade Level	BOY		MOY		EOY	
3rd Grade	Below Level:	29%	Below Level:	20%	Below Level:	25%
	On Level:	13%	On Level:	72%	On Level:	12%
	Above Level:	29%	Above Level:	8%	Above Level:	64%
4th Grade	Below Level:	33%	Below Level:	29%	Below Level:	29%
	On Level:	18%	On Level:	15%	On Level:	20%
	Above Level:	49%	Above Level:	57%	Above Level:	51%
5th Grade	Below Level:	34%	Below Level:	41%	Below Level:	42%
	On Level:	15%	On Level:	13%	On Level:	8%
	Above Level:	51%	Above Level:	46%	Above Level:	49%

Math Ren 360

A large percentage of students performed below grade level on the math REN 360. Students have performed below grade level in math for consecutive school years.

Grade Level	BOY		MOY		EOY	
1st	Below Level:	71%	Below Level:	58%	Below Level:	61%
	On Level:	20%	On Level:	20%	On Level:	23%
	Above Level:	9%	Above Level:	22%	Above Level:	17%

Grade Level	BOY		MOY		EOY	
2nd	Below Level:	63%	Below Level:	63%	Below Level:	73%
	On Level:	12%	On Level:	18%	On Level:	13%
	Above Level:	25%	Above Level:	19%	Above Level:	13%
3rd	Below Level:	70%	Below Level:	61%	Below Level:	62%
	On Level:	19%	On Level:	26%	On Level:	24%
	Above Level:	11%	Above Level:	13%	Above Level:	14%
4th	Below Level:	88%	Below Level:	83%	Below Level:	85%
	On Level:	10%	On Level:	11%	On Level:	11%
	Above Level:	3%	Above Level:	6%	Above Level:	4%
5th	Below Level:	69%	Below Level:	73%	Below Level:	71%
	On Level:	9%	On Level:	9%	On Level:	18%
	Above Level:	22%	Above Level:	18%	Above Level:	12%

Student Learning Strengths

Math

3rd grade cohort increased from 58% to 60% passing in 4th grade.

4th grade cohort increased from 46% to 60% passing in 5th grade.

Reading

3rd grade cohort increased from 60% to 83% passing in 5th grade.

4th grade cohort increased from 73% to 78% passing in 5th grade.

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

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

Teachers began implementing daily phonemic awareness and phonics instruction using Heggerty and Fountas & Pinnell and school-wide phonics routine. Scores improved by March indicating continued training and implementation is needed. There is a need for an increase in sight word practice and implementation.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: After the MOY BAS administration, 78% of kindergarten students, 62% of 1st graders, and 41% of 2nd grade students were reading below grade level. The number of students not reading on level is high. **Root Cause:** There was not a school-wide systematic phonic instruction routine implemented daily.

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.

Problem Statement 3: Students struggle to understand information presented in math problems and computation. **Root Cause:** There is not a systematic campus-wide approach to math problem solving or math fluency.

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.

School Processes & Programs Strengths

Staff receive professional development in targeted areas. Professional development is differentiated according to teacher needs. New teachers are supported by mentors and receive differentiated professional development.

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.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers are at different levels in their pedagogy. **Root Cause:** The duration of teachers in the district varies. Teachers have received different PDs overtime.

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.

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%

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.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Based on the campus culture and climate survey, there is a need for improved communication. **Root Cause:** A feedback session revealed that staff would like to see an increase in reminder for deadlines.

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 2024, 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 January 2024, increase student achievement on BAS assessment for students reading on level by 5% for grades Kinder through 2nd grade from BOY to MOY.
- 2. By May 2024, increase the number of GT students meeting their scheduled goals on their GT learning plan.
- 3. By January 2024, increase student growth on the REN 360 assessment for Math at/above benchmark performance level by 5% from BOY to MOY.










Summative Indicators of Success











- 1. By May 2024, increase student achievement in STAAR for reading by 3% on meets from 2023 school year results.
- 2. By May 2024, increase student growth on the REN360 reading assessment by 5% on SGP from BOY to EOY.

Summative Indicators of Success

- 3. By May 2024, increase student achievement in STAAR for math by 3% on meets from 2023 school year results.
- 4. By May 2024, increase student growth on the REN360 math assessment by 5% on SGP from BOY to EOY.
- 5. By May 2024, increase student achievement on Science STAAR by 10%.

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

Strategy 2 Details	Reviews			
<p>Strategy 2: Professional development will be provided by reading interventionist around the phonics district curriculum, modeling, planning and fidelity of implementation.</p> <p>Strategy's Expected Result/Impact: 5% Increase in MOY and EOY BAS assessment results</p> <p>Staff Responsible for Monitoring: Reading Interventionist, Administration, Classroom Teacher</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase differentiation for gifted and talented (GT) students according to their learning plan.</p> <p>Strategy's Expected Result/Impact: GT students will demonstrate an increase in their academic achievement as evidenced in their REN 360 assessment and EOY projects.</p> <p>Staff Responsible for Monitoring: Classroom teacher</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide professional development targeting math problem solving.</p> <p>Strategy's Expected Result/Impact: Student growth on Math Ren 360. Increase in student achievement on Math STAAR.</p> <p>Staff Responsible for Monitoring: Administration Math Specialist Classroom Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Implement school-wide number sense and fluency routines with clear expectations for implementation. Strategy's Expected Result/Impact: Increase student achievement in Math as measured by Ren 360, CFA's, EOY STAAR, Growth on Ren 360 Staff Responsible for Monitoring: Math Specialist, Administration, Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Conduct ongoing data analysis PLC's and develop action plans for small group instruction/interventions addressing HB3 4545 students and enrichment. Strategy's Expected Result/Impact: Increased student achievement in reading, math, science. Staff Responsible for Monitoring: SST Committees, Administration, Classroom teacher</p>	Formative			Summative
	Oct	Dec	Feb	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> 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 2024, Quail Valley El. will improve student behavior through the implementation of PBIS strategies as evidenced through the indicators of success .








Indicators of Success: Formative Indicators of Success

By December 2023, decrease the number of referrals in Skyward and campus level 1 form by 2%.

Summative Indicators of Success

By May 2024, decrease the number of referrals in Skyward and campus level 1 form by 5%.

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

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

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 2024, improve culture and climate through stakeholder feedback as evidenced through the indicators of success.

Indicators of Success: Formative Indicators of success

By December 2023, increase staff perception of campus morale by 5% as evidenced in campus culture and climate survey.

Summative Indicators of success

By March 2024, Increase staff perception of campus morale by 5% on the district culture and climate survey.

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase affirmations, recognitions and feedback provided to staff.</p> <p>Strategy's Expected Result/Impact: Improved ratings on District/Campus culture and climate survey.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Feb	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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








Performance Objective 3: By June 2024, 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 2023, increase weekly attendance by .5 percent in comparison to 2022-2023 school year attendance rates.

Summative Indicators of Success

By May 2024, increase overall attendance percentage by 1 percent in comparison to the EOY 2022-2023 school year.

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increased attendance percentage from 93%-94%.</p> <p>Staff Responsible for Monitoring: Administration, Attendance Committee</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Feb	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 2024, 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 2023, we will implement two new parent involvement opportunities at Quail Valley Elementary.








By February 2024, we will implement four new parent involvement opportunities at Quail Valley Elementary.

Summative Indicators of Success

By June 2024, we will implement two academic workshops to support parent engagement with student academic achievement.

By June 2024, we will implement a total of four new parent involvement opportunities at Quail Valley Elementary.

By June 2024, 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
	 50%	 60%	 100%	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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

Addendums

	Strengths	Concerns
<p>Student Engagement Survey</p>	<p>In the 2022-2023 student survey, 86 percent of the student indicated that they enjoyed reading independently.</p> <p>QVE's percentages for engaging students in physical activity were aligned to district percentages.</p> <p>In the 2022-2023 student survey, 81% of the students stated that they often or sometimes reflected on their own work.</p> <p>In the 2022-2023 student survey, percentages were high for future goals and aspirations.</p> <p>In the 2022-2023 student survey, 92% of the students agreed or strongly agreed that teachers at the school care about them.</p>	<p>In the 2022-2023 student survey there were 39% of students that stated they sometimes or often considered transferring from the school.</p> <p>In the 2022-2023 student survey, 67% of the student indicated that some or very much of them participated in school events and activities/clubs.</p> <p>In the 2022-2023 student survey, 55% indicated that they were "some or very much" interested in presenting to the class.</p> <p>In the 2022-2023 student survey, 62% of the students stated that they used tools other than grades to monitor progress on learning.</p> <p>In the 2022-2023 student survey, there was a 4.0% decrease for students saying that they strongly agree with, " I feel nervous"</p>

Action Planning Tool



What did you find?	What needs to be done?	Who and By When?	Resources	Potential Barriers	Communication and Implementation
In the 2022-2023 student survey there were 39% of students that stated they sometimes or often considered transferring from the school.	Student input needs to be considered when planning events, lessons, activities to peak student interest.	Counselor will implement a student interest survey to increase consideration of student interest in campus activities and planning of lessons by November 2023.	Survey	Parents may not give permission for students to participate in student interest survey. Students may not provide adequate feedback that can be used in schools.	Email to parents through newsletter, thorough explanation of survey to students.
In the 2022-2023 student survey, 67% of the student indicated that some or very much of them participated in school events and activities/clubs.	Increase the percentage of students participating in clubs, activities, and after school events.	Club sponsors will increase communication to parents to increase the number of students that participate in extracurricular activities or events by November 2023.	Clubs' information Incentives for clubs' sponsors	Limited number of staff members willing to implement after school clubs leads to a smaller number of students able to participate due to safety reasons.	Communicate clubs' information with parents through clear communication practices and different means of communication.

<p>In the 2022-2023 student survey, 62% of the students stated that they used tools other than grades to monitor progress on learning.</p>	<p>Increase the percentage of students that use other tools to monitor progress on learning. Teacher professional development.</p>	<p>Classroom teachers will implement rubrics and checklists to support student self-assessment of their progress by March 2024.</p>	<p>Checklist, rubrics</p>	<p>Limited time for teacher training.</p>	<p>Communicate clear expectations to staff and support students in using the tools effectively, so that they can articulate the purpose of checklists and rubrics (self-assessment)</p>
<p>In the 2022-2023 student survey, 55% indicated that they were “some or very much” interested in presenting to the class.</p>	<p>Increase praise during student presentations and build student self-efficacy.</p>	<p>Teachers plan student presentations per nine weeks.</p>	<p>Assignments</p>	<p>Time</p>	<p>Teachers communicate presentation expectations to students. Parents are informed and invited to upcoming presentations.</p>
<p>In the 2022-2023 student survey, there was a 4.0% decrease for students saying that they strongly agree with, “ I feel nervous”</p>	<p>Decrease student sense of nervousness. Provide opportunities for students to speak to the counselor or other staff members that make them feel safe.</p>	<p>Counselor implements different mentorship programs for students by May 2024.</p>		<p>Identification of students that feel nervous may be limited due to students not sharing their feelings. Limited mentors</p>	<p>Monthly assemblies to talk to students about what to do if they feel nervous or need support.</p>

