# Fort Bend Independent School District

# Quail Valley Middle School

# 2021-2022 Improvement Plan

# Mission Statement

FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

QVMS exists to promote equitable and engaging learning experiences that will lead students to excel academically and develop character rooted in servant leadership.

# Vision

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

All QVMS stakeholders are committed to challenging all learners and developing within them the attributes of servant leadership, collaborative team member and effective communication.

# Core Beliefs

### Be Proud

- We believe in ourselves and our ability to reach our goals and achieve our dreams. We will take pride in our appearance and ownership of our behaviors. We will represent our school, district, friends, and family in a positive light.

### Be Respectful

- We will appreciate and acknowledge our differences and similarities. We will treat others and their property with kindness and ask for kindness in return. We will work together to better ourselves and each other so that nothing can stand in our way.

### Be Responsible

- We will hold ourselves and each other accountable for exemplary work habits, behaviors, and attitudes. We will own our problems--if we create a problem, we must fix it.

### Be Safe

- We will keep hands, feet and objects to ourselves. We will give appropriate personal space to each other, and we will meet all expectations for hallway and common area interactions. We will work to make QVMS a safe place for all.

### Be a Leader

- We believe that there is a leader in everyone, and we will work to identify our leadership abilities. We will seek out leadership roles that will enhance our skills and will challenge us to become strong future leaders.

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# Title I Personnel

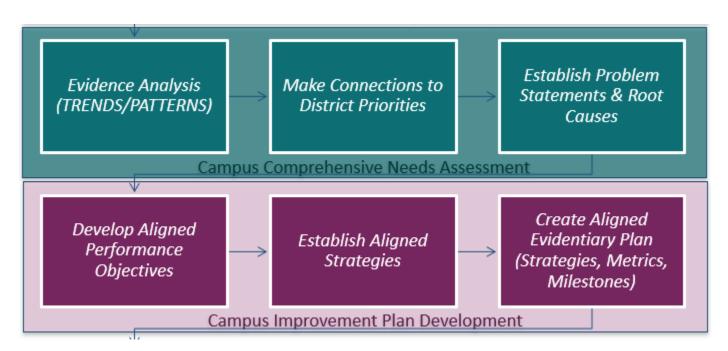| Name | Position | Program | FTE |
|------|----------|---------|-----|

# Plan Notes

# Campus Funding Summary

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# Fort Bend ISD
## Campus Improvement Planning Process for 2021-22

## Comprehensive Needs Assessment (CNA) Evidence Review
### Overview of Process

This year the improvement planning process has shifted so that instead of the district improvement planning and campus improvement planning happening parallel, the district improvement planning is completed prior to the campus improvement planning process to ensure alignment between the improvement plans and focus our efforts district wide. Your team will start working on engaging in the process using this document to become familiar with the new process and brainstorm sources of evidence to bring to the June collaborative session.

**District CNA Categories**

As we begin our comprehensive needs assessment, we will use these categories to help organize the review of the data. Take a look at each category, the summary and the guiding questions below. With your team, consider what pieces of evidence would you need to review to identify trends and patterns in these areas?

| Category | Guiding Questions to Consider | Brainstorm Possible Evidence Sources |
|---|---|---|
| **Demographics**<br><br>*Ensure understanding of system data.*<br><br>- *Observe trends in system data that impacts student outcomes such as enrollment, mobility, and attendance.* | **Enrollment Considerations**<br>• How has the enrollment changed over the past three years?<br>• What is the breakdown by ethnicity, gender, or other category?<br>• What is the number of students in each special program? How do these program numbers look broken up by race/ethnicity, gender, or other category?<br>**Mobility Considerations**<br>• What is the mobility rate for each campus? What is the stability rate? How are these numbers represented for Migrant students?<br>**Attendance Considerations**<br>• What are the patterns in student attendance? What do these patterns tell us about student engagement, performance, etc.? | • Attendance<br>• Program Enrollment<br>• *Other ideas?* |
| **Student Learning & Progress**<br><br>*Ensure academic success for all students, including but not limited to English language learners, special education students, recent immigrants, students with emotional and behavioral issues.* | **Considerations for Evidence**<br>• How is student achievement data disaggregated?<br>• How does student achievement data compare from one data source to another?<br>• What does the data indicate when disaggregated by ethnicity, gender, socioeconomic status, special program, or other category?<br>• In which areas are we showing growth? At what rate? Compared to which standard of achievement? - cohorts of students; SGP<br>• Which student groups are making progress? Why?<br>• What does the data reflect within and among content areas? | • REN 360,<br>• Circle,<br>• STAAR Growth and "Meets" grade level and above<br>• *Other ideas?* |
| **Student Readiness**<br><br>*Ensure students are well prepared for their next level of education at every point in their education and most notably for post-secondary success, including career readiness, college readiness, and military readiness.* | **Considerations for Evidence**<br>• What does the data indicate regarding student readiness for kindergarten, Middle School, High School?<br>• What does the data indicate on student access and success in dual credit and advanced placement courses (as appropriate)?<br>• What does the data indicate on CCMR indicators by student group? Are there specific patterns and trends by student group?<br>• What interventions are we currently using across the campus? Can we gather them and analyze via campus and grade level? | • CST Data<br>• CCMR<br>• *Other ideas?* |

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| | Are students coded in Skyward who are receiving intervention and with what intervention they are receiving? <br> • What evidence exists (ex. CST data) to determine that the curriculum is clearly linked to the TEKS and other standards for student learning? | | |
| **Engaged & Well-Rounded Students** <br> *Engage students in a way that contributes to their overall development and future well-being.* | **Considerations for Evidence** <br> • How do students and staff describe attitudes, respect, relationships, belonging, support, etc.? How does this data compare across groups? Which groups respond in which manner? <br> • How does instructional design and delivery maximize student engagement, a positive learning climate, higher order thinking skills, problem solving, critical thinking, etc.? <br> • What does the data show about the degree to which students are engaged in their learning at high levels (refer to engagement measures)? | • Student Engagement Survey <br> • CST Data <br> • *Other ideas?* |
| **Community Engagement & Partnerships** <br> *Ensure that local citizens are a meaningful, integral part of a school community and can and will support their local public schools.* | **Considerations for Evidence** <br> • What type of community involvement exists to support families and students? <br> • What types of services are available to support students and families? <br> • How does the campus communicate in languages other than English? <br> • Which parents and community members are involved? What trends and patterns do we observe? <br> • How are families and the community members involved in campus decisions? What type of stakeholder engagement opportunities exist? | • *Clubs and Organizations* <br> • *Other ideas?* |
| **Professional Learning & Quality Staff** <br> *Ensure that every student has quality teachers and adults in the schools that care about students, their learning, and their well-being.* | **Considerations for Evidence** <br> • What are the teacher qualifications, certifications, etc.? Paraprofessionals? <br> • What does the general data reflect regarding teacher quality on the campus? <br> • How are we recruiting highly qualified and effective staff? <br> • What is our staff attendance rate? Retention rate? Turnover rate? <br> • How is highly effective staff assigned to work with the highest need students? (number of years, TTESS, certifications) <br> • What is the impact/effect of our teacher mentor program? <br> • How is new staff supported? What feedback do they provide? | • CST <br> • *Other ideas?* |
| **Safety & Well-Being** | **Considerations for Evidence** <br> • What does the data reflect regarding student behaviors, discipline, PBIS, and interventions etc.? | • Discipline data |

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| *Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning. This includes both physical safety as well as the social emotional needs of each student.* | • To what degree do students and staff feel physically safe?<br>• What does the data reflect regarding gang, substance abuse, weapons, and other safe schools areas? Who are the students involved? What do we know about these students? What services have these students received?<br>• What are the students' and staffs' perceptions of facilities and the physical environments? What is the impact of the facilities on the culture and climate?<br>• What is the role of your campus wellness committee and how do they support physical, mental, and social health for all students and staff?<br>• What is student/staff perception of mental health and resources/supports available? | • Student Surveys/Focus Group Feedback<br>• *Other ideas?* |
| **Culture**<br><br>*"Culture is the underground stream of norms, values, beliefs, traditions, and rituals that builds up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools."* Author Unknown<br><br>Culture in FBISD is the organizational energy, norms, values, beliefs and behavior centered around a common desire to improve outcomes for all students grounded in the hopes and dreams of the community and aligned to the mission, vision, core beliefs and goals of the District. | **Considerations for Evidence**<br>• How do students describe the school climate? How does this compare to staff?<br>• What evidence is there that leaders are collectively aligned with the vision and mission of the district/campus?<br>• To what degree do students and staff feel physically safe? To what degree are students and staff safe?<br>• Which students are most satisfied with the school's culture and climate? How does this compare to students' attendance, tardies, and other behaviors?<br>• How do leaders have a voice in decision making and campus policies?<br>• Do campus committees and decision-making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, for all groups to be part of solutions to identified problems?<br>• What are the students', parents' and community perceptions of the campus? | • Discipline data<br>• Attendance<br>• *Other ideas?* |

# Evidence Review Note-Taking Guide

**Instructions:**

The CNA process will launch with a review of three key data sources.

- Student Engagement Survey
- CST Data
- REN 360

With your campus stakeholder team(s), review the evidence sources below, identify key patterns and trends and document them in the table provided, indicating whether the patterns and trends are a strength or a possible area of need/focus for your campus.  Should you have additional time and would like to begin review additional evidence, a blank table at the end has been provided.

**Step 1 in the CNA:**  *Note: For the first part of the protocol, we are simply noticing patterns and trends in the evidence; we are not yet identifying problem statements or root causes.*

| Evidence Source:  Student Engagement Survey Report | |
|---|---|
| **Guiding Questions:**<br>• *What did you notice about your student engagement compared to the district or campus level averages?*<br>• *What dimension/factors did you notice were high areas of engagement?  Low areas of engagement?*<br>• *How did student engagement vary for student groups, ages, grade levels?*<br>• *What did you notice about how your students responded to questions within the different dimensions and factors?* | |
| **Strengths from the evidence source:** | **Areas to focus on from the evidence source:** |
| 83% of students responded that they sometimes or often asked or answered a question in class.  71% of students stated that they prepared a draft of a paper or assignment before turning it in.<br><br>70% students stated that they engaged in academic conversations with peers.<br><br>72% of students responded that they used resources to deepen understanding, make connections, and represent learning.<br><br>86% of students responded that their school emphasizes opportunities to collaborate with peers in class "Some" or "Very Much". | A decreased frequency in how often students talked to teacher about their work could indicate a reliance on grades for feedback rather than feedback for growth.<br><br>67% of students made a class presentation.<br>12% of students who responded indicated that they put forth very little effort in their classes.<br><br>Even though 70% of students responded that they engaged in academic conversations with their peers, only 62% stated that they engaged in academic conversations with teachers. |

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|---|---|
| 83% of students responded that the received feedback from teachers on assignments or classwork.<br><br>78% of students responded "Some" or "Very Much" when asked if their school emphasize setting learning goals throughout the year. | Although 83% of students responded that they received feedback from teachers on assignments or class work, 65% stated that they received feedback from peers on assignment or class work.<br><br>48% of students who responded indicated that they discussed grades with teachers and 66% engaged in self-reflection on their work.<br><br>53% of students surveyed stated that they used tools other than grades to monitor progress on learning sometimes or often.<br><br>**Areas of Focus:**<br>1. Development of instructional practices to cultivate student ownership of learning and behavior.<br>2. Performance gaps for all student groups<br>3. Literacy performance<br>4. Mathematics performance<br>5. Student ownership tools used in the classroom to promote peer to peer interactions and discussion, in addition to teacher to student discussions and interactions.<br>6. Learning Intentions and Success Criteria to promote goal-setting and revision. |

**Summarize what you found:** *Write a brief narrative of the major trends and patterns in the evidence. (Clear and Concise)*

Based on the Student Engagement Survey, there were many strengths such as receiving feedback from teachers on assignments and class work. Students are asking and answering questions in class. They are also engaged with academic conversations with peers, using resources to deepen their understanding and make connections. Students have opportunities to collaborate with their peers and setting goals are emphasized.

There is a gap between the type of conversations between teachers and students and among peers and goal-setting. Conversations may appear to be focused on setting goals concerning grades, rather than on progression on learning. The data also appear to reveal that ownership tools are not being utilized to their maximum potential in order to promote peer to peer discussions and teacher to student discussion on the progression of learning, as 53% of students surveyed stated that that they used tools other than grades to monitor progress on learning.

**Evidence Source: Campus Support Team Dashboard- Campus Data**

**Guiding Questions:**
- *What trends or patterns did you notice from this year's observations?*
- *What did the alignment to district instructional priorities look like at your campus?*
- *How does the CST align to your campus focus? What did it tell you about the work this year?*

- *How does the CST evidence compare in different content areas?*
- *What did you notice or what trends did you see in the evidence collected from previous years?*

| Strengths from the evidence source: | Areas to focus on from the evidence source: |
|---|---|
| Data reveals that 78% of Fine Arts classes observed demonstrated instructional alignment with learning intention and success criteria to support ownership of learning.<br><br>Data reveals that 62% of Science classes observed engaged students in learning experiences that provided students opportunities to use instructional resources such as at-home learning kits, calculators, and virtual tools in meaningful ways.<br><br>Data reveals that 100% of classes observed in World Languages, 82% of classes observed in Social Studies, and 78% of classes observed in Fine Arts delivered classroom learning experiences via Schoology and included teacher-created materials and/or videos aligned to the curriculum.<br><br>Aligned to Rigor of Standards showed that Fine Arts and World Languages exceeded the district target of 70% with a 100% for classes observed. Science was the closest QVMS content area department observed to making the 70% district target of alignment to Rigor of Standards with 62%.<br><br>Aligned to Scope and Sequence showed Fine Arts and World Languages exceeded the district target of 85% with a 100% for classes observed. Science was closest QVMS content area department observed to meeting the 85% target of alignment to Scope and Sequence with 54%.<br><br>Aligned to Instructional Model/Lesson Framework reveals that Fine Arts and World Languages exceeded the district target of 75% with a 100% for classes observed. Social Studies was the closest QVMS area department observed to meeting the 75% target of alignment to instructional model/lesson framework with 73%.<br><br>Data reveals that 71% or more of classes observed in ELA, Social Studies, and Fine Arts showed teachers modeling social-emotional supports to create a safe learning environment with respectful dialogue and collaboration.<br><br>Data reveals that there was some co-created respect agreements used to support peer and teacher interactions.<br><br>Fine Arts classes observed revealed that 78% of teacher/students establish and utilize virtual guidelines for success. | Rigor, Instructional Model, Scope and Sequence, Self and Peer Assessment<br><br>Classes observed in ELA, Math, Science, Social Studies, and World Languages demonstrated 55% or less of those classes demonstrated instructional alignment of learning intentions and success criteria to support student ownership of learning.<br><br>Other classes observed demonstrated that 55% or less of those classes engaged students in learning experiences that provided students opportunities to use instructional resources in meaningful ways.<br><br>Data reveals that 46% or less of classes observed in Science, Math, and ELA delivered classroom learning experiences via Schoology and included teacher-created materials and/or videos aligned to the curriculum.<br><br>Alignment to Rigor of Standards showed that none of our four core content area departments met the target of 70% of classes aligned to Rigor of Standards.<br><br>Aligned to Scope and Sequence showed that none of our content area departments met the district target of being aligned to scope and sequence.<br><br>Aligned to Instructional Model/Lesson Framework revealed that none of our content area departments met the 75% target of being aligned with instructional model/lesson framework.<br><br>Data reveals that 35% or less of all classes observed used co-created respect agreements to support peer and teacher interactions.<br>More work needs to be done in the co-creation of respect agreements to support peer and teacher interactions.<br><br>More work needs to be done in teachers engaging students in community building and/or academic circles to build positive relationships and contribute to a positive classroom community.<br><br>**Areas of Focus:**<br>1. Quality Staff-retention and development<br>2. Time spent breaking down TEKS objectives to increase the rigor of the lessons.<br>3. Use of the content-specific instructional model in content area classes.<br>4. Scope and sequence timelines and awareness of those timelines. |

| | 5. Usage of peer to peer assessment and peer to peer feedback. |
| | 6. Co-creation and usage of respect agreements across classrooms and grade levels. |

**Summarize what you found:** *Write a brief narrative of the major trends and patterns in the evidence. (Clear and Concise)*

Data from CST Walks indicates there is a need to improve the campus alignment with scope and sequence, add more rigor to the lessons, implement the content specific instructional models, and spend more time with Self and Peer feedback and revision and teacher to student feedback and revision.

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## Evidence Source: REN 360 BOY & MOY/CIRCLE

**Guiding Questions:**
- *How did student growth change from BOY to MOY?*
- *What similarities or differences do you notice about grade levels and content areas?*
- *Thinking about the interventions that your campus planned, what impacts do you see evident in the evidence?*
- *How does this evidence compare to previous years?*
- *What differences do you notice in the student groups?*

| Strengths from the evidence Source: | Areas to Focus on from the evidence source: |
|---|---|
| Over 60% of students are At/Above Benchmark in REN360 Reading from MOY and EOY. Over 70% of students are At/Above Benchmark in REN360 Math from MOY and EOY. | There was a decrease of 4% in Math Ren360 MOY and EOY for students at the At/Above Benchmark, and there was a 4% increase in Math REN360 MOY and EOY at the Urgent Intervention. There was a decrease of 5% in Reading MOY and EOY for students at the At/Above Benchmark, and a 2% increase in On Watch and 3% increase in Urgent Intervention. <br><br> **Areas of Focus:** <br> 1. Number of students regressing from one level to the other. <br> 2. Number of students moving from Urgent intervention and Intervention levels to the Onwatch and At/Above Benchmark. |

**Summarize what you found:** *Write a brief narrative of the major trends and patterns in the evidence. (Clear and Concise)*

Based on the trends for Math and Reading MOY and EOY, there was a slight decrease from At/Above Benchmark to On Watch and Urgent Intervention. There was a regression of students who were moved from other level into the At/Above Benchmark. This give the indication that more peer to peer feedback and teacher to student feedback, revision, and conversations surrounding goal-setting in regards to learning intentions and success criteria are needed.

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## Evidence Source: STAAR Data

**Guiding Questions:**
- *What similarities or differences do you notice about grade levels and student groups?*
- *Thinking about the interventions that your campus planned, what impacts do you see evident in the evidence?*

- *How does this evidence compare to previous years?*

| Strengths from the evidence Source: | Areas to Focus on from the evidence source: |
|---|---|
| STAAR Data reveals that 67% of 6th grade students tested in Math are approaching grade level. 70% or more of 6th, 7th, and 8th grade students tested in Reading are approaching grade level. 7th Grade students show a consistent pattern among content areas in progress towards meeting standards in Reading and Writing. and Math.<br><br>Asian students are outperforming African American and Hispanic students in Reading and Math.<br><br>Special Education students are scoring in approaching than in meets. | **Areas of Focus:** <br>1. The percentage of students meeting standards in Reading and Math. <br>2. Achievement gap between ethnic groups. <br>3. Achievement gap between Special Education Students and Regular Education Students. |

| **Summarize what you found:** *Write a brief narrative of the major trends and patterns in the evidence. (Clear and Concise)* |
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| |

| **Evidence Source: Discipline Data** |
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**Guiding Questions:**
- *What are the most common offenses committed?*
- *What groups appear to be committing these offenses most often?*
- *What is the trend of the data?*

| Strengths from the evidence Source: | Areas to Focus on from the evidence source: |
|---|---|
| Based on the discipline data trend, there are very few incidents of cheating and derogatory statements being made by students in the classroom. | Disruption of the Education Environment and disruptive behavior are where most of the classroom referrals result. 54%% of the classroom referrals were for African American students. 24% of the classroom referrals were from White students.<br><br>The data also reveals that there were 23 referrals for students who skipped class.<br><br>Thirty-four referrals were for repeated level 1 offenses in the classroom.<br><br>**Areas of Focus:** <br>1. Number of referrals originating from the classroom. <br>2. Quality of learning experiences in the classroom. <br>3. Usage of respect agreements in the classroom. |

| **Summarize what you found:** *Write a brief narrative of the major trends and patterns in the evidence. (Clear and Concise)* |
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Based on the discipline data trend, 38% of the classroom referrals are the result of Disruption of the Education Environment or Disruptive Behavior.  Fifty-four percent of the offense committed in the classroom were by Black or African American students.  Twenty-Four percent of the offenses committed in the classroom were committed by White students.

## Overall Summary

| Summarize the Trends and Patterns that you saw across multiple data sets. |
|---|
| *In multiple sets of data, we found that purposeful conversations between peer to peer and peer to teacher are lacking, especially when it comes to using learning intentions and success criteria to set goals and to revise work.  In addition, students reported being bored in class from the engagement survey, which could contribute to students skipping class.  It was found that there is a high number of referrals for students disrupting the educational environment.  It is even more evident that respect agreements should be created in the beginning of the school year and expectations outlined for student to take ownership of their learning and behavior.  PLC Planning is needed in order to plan and solidify learning goals and expectations across grade levels and departments so that students will have meaningful learning experiences, discuss their progression, and set goals for themselves and their behavior.  Conversations and student work must be relevant to use in everyday life so that students may better develop conceptual understand and minimize student disruptions.* |

*Quail Valley Middle School*

| Category | District Priorities and Areas of Focus | Initial Relationship to District Priority/Area of Focus |
|---|---|---|
| **Demographics** | Systems for Analysis of Evidence | Minor Change |
| | Attendance | Maintain--Current Effort Successful |
| **Student Learning & Progress** | Development of instructional practices to cultivate student ownership of learning and behavior | Minor Change |
| | Closing gaps in performance for all student groups | Minor Change |
| | Literacy performance | Minor Change |
| | Mathematics performance | Minor Change |
| | Social Studies performance | Maintain--Current Effort Successful |
| | Science performance | Maintain--Current Effort Successful |
| **Student Readiness** | Students meeting College, Career and Military Readiness Indicators (CCMR) | Not Applicable |
| | PK Enrollment & Kindergarten Readiness | Not Applicable |
| | Student participation in extracurricular activities and school/learning  (Behavioral Engagement) | Minor Change |

**Fort Bend ISD**
**2021-22 Comprehensive Needs Assessment**

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|---|---|---|
| **Engaged, Well-Rounded Students** | Shifting focus from grades to success criteria in goal setting for learning--degree students invest in their learning (Cognitive Engagement) | Minor Change |
| | Student engagement in programming and differentiated learning opportunities | Minor Change |
| **Community Engagement** | Community partnerships | Maintain--Current Effort Successful |
| **Professional Learning & Quality Staff** | Quality staff – retention and development | Minor Change |
| | Recruiting and Placement of Staff (teachers, leaders) | Maintain--Current Effort Successful |
| **Safety and Wellbeing** | Disproportionality in discipline and threat assessments | Minor Change |
| | Mental Health Supports | Maintain--Current Effort Successful |
| | Social Emotional Learning and Emotional Engagement | Minor Change |
| | Student Health and Safety | Maintain--Current Effort Successful |
| **Culture** | Employee Wellness | Maintain--Current Effort Successful |
| | Stakeholder Feedback Processes | Maintain--Current Effort Successful |

**Team Members Involved in Development of CNA:   Kamilah Holmes, Alfred Holland, Dr. Joe Schulz, Hannah Harvey**
**Dates Team Met to Develop CNA: 6/21, 6/22, 6/23, 6/24, 7/21, 7/22, 7/23.  Other meetings will be held to include**
**additional stakeholders.**

| Category | District Priority/Area of Focus/Campus Priority | Problem Statement(s) | Root Cause(s) | System to Improve | If Other System, Indicate System |
|---|---|---|---|---|---|

| Student Learning & Progress | Development of Instructional Practices to cultivate student ownership of learning and behavior<br><br>Closing gaps in performance for all student groups<br><br>Literacy Performance<br><br>Mathematics Performance | increase the use and understanding of student ownership tools used in the classroom to promote peer to peer interactions and discussion, in addition to teacher to student discussions and interactions.<br>There is a need to Increase the use of Learning Intentions and Success Criteria to promote goal-setting and revision.<br>There is a need to increase the percentage of students meeting standards in Reading and Math.<br>There is a need to close the achievement gaps that exist between ethnic groups and student populations of special education and regular education. | Students and teachers need more exposure and training on proper use of student ownership tools. Teachers need time to plan scope and sequence and break down TEKS objectives in order to properly create learning intentions and success criteria.<br>PLC time is needed to create solid Tier 1 instruction to meet the needs of all learners.<br>Goal-setting, revision, and feedback sessions are needed with students in order to transfer ownership of learning. | Student Ownership of Learning and Behavior | Professional Learning Communities and Formative Assessment |

| Engaged Well-Rounded Students | Student participation in extracurricular activities and school/learning (Behavioral Engagement) Shifting focus from grades to success criteria in goal setting for learning - degree students in vest in their learning (Cognitive Engagement) Student engagement in programming and differentitated learning opportunitites | There is a need to reduce the number of referrals originating from the classroom. There is a need for quality, relevant learning experiences in the classroom. Proper use of respect agreements in the classroom. | Respect Agreements need to be referrenced frequently. Meaningful, relevant Tier 1 instruction is needed to meet the needs of all learners. More opportunities are needed for students to join extracurricular activities. | Student Ownership of Learning and Behavior | |
|---|---|---|---|---|---|

| Professional Learning & Quality Staff | Quaility staff-retention and development | increase time spent breaking down TEKS objectives to increase the rigor of the lessons. There is a need to increase the use of the content-specific instructional model in content area classes. There is a need to develop better Scope and sequence timelines and awareness of those timelines. Engagement survey suggests a need for proper usage of peer to peer assessment and peer to peer feedback. Number of students regressing from one level to the other. Number of students moving from Urgent intervention and Intervention levels to the Onwatch and At/Above | More development is needed on breaking down TEKS objectives to formulate success critera from the objective and learning intention. A schedule is needed in order to allow time to learn proper implementation of the content specific instructional models. A carefully planned scope and sequences is needed and monitored more closely. Development is needed on the implementation of peer to peer feedback, goal-setting, and revision. | Professional Learning Communities | Professional Development |
| --- | --- | --- | --- | --- | --- |

| Safety & Well-Being | Disproportionality in discipline and threat assessments Social Emotional Learning and Emotional Engagement | Discipline data shows a need for co-creation and usage of respect agreements across classrooms and grade levels. Need for a reduction in the number of referrals originating from the classroom. Need for quality, relevant, social-emotional learning experiences in the classroom. Need for proper and frequent usage of co-created respect agreements in the classroom. | Respect Agreements need to be referrenced frequently. Meaningful, relevant Tier 1 instruction is needed to meet the needs of all learners. More opportunities are needed for students to join extracurricular activities. Development is needed on the implementation of peer to peer feedback, goal-setting, and revision. | Student Ownership of Learning and Behavior | |
|---|---|---|---|---|---|

| CBAS Pillar/Category: | *Student Learning & Progress* |
|---|---|
| **District/Campus Area of Focus:** | *Development of Instructional Practices to cultivate student ownership of learning* |
| **Initial Relationship to Area of Focus:** | *Minor Change* |
| **Key Question:** | *1.1 To what degree do students take responsibility for and ownership of their learning and behavior?* |
| **System Response:** | *Valley Middle School will empower students to take ownership of their learning by providing strong tier 1 instruction targeting student ownership protocols, thereby increasing stude* |
| **Key Person Responsible for Monitoring:** | *Principal, Assistant Principals, Campus Assessment Coordinator, Department Heads, Teachers, Counselors* |
| **Estimated Cost and Fund Source:** | *(List estimated $ amount and fund source(s))* |
| **Signal 1: October 2021** | *(On Track, Adjustments Taking Place, Support Needed, Crisis)* |
| **Signal 2: December 2021** | *(On Track, Adjustments Taking Place, Support Needed, Crisis)* |
| **Signal 3: February 2022** | *(On Track, Adjustments Taking Place, Support Needed, Crisis)* |
| **Signal 4: June 2022** | *(On Track, Adjustments Taking Place, Support Needed, Crisis)* |
| **Annual Outcome:** | |
| **Formative Evidence Metrics and Milestones:** | *•Improving Campus Support Team Walkthrough data demonstrating use of student ownership protocols,*<br>*•Increasing REN 360 performance from BOY to MOY to EOY; percentage of students achieving at/above benchmark and demonstrating growth on SGP*<br>*•Improving performance on District Learning Assessments*<br>*•Increasing percentages of students and classrooms engaged in developing artifacts of their learning and using progress tracking charts*<br>*•Increasing percentage of classrooms and students using goal and career planning documents* |
| **Summative Evidence Metrics and Milestones:** | *•Increasing percentages of students at/above benchmark and achieving a year's growth on REN 360 by EOY*<br>*•Increasing percentages of students achieving Meets Grade Level or above and demonstrating a year of growth on STAAR Progress Measure* |

| | Strategy | October 2021--Evidence of Progress | Decisions/Changes | December 2021--Evidence of Progress | Decisions/Changes | February 2022--Evidence of Progress | Decisions/Changes | June 2022--Evidence of Progress | Decisions/Changes |
|---|---|---|---|---|---|---|---|---|---|
| 1 | Utilize student ownership tools and protocols so students may track their progression and take ownership of their own learning. | | | | | | | | |
| 2 | Follow the instructional model per content area. | | | | | | | | |
| 3 | Utilize goal-setting tools and provide feedback to students based on goals and progress using Learning Intentions and Success Criteria. | | | | | | | | |
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| CBAS Pillar/Category: | Engaged Well-Rounded Learner |
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| District/Campus Area of Focus: | Student participation in extracurricular activities and school/learning (Behavioral Engagement)<br>Shifting focus from grades to success criteria in goal setting for learning - degree students in vest in their learning (Cognitive Engagement)<br>Student engagement in programming and differentitated learning opportunitites |
| Initial Relationship to Area of Focus: | Minor Change |
| Key Question: | 3.2 To what degree do students take responsibility for and exhibit ownership of their overall development and future well-being? |
| System Response: | ll enable students to exhibit ownership of their future well-being by increasing opportunities for students to engage in various clubs and organizations to develop talents, gifts and inte |
| Key Person Responsible for Monitoring: | Principal, Assistant Principals, Counselors, Campus Assessment Coordinator, Department Heads, Teachers |
| Estimated Cost and Fund Source: | (List estimated $ amount and fund source(s)) |
| Signal 1: October 2021 | (On Track, Adjustments Taking Place, Support Needed, Crisis) |
| Signal 2: December 2021 | (On Track, Adjustments Taking Place, Support Needed, Crisis) |
| Signal 3: February 2022 | (On Track, Adjustments Taking Place, Support Needed, Crisis) |
| Signal 4: June 2022 | (On Track, Adjustments Taking Place, Support Needed, Crisis) |
| Annual Outcome: | |
| Formative Evidence Metrics and Milestones: | •Increasing enrollment of students in clubs and organizations (all students and student groups)<br>•Increasing number of clubs/organizations/activities to support students in developing talents, interests and gifts<br>•Increasing engagement of students in service projects, learning and activities with student clubs and organizations by gathering data from the student service logs and  student surveys. |
| Summative Evidence Metrics and Milestones: | •Improving student responses on Student Engagement Survey.<br>•Increasing student participation by capturing photo and video evidence of students actively engaged in the community service projects by posting in the school's yearbook, website and newsletter. |

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|---|---|---|---|---|---|---|---|---|
| 1 Promote students joining clubs and organizations through announcements, advisory and regular classrooms. | | | | | | | | |
| 2 Create a Club Drive during lunch to where students may sign up for clubs/organizations. | | | | | | | | |
| 3 Provide Informationals to students on current clubs, their meeting times, purpose, and how to join through various media outlets. | | | | | | | | |
| 4 Student service logs and projects will be provided and tracked. | | | | | | | | |
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| CBAS Pillar/Category: | *Professional Learning & Quality Staff* |
|---|---|
| District/Campus Area of Focus: | *Quaility staff-retention and development* |
| Initial Relationship to Area of Focus: | *Minor Change* |
| Key Question: | *5.4 To what degree do we equip and empower our staff to meet the needs of the whole child?* |
| System Response: | *By May 2022, QVMS will equip and empower our staff to meet the needs of the whole child by providing professional learning, modeling and feedback during monthly Faculty Meetings and Professional Learning Communities centered around Social-Emotional Learning, thereby increasing student engagement, staff engagement, decreasing student referrals and consequences for discipline.* |
| Key Person Responsible for Monitoring: | *Principal, Assistant Principals, GTA Coordinator, Counselors, Social Emotional Learning Instuctional Coach* |
| Estimated Cost and Fund Source: | *(List estimated $ amount and fund source(s))* |
| Signal 1: October 2021 | *(On Track, Adjustments Taking Place, Support Needed, Crisis)* |
| Signal 2: December 2021 | *(On Track, Adjustments Taking Place, Support Needed, Crisis)* |
| Signal 3: February 2022 | *(On Track, Adjustments Taking Place, Support Needed, Crisis)* |
| Signal 4: June 2022 | *(On Track, Adjustments Taking Place, Support Needed, Crisis)* |
| Annual Outcome: | |
| Formative Evidence Metrics and Milestones: | *•Improving Campus Support Team Walkthrough data focused on observation of Social-Emotional Learning*<br>*•Increased opportunities for capacity-building on Social-Emotional Learning in Professional Learning Community meetings*<br>*•Decreasing discipline referrals by term (all students and each student group)* |
| Summative Evidence Metrics and Milestones: | *•Improving feedback on Student Engagement Survey*<br>*•Decreasing annual percentage of discipline referrals (all students and each student group)*<br>*•Improving feedback on Staff Engagement Survey* |

| | Strategy | October 2021--Evidence of Progress | Decisions/Changes | December 2021--Evidence of Progress | Decisions/Changes | February 2022--Evidence of Progress | Decisions/Changes | June 2022--Evidence of Progress | Decisions/Changes |
|---|---|---|---|---|---|---|---|---|---|
| 1 | Provide Training and actionable strategies for Staff in Classroom Management and Positive Behavior Supports during monthly colleague collaboration meetings and throughout the month. | | | | | | | | |
| 2 | Provide Social-Emotional Training during PLC Meetings to include restorative circles so that faculty/staff may meet the social-emotional needs of students. | | | | | | | | |
| 3 | Professional Learning Communities will address instructional strategies that will be used to meet the needs of learning through the district curriculum and others. These will be reflected in lesson plans and walkthroughs. | | | | | | | | |
| 4 | Provide Discussion Protocols for teachers to utilize during classrom instruction in order to increase student engagement. | | | | | | | | |
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| CBAS Pillar/Category: | Safety & Well-Being |
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| District/Campus Area of Focus: | *Disproportionality in discipline and threat assessments*<br>*Social Emotional Learning and Emotional Engagement* |
| Initial Relationship to Area of Focus: | *Minor Change* |
| Key Question: | *7.2 To what degree does the school cultivate a positive culture and supportive climate?* |
| System Response: | *By May 2022, Quail Valley Middle School will cultivate an increasingly positve culture and supportive climate by increasing opportunities for students to engage in classroom discussions using discussion protocols that would provide for positive, supportive peer to peer and teacher to peer feedback.* |
| Key Person Responsible for Monitoring: | *Principal, Assistant Principals, GTA Coordinator, Counselors, Social Emotional Learning Instuctional Coach, Department Chairs, Teachers* |
| Estimated Cost and Fund Source: | *(List estimated $ amount and fund source(s))* |
| Signal 1: October 2021 | *(On Track, Adjustments Taking Place, Support Needed, Crisis)* |
| Signal 2: December 2021 | *(On Track, Adjustments Taking Place, Support Needed, Crisis)* |
| Signal 3: February 2022 | *(On Track, Adjustments Taking Place, Support Needed, Crisis)* |
| Signal 4: June 2022 | *(On Track, Adjustments Taking Place, Support Needed, Crisis)* |
| Annual Outcome: | |
| Formative Evidence Metrics and Milestones: | *•Increasing REN 360 performance from BOY to MOY to EOY; percentage of students achieving at/above benchmark and demonstrating growth on Student Growth Performance*<br>*•Improving performance on District Learning Assessments*<br>*•Increasing percentages of students and classrooms engaged in receiving and giving qualitative feedback (CST Data)* |
| Summative Evidence Metrics and Milestones: | *•Increasing percentages of students at/above benchmark and achieving a year's growth on REN 360 by EOY*<br>*•Increasing percentages of students achieving Meets Grade Level or above and demonstrating a year of growth on STAAR Progress Measure*<br>*•Improving results on Student Engagement Survey* |

| | Strategy | October 2021--Evidence of Progress | Decisions/Changes | December 2021--Evidence of Progress | Decisions/Changes | February 2022--Evidence of Progress | Decisions/Changes | June 2022--Evidence of Progress | Decisions/Changes |
|---|---|---|---|---|---|---|---|---|---|
| 1 | Respect Agreements will be completed at the beginning of the school year for each class, and referenced throughout. | | | | | | | | |
| 2 | Discussion protocols will be modeled in various campus meetings to reinforce the use in classrooms. | | | | | | | | |
| 3 | Meeting Manifesto's (Norms) will be developed for PLC Meetings and Administrative Meetings to reinforce respect agreements, classroom guidelines, and norms in the classroom. | | | | | | | | |
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