

Fort Bend Independent School District
Dulles High School
2025-2026 Campus Improvement Plan



Mission Statement

DHS Mission: Dulles High School successfully prepares all students for the 21st century by building character, developing technology skills and creating lifelong learners through a tradition of excellence, rich cultural diversity and purposeful, equal participation of parents, teachers, students and the community.

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

Vision

DHS Vision: Respect, Responsibility and Valuing Diversity

FBISD Vision: Fort Bend ISD will graduate students who exhibit the attributes of the District's [Profile of a Graduate](#).

Value Statement

Raise The SAILS

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Demographics 4
 - Student Programs 5
 - Student Learning 6
 - School Processes & Programs 9
 - Perceptions 10
- Priority Problem Statements 13
- Comprehensive Needs Assessment Data Documentation 14
- Goals 16
 - Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities 16
 - Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged. 20
 - Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan. 21
- Addendums 22

Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Total	2,165	100%
9th Grade	571	26.37%
10th Grade	542	25.03%
11th Grade	539	24.90%
12th Grade	513	23.70%

Student Demographics	Count	Percent
Gender		
Female	1,043	48.18%
Male	1,122	51.82%
Ethnicity		
Hispanic-Latino	491	22.68%
Race		
American Indian - Alaskan Native	9	0.42%
Asian	843	38.94%
Black - African American	447	20.65%
Native Hawaiian - Pacific Islander	5	0.23%
White	286	13.21%
Two-or-More	84	3.88%

Campus	Snapshot Count	Transfer In Students	Eco Dis %	Eco Dis %	Homeless %	Total Refined ADA	Percent in Attendance	Transfer Students
High Schools								
(079907001) - Dulles HS	2,165	21	43.70	45.50	2.37	2,034.63	94.93	2

Student Programs	Count	Percent
Dyslexia	100	4.62%
Gifted and Talented	287	13.26%
Regional Day School Program for the Deaf	11	0.51%
Section 504	147	6.79%
Special Education (SPED)	251	11.59%
Bilingual/ESL		
Emergent Bilingual (EB)	268	12.38%
Bilingual	0	0.00%
English as a Second Language (ESL)	231	10.67%
Alternative Methods for Bilingual Education	0	0.00%
Alternative Methods for ESL	23	1.06%
Title I Part A		
Schoolwide Program	2	0.09%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	48	2.22%
Neglected	0	0.00%

Demographics Strengths

Dulles High School prides itself on its rich diversity, which is one of our greatest strengths. Our student body is a vibrant tapestry of cultures, languages, and perspectives, creating an inclusive environment where every student feels valued and respected. This diversity enriches the educational experience, fostering a global mindset and preparing our students to thrive in an interconnected world. By celebrating our differences and promoting cultural awareness, we cultivate a community that is both welcoming and dynamic, encouraging students to learn from one another and grow into empathetic, well-rounded individuals.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Lack of progress for our students that receive services in our special programs

Root Cause: Lack of differentiated instructional strategies that make the learning more accessible

Student Learning

Student Learning Summary

Subject Totals	1	2	3	4	5	Total Exams
English Literature and Composition	2	3	19	36	33	93
Environmental Science	2	4	19	47	28	100
Human Geography			2	16	44	62
Macroeconomics	3	16	24	16	23	82
Physics 1		3	10	38	51	102
Physics 2		1	3	3	4	11
Physics C: Electricity and Magnetism		3	6	7	8	24
Physics C: Mechanics		1	11	11	14	37
Precalculus				2	99	101
Psychology	4	8	16	24	13	65
Research	1		5	2	4	12
Seminar	1	9	32	29	6	77
Spanish Language and Culture			10	13	17	40
Statistics	1	3	7	9	26	46
United States Government and Politics	2	9	29	37	40	117
United States History	1	19	47	84	49	200
World History: Modern		28	22	69	29	148

Algebra I

Did not meet	27%	
Approaches	46%	
Meets	16%	
Masters	11%	
total % passing	73%	

Biology

Did not meet	5%
Approaches	16%
Meets	41%
Masters	38%
total % passing	95%

English I

Did not meet	15%
Approaches	8%
Meets	41%
Masters	36%
total % passing	85%

English II

Did not meet	14%
Approaches	10%
Meets	58%
Masters	18%
total % passing	86%

US History

Did not meet	5%
Approaches	16%
Meets	20%
Masters	59%

Did not meet	5%
total % passing	95%

Student Learning Strengths

Our school has demonstrated commendable progress in academic performance, particularly in the subjects of Biology and English I. The increase in the overall percentage of students passing these subjects is a testament to the dedication and hard work of both our students and faculty. This achievement reflects the effectiveness of our teaching strategies and the commitment to fostering an environment where students can excel in their studies. Our educators have employed innovative teaching methods and provided targeted support to ensure that each student has the opportunity to succeed. This success not only highlights the academic capabilities of our students but also reinforces our school's mission to provide a high-quality education that prepares students for future academic and career endeavors.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: A 7% decrease in the total percentage of students passing the Algebra I EOC.

Root Cause: Monitoring and feedback processes

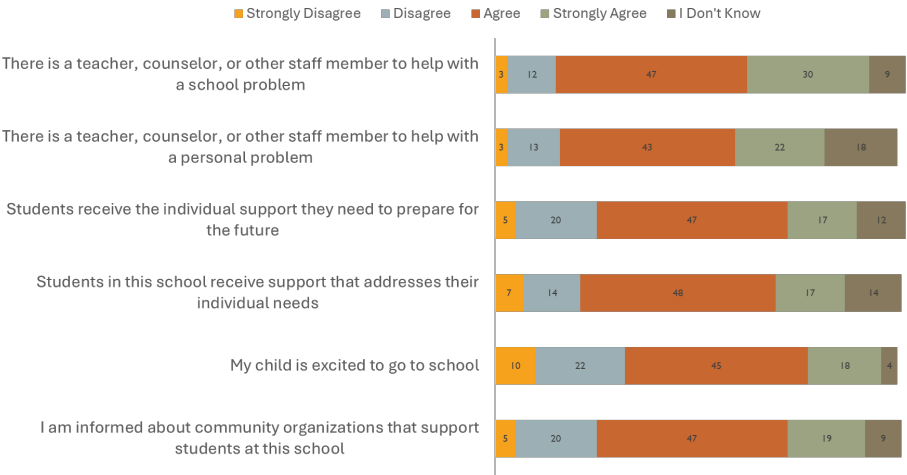
School Processes & Programs

School Processes & Programs Strengths

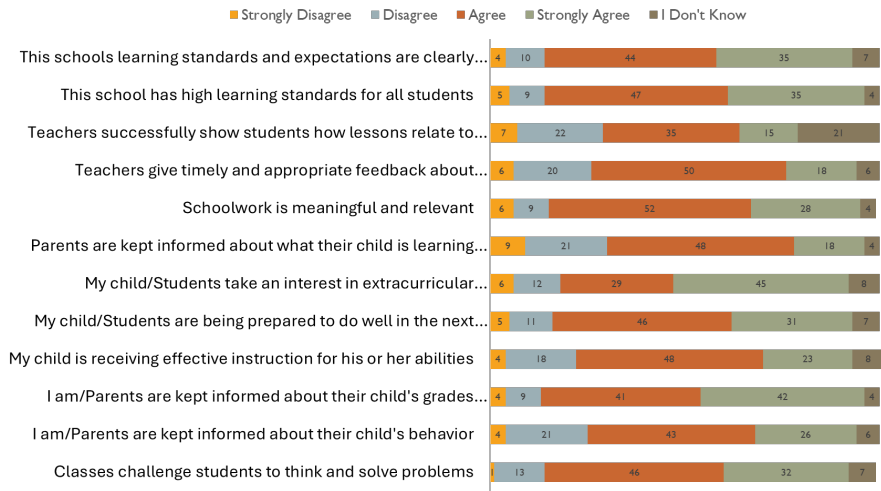
Our recent Classroom Walkthrough (CWT) data has revealed a notable increase in the implementation of AVID WICOR strategies across our classrooms. This indicates that our educators are effectively integrating Writing, Inquiry, Collaboration, Organization, and Reading into their teaching practices, which are core components of the AVID framework. The increased usage of these strategies suggests that our teachers are committed to fostering a more engaging and interactive learning environment that promotes critical thinking and prepares students for college readiness. By embedding these strategies into daily instruction, we are enhancing our students' ability to process information, work collaboratively, and develop essential skills that will serve them well beyond their school years.

Perceptions

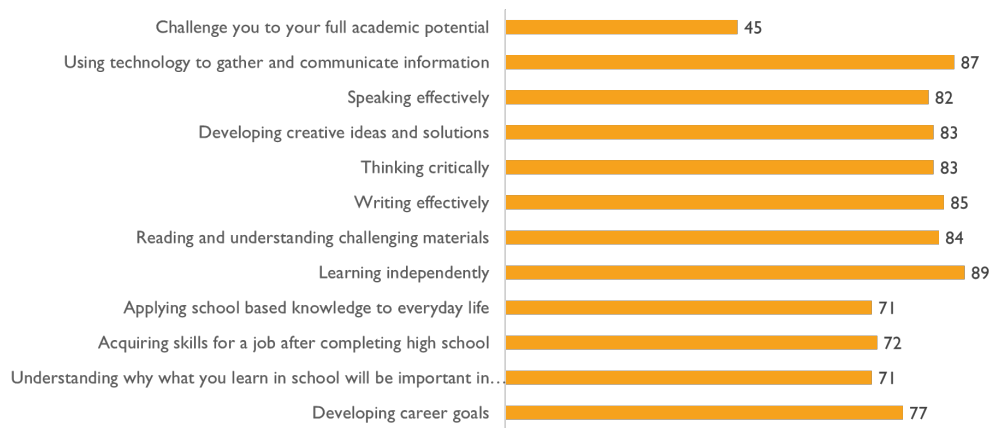
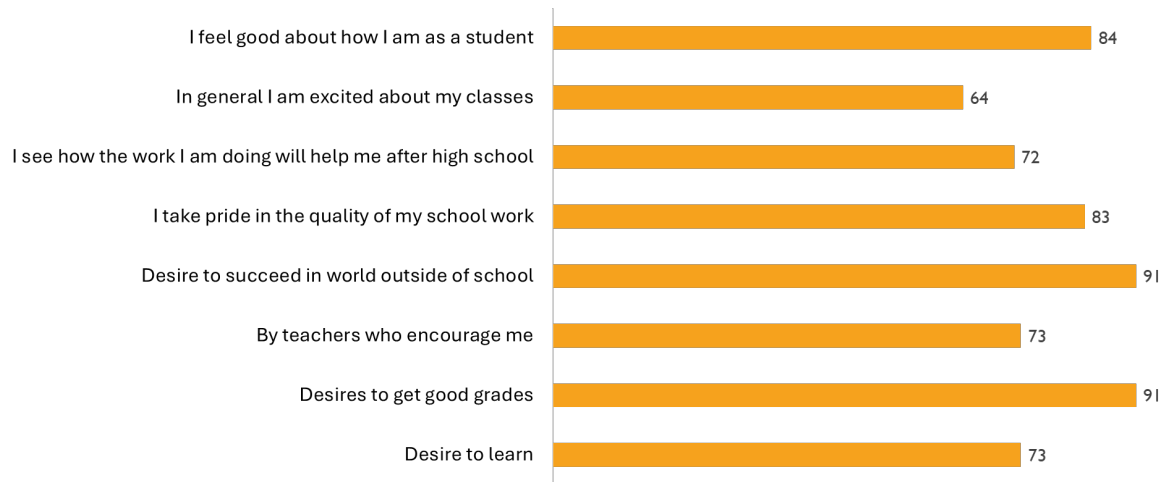
Perceptions Summary

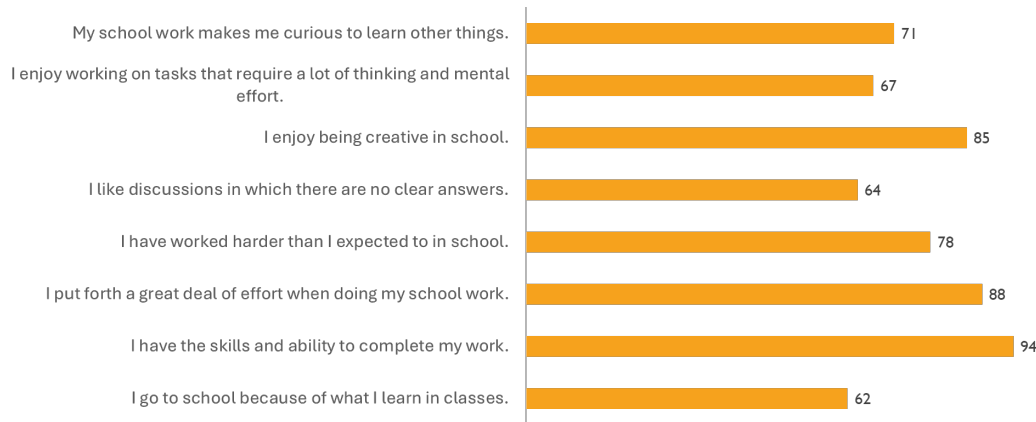


Parent Survey Data



Student Survey Data





Perceptions Strengths

Our students exhibit a commendable drive to excel in their academic pursuits, demonstrating a strong commitment to their studies and a genuine enthusiasm for learning. This intrinsic motivation not only propels them to achieve high standards but also fosters a positive self-image as they take pride in their academic accomplishments. Their eagerness to perform well is a testament to their dedication and resilience, qualities that are essential for their personal and educational growth. As a school, we are proud to support and nurture this desire, providing an environment that encourages and celebrates their academic achievements.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Our parents feel that communication regarding student progress/learning is not always timely

Root Cause: Campus staff assumptions that parents are sufficient at utilizing technology available like Skyward

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 CCMR goals
- Performance Objectives with summative review (prior year)
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments

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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- 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
- T-PSS data

Parent/Community Data




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







Goals

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

Performance Objective 1: By May 2026, 80% of all students that take NWEA MAP assessment will grow at least 1.5 years as indicated by NWEA MAP growth measures.

Evaluation Data Sources: MAP assessment (BOY, MOY, and EOY)

Strategy 1 Details	Reviews			
Strategy 1: Develop school wide PD that focuses on implementing PLC protocols that focus on the analysis of both formative and informal data tools. PLC's will focus on data, intervention and extension. Strategy's Expected Result/Impact: PLCs will increase the alignment of instructional models, student engagement, lesson rigor resulting in improved Tier 1 instruction. Staff Responsible for Monitoring: Campus administrators, PLC team leader, Guiding coalition, department heads.	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Administrators will conduct informal classroom observations and provide teachers with feedback specific to clarity, student engagement and monitoring and adjusting instruction. Strategy's Expected Result/Impact: Student engagement, student clarity and student ownership of learning will all improve. Staff Responsible for Monitoring: Administrators, team leaders, and department heads.	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 3 Details	Reviews			
Strategy 3: In PLC's teachers will create targeted instructional strategies to support EB students during tier 1 instruction. Strategy's Expected Result/Impact: 10% of EB students will move up at least one progress level on TELPAS. Staff Responsible for Monitoring: Administrators, EL department and PLC team leaders.	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			

Strategy 4 Details	Reviews			
Strategy 4: In PLC's teachers will create targeted instructional strategies to support GT students during tier 1 instruction to extend their learning and depth of knowledge on content objectives. Strategy's Expected Result/Impact: Students will successfully complete their GT projects and decrease students that waive their GT status. Staff Responsible for Monitoring: COG, Administrator, and department heads.	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 5 Details	Reviews			
Strategy 5: Dulles High School will create a modified bell schedule to allow 1.5 hours of school time intervention to target accelerated instruction for Algebra 1 and English 1. Strategy's Expected Result/Impact: Increase the number of students meeting grade level standards on EOC and showing growth on the MAP assessment. Staff Responsible for Monitoring: Administrators, Team leaders, math and ELA teachers.	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: By June of 2026, Dulles High School English 1 EOC will improve from 41% meets to 50% meeting standard, and math will improve from 16% of students meeting standard to 30% of students meeting standards.








Evaluation Data Sources: District learning assessments, MAP assessments, Unit Assessments and STAAR EOC Scores.

Strategy 1 Details	Reviews			
Strategy 1: During the 25-26 school year, all PD will will centered around teacher's learning about student engagement strategy, implementing tier 1 and tier 2 strategies in class and effective monitoring of student success in class. Strategy's Expected Result/Impact: Student feedback and student engagement will increase. Staff Responsible for Monitoring: campus administrators, team leaders, and department heads.	Formative			Summative
	Oct	Dec	Feb	June
	<div><div></div></div> <div>Some Progress</div>			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

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

Performance Objective 3: By June of 2026, Dulles High School improve from 76% CCMR readiness to 90%.

Evaluation Data Sources: AP scores, OnRamps completion, TSIA scores, SAT scores, Texas Bridge, Dual Credit, IBC and Military enlistment.

Strategy 1 Details	Reviews			
Strategy 1: Increase course offerings and enrollment in AP, Dual Credit and OnRamps courses. Strategy's Expected Result/Impact: More opportunities for students to successfully complete a college level course.	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Students who do not have not yet achieved college readiness, will be removed from off campus and office aide and be enrolled in Texas Bridge (if possible). Strategy's Expected Result/Impact: Increase the percentage of students successfully demonstrating college readiness.	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 3 Details	Reviews			
Strategy 3: Increase opportunities in English 3 and Algebra 2/Algebraic Reasoning classes to practice college readiness questions and strategies that are on the TSIA exam. Strategy's Expected Result/Impact: Improved results on the TSIA test.	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: Dulles High School will increase the overall satisfaction rate by 10% on the culture and climate survey by increasing a variety of opportunities for all stakeholders to attend campus events.





Evaluation Data Sources: Climate and Culture Survey

Strategy 1 Details	Reviews			
Strategy 1: Parent University and Coffee with the Principal Strategy's Expected Result/Impact: Improve parents understanding of campus procedures, expectations, culture and climate, along with their understanding of college, career and military readiness. Staff Responsible for Monitoring: CCRA, administrators, counselors and office staff.	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2 Details	Reviews			
Strategy 2: DHS counselors will create advisory lessons that will be implemented weekly that focus on addressing social and emotional learning. Strategy's Expected Result/Impact: Increase the percentage of students who feel like they are an important part of the school from 68% to 80%. Staff Responsible for Monitoring: Campus Staff	Formative			Summative
	Oct	Dec	Feb	June
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				

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

Performance Objective 1: By May 2026, Dulles High School, will demonstrate fiscal responsibility by implementing a transparent budgeting a transparent budgeting practice with all campus stake holders, ensuring all campus expenditures are aligned with the district strategic plan and campus priorities.

Evaluation Data Sources: Budget Reports

Strategy 1 Details	Reviews			
Strategy 1: Campus administrators and the EA will engage in regular budget reviews, no less than bi-weekly, and department heads monthly to collaborate planning to optimize resource allocation in support of campus needs. Strategy's Expected Result/Impact: There will be clarity of budget expectations of allotment and expenditures to ensure that all department heads are being fiscally responsible with their allocated funding. Staff Responsible for Monitoring: Campus Administrators (Principal) and executive assistant.	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2 Details	Reviews			
Strategy 2: Budget updates will be shared in CPAC, the Guiding Coalition and administrator meetings. Strategy's Expected Result/Impact: Transparency with stakeholders to ensure budget meets the needs of the campus. Staff Responsible for Monitoring: Administrators, department heads, CPAC.	Formative			Summative
	Oct	Dec	Feb	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Addendums

LOCATION	LOC_DESCR	DEPT_DESCR	POSN_DESCR	HEADCOUNT	LAST_NAME_SRCH	FIRST_NAME_SRCH	FTE	PROGRAM_CODE	DEPTID_CD	EMPL_STA	REPORTS_TO_DESCR
001 DULLES	DULLES HIGH	JOHN FOSTE	COOR CAMPUS ASSESSMENT	0.5	PIKE	ALLISON	1 24		001	A	PRINCIPAL HS
001 DULLES	DULLES HIGH	JOHN FOSTE	TEACHER HS MATH	0.14	NGUGI	PETER	1 24		001	A	PRINCIPAL HS
001 DULLES	DULLES HIGH	JOHN FOSTE	TEACHER HS FOREIGN LANG	0.14	MICHELS	DAYNA	1 24		001	A	PRINCIPAL HS
001 DULLES	DULLES HIGH	JOHN FOSTE	TEACHER HS SS/COACH	0.14	VORADAKIS	JAMES	1 24		001	A	PRINCIPAL HS
001 DULLES	DULLES HIGH	JOHN FOSTE	TEACHER ONLINE LEARNING/COACH	0.56	GUILLAUME	CARA	1 24		001	A	PRINCIPAL HS