

Fort Bend Independent School District

Dulles Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: C



Mission Statement

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

Campus: DE is a positive and supportive community centered around high expectations, continuous improvement, and servant leadership.

Vision

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

Campus: DE students and staff will grow every day.

Value Statement

1. FBISD will provide an educational system that will enable all students to reach their full potential.
2. FBISD will recruit, develop, and retain effective teachers.
3. FBISD will provide a supportive climate and a safe learning/working environment.
4. FBISD will provide and promote leadership development at all levels.
5. FBISD will be a collaborative, efficient, and effective learning community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The campus serves a diverse student population of 675 students, with a nearly balanced gender distribution: 51.41% female and 48.59% male. The ethnic and racial composition reflects a rich multicultural environment, with Hispanic-Latino students making up 27.41% of the population. The largest group is Black or African American students, comprising 36.74% of the student body. Asian students represent a significant portion at 20.89%, followed by White students at 6.96%, and students identifying as Two or More races at 6.07%. Smaller populations include American Indian or Alaskan Native students (1.78%) and Native Hawaiian or Pacific Islander students (0.15%). The diversity present within the Dulles Elementary student body, faculty, and families is one the is most significant strengths. The campus is focused on one consistent message of growth for all students. Dulles strives to uphold its mission of having a positive and supportive community centered around high expectations, continuous improvement, and servant leadership. Attendance fluctuated across the six-week periods, with a low of 89.3% and a high of 93.2%. Kindergarten had an average attendance rate of 91.6%. Grades 1 through 5 consistently maintained attendance rates above 94%, with Grades 4 and 5 reaching 94.8%, the highest among all grade levels.

School Population	Count	Percent
Student Total	675	100%
Early Education Grade	1	0.15%
Pre-Kindergarten Grade	58	8.59%
Kindergarten Grade	98	14.52%
1st Grade	88	13.04%
2nd Grade	92	13.63%
3rd Grade	113	16.74%
4th Grade	115	17.04%
5th Grade	110	16.30%

Student Demographics	Count	Percent
Gender		
Female	347	51.41%
Male	328	48.59%
Ethnicity		
Hispanic-Latino	185	27.41%
Race		
American Indian - Alaskan Native	12	1.78%
Asian	141	20.89%
Black - African American	248	36.74%
Native Hawaiian - Pacific Islander	1	0.15%
White	47	6.96%
Two-or-More	41	6.07%

Student Programs

	Count	Percent
Dyslexia	26	3.85%
Gifted and Talented	21	3.11%
Regional Day School Program for the Deaf	2	0.30%
Section 504	17	2.52%
Special Education (SPED)	119	17.63%
Bilingual/ESL		
Emergent Bilingual (EB)	147	21.78%
Bilingual	0	0.00%
English as a Second Language (ESL)	124	18.37%
Alternative Methods for Bilingual Education	0	0.00%
Alternative Methods for ESL	20	2.96%
Title I Part A		
Schoolwide Program	9	1.33%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	33	4.89%
Neglected	0	0.00%

Special Education Services

Primary Disabilities

	Count	Percent
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	7	5.88%
Auditory impairment	1	0.84%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	10	8.40%
Emotional disturbance	4	3.36%
Learning disability	33	27.73%
Speech impairment	22	18.49%
Autism	39	32.77%
Developmental delay	1	0.84%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	2	1.68%

Instructional Settings

Speech Therapy	21	17.65%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	4	3.36%
Resource Room	52	43.70%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	42	35.29%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

Student Indicators

	Count	Percent
At-Risk	190	28.15%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	31	4.59%
Intervention Indicator	163	24.15%
Migrant	0	0.00%
Military Connected	22	3.26%
Transfer In Students	0	0%
Unschool'd Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	476	70.52%
Free Meals	298	44.15%
Reduced-Price Meals	30	4.44%
Other Economic Disadvantage	148	21.93%
Homeless and Unaccompanied Youth		
Homeless Status Total	28	4.15%
Shelter	5	0.74%
Doubled Up	17	2.52%
Unsheltered	1	0.15%
Hotel/Motel	5	0.74%
Not Unaccompanied Youth	27	4.00%
Is Unaccompanied Youth	1	0.15%

Attendance Data

	1 - First six weeks		2 - Second six weeks		3 - Third six weeks		4 - Fourth six weeks		5 - Fifth six weeks		6 - Sixth six weeks		Total	
	PIA	Attendance Enrollment	PIA	Attendance Enrollment	PIA	Attendance Enrollment	PIA	Attendance Enrollment	PIA	Attendance Enrollment	PIA	Attendance Enrollment	PIA	Attendance Enrollment
Grade PK	93.2%	55	89.8%	61	89.3%	59	89.4%	59	92.9%	54	89.3%	50	90.6%	66
Grade KG	93.4%	95	91.6%	101	91.1%	98	90.0%	98	91.5%	100	92.5%	99	91.6%	108
Grade 01	95.4%	92	93.5%	93	93.7%	92	93.2%	93	95.6%	93	92.6%	91	94.0%	106
Grade 02	94.3%	94	93.0%	97	91.8%	92	91.5%	95	94.4%	93	92.3%	89	92.9%	103
Grade 03	96.1%	115	94.9%	118	93.9%	114	91.5%	111	95.0%	111	93.0%	108	94.1%	127
Grade 04	95.5%	116	95.4%	119	94.5%	115	93.2%	119	95.5%	118	93.3%	120	94.6%	128
Grade 05	95.3%	116	94.6%	117	95.3%	112	94.4%	116	94.7%	115	94.3%	115	94.8%	129
Total Students	95.0%	683	93.7%	706	93.3%	682	92.2%	691	94.4%	684	92.9%	672	93.6%	767

Demographics Strengths

Dulles Elementary (DE) includes a diverse mix of families from across the economic spectrum.

DE is ethnically diverse, with 19 different languages spoken at home.

DE has high staff retention.

Our students treat each other with respect and show kindness and care towards one another.

Our students respect, appreciate, and embrace different cultures.

An increase in the number of students identified as Gifted and Talented.

An increase in the number of students identified as potentially needing additional learning supports (special education/504).

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our average attendance rate for the year was 93.6%. Grades Pk, k and 2nd grade were below the campus average.

Root Cause: The daily attendance will vary based on inclement weather, medical appointments, parental attachment and student ages, and support structures/expectations at home.

Student Learning

Student Learning Summary

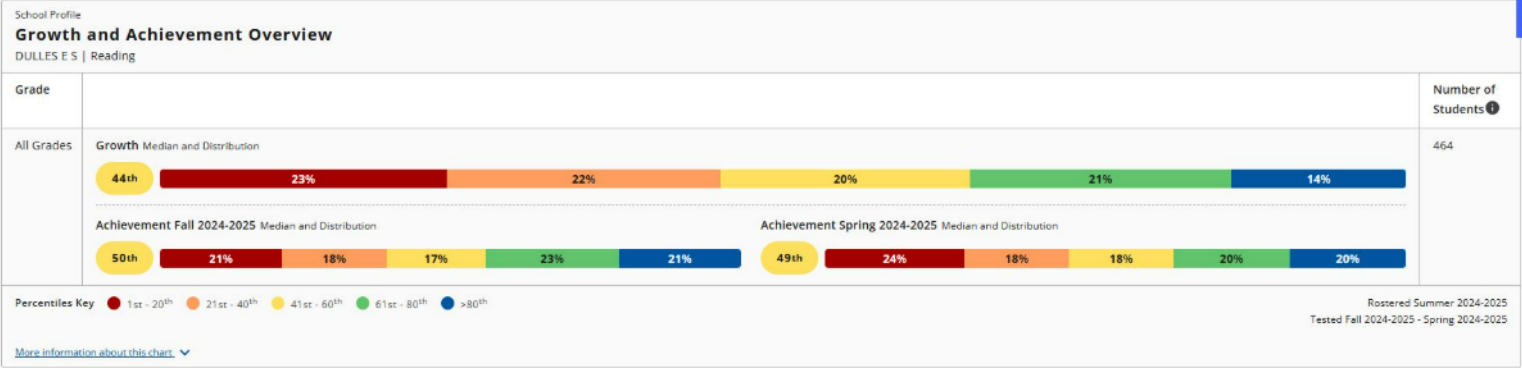
DE students showed growth in reading, math, and science according to the NWEA MAP data. With Tier 1 instruction, the implementation of small group instruction and DE intervention hour have contributed to student academic growth. Increased student achievement is the key focus for this upcoming school year. Based on campus Circle data in the area of phonological awareness 68.63% of students are on track, while 31.37% require additional support. In the area of math 86.27% of students are on track indicating strong performance. The NWEA Reading data from Fall 2024 to Spring 2025 reveals trends in student growth and achievement across grades 1 through 5. Grades 1-2 reveal at least 1.1 years growth. Grades 3-5 data revealed at least 0.8 years growth. The NWEA Math data from Fall 2024 to Spring 2025 reveals important trends in student growth and achievement across grades K through 5. Grades K-2 reveal at least 1.1 years growth. Grades 3-5 data revealed 0.7 years growth. Student achievement decreased in five of the six grade levels.

CIRCLE Data

	24-25 Circle EOY Eng									
	Total Students	Raw Score	Percent Score	Date Taken	Phonological Awareness Composite		Math Composite		Social Emotional	
					On Track	Needs Support	On Track	Needs Support	On Track	Needs Support
DULLES ELEMENTARY	51	0	0%		68.63%	31.37%	86.27%	11.76%	90.2%	9.8%
Economic Disadvantage	45	0	0%		68.89%	31.11%	88.89%	8.89%	93.33%	6.67%
American Indian/Alaskan Native	1	0	0%		100%	0%	100%	0%	100%	0%
Asian	12	0	0%		66.67%	33.33%	75%	16.67%	91.67%	8.33%
Black/African American	20	0	0%		55%	45%	85%	15%	95%	5%
Hispanic	12	0	0%		83.33%	16.67%	91.67%	8.33%	91.67%	8.33%
Two or More Races	5	0	0%		80%	20%	100%	0%	60%	40%
White	1	0	0%		100%	0%	100%	0%	100%	0%
Currently Emergent Bilingual	19	0	0%		73.68%	26.32%	84.21%	10.53%	94.74%	5.26%
Special Ed Indicator	2	0	0%		100%	0%	100%	0%	100%	0%

NWEAP Data - Reading

DULLES E S									
Language Arts: Reading									
Grade (Spring 2025)	Total Number of Growth Events‡	Comparison Periods							
		Fall 2024			Spring 2025			Growth	
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE
PK	0	**			**			**	
K	3	*			*			*	
1	82	155.1	11.3	49	167.9	14.2	46	13	1.1
2	71	169.5	17.8	47	178.1	16.9	31	9	1.2
3	100	183.4	19.2	46	192.1	22.0	42	9	0.9
4	110	193.7	19.0	42	198.6	19.8	36	5	0.9
5	99	206.5	17.4	67	211.3	17.2	67	5	0.8



Percentiles Key

1st - 20th

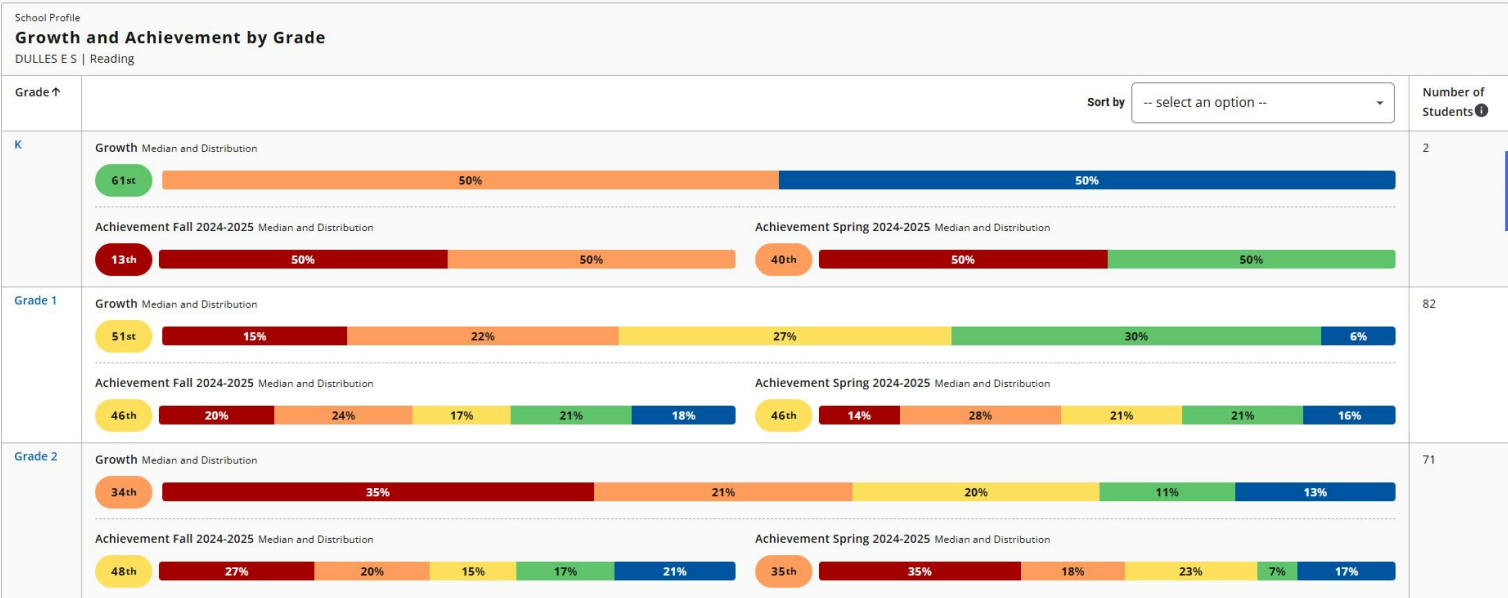
21st - 40th

41st - 60th

61st - 80th

>80th

Rostered Summer 2024-2025
Tested Fall 2024-2025 - Spring 2024-2025

[More information about this chart.](#)

Grade 1

Growth Median and Distribution

51st

15%

22%

27%

30%

6%

Achievement Fall 2024-2025 Median and Distribution

46th

20%

24%

17%

21%

18%

Achievement Spring 2024-2025 Median and Distribution

46th

14%

28%

21%

21%

16%

82

Grade 2

Growth Median and Distribution

34th

35%

21%

20%

11%

13%

Achievement Fall 2024-2025 Median and Distribution

48th

27%

20%

15%

17%

21%

Achievement Spring 2024-2025 Median and Distribution

35th

35%

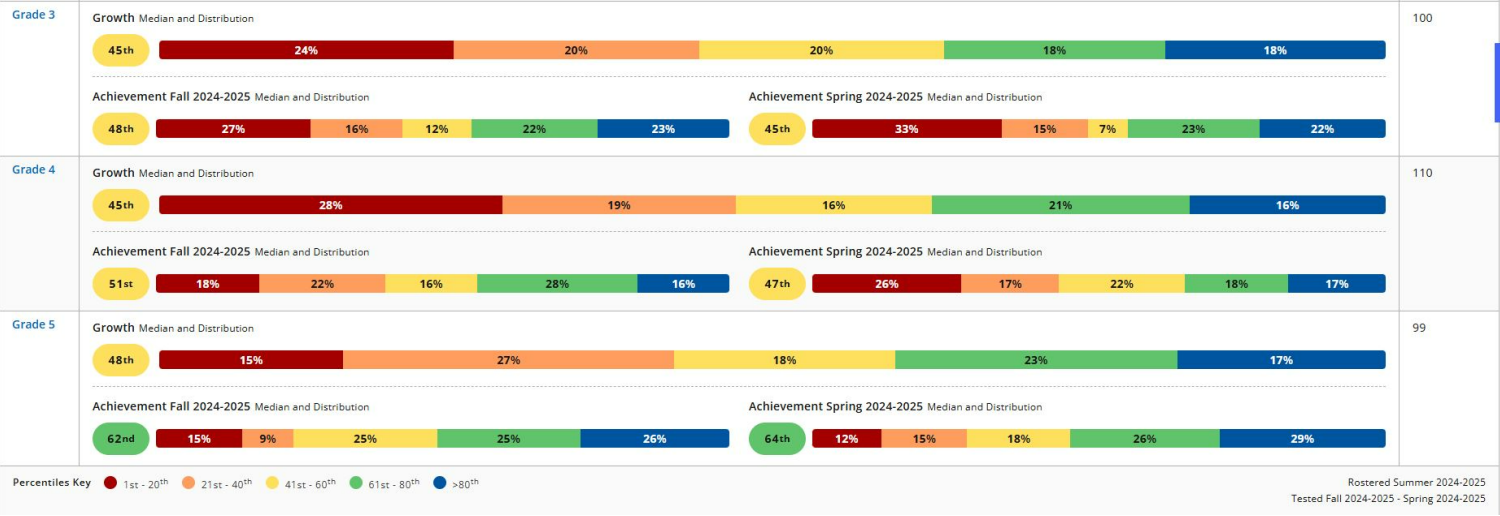
18%

23%

7%

17%

71

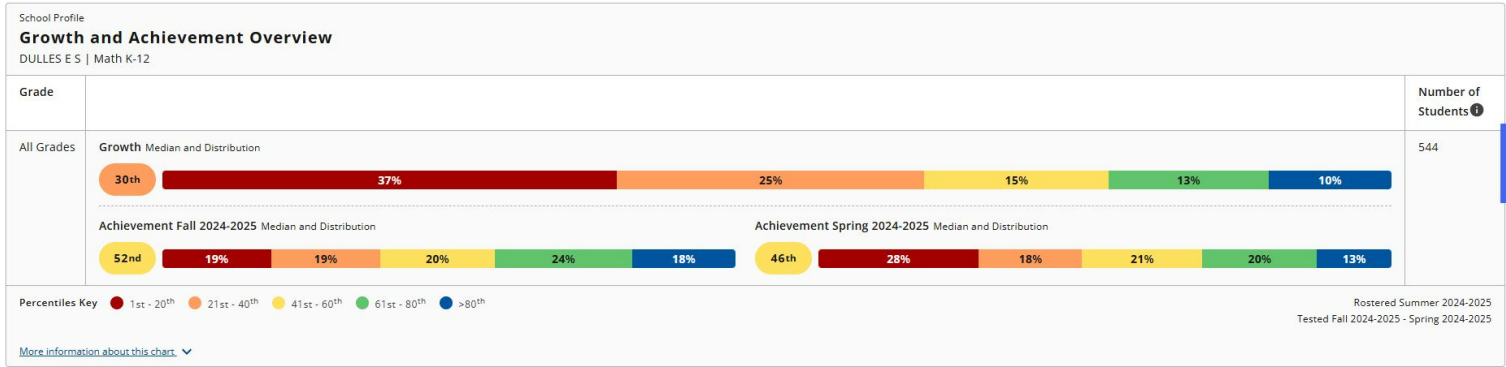


NWEA Math

DULLES E S

Math: Math K-12

		Comparison Periods							
		Fall 2024			Spring 2025			Growth	
Grade (Spring 2025)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE
PK	0	**			**			**	
K	77	144.9	11.9	72	158.6	12.6	47	14	1.1
1	81	157.5	11.7	36	170.8	15.1	20	13	1.2
2	81	168.6	16.7	25	181.1	17.8	16	13	1.1
3	100	182.4	16.9	41	195.3	20.1	30	13	0.8
4	111	195.6	16.9	46	204.6	19.8	30	9	0.7
5	101	209.1	16.3	67	215.2	18.4	48	6	0.7



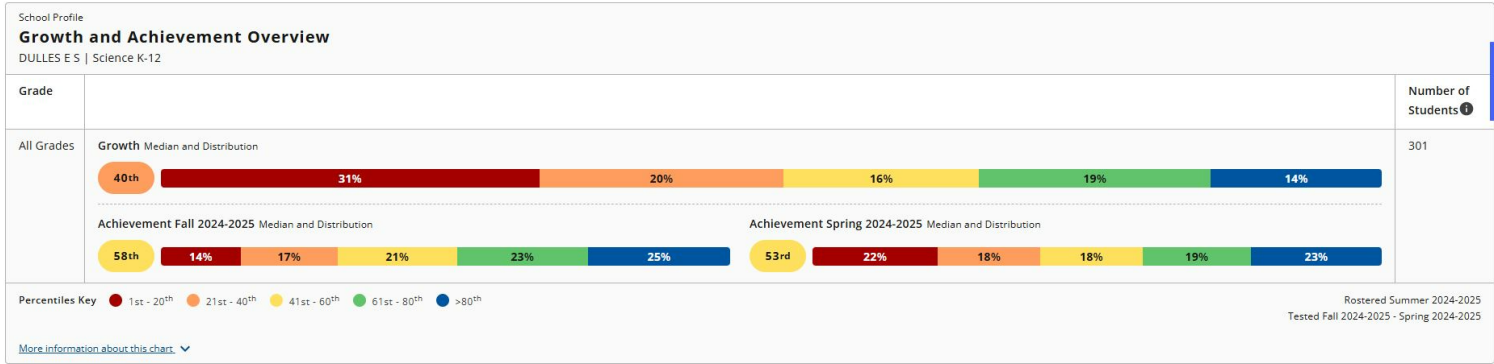
School Profile		
Growth and Achievement by Grade		
DULLES E S Math K-12		
Grade ↑	Sort by -- select an option --	Number of Students ⓘ
K	Growth Median and Distribution	70
	Achievement Fall 2024-2025 Median and Distribution	
	Achievement Spring 2024-2025 Median and Distribution	
Grade 1	Growth Median and Distribution	81
	Achievement Fall 2024-2025 Median and Distribution	
	Achievement Spring 2024-2025 Median and Distribution	
Grade 2	Growth Median and Distribution	81
	Achievement Fall 2024-2025 Median and Distribution	
	Achievement Spring 2024-2025 Median and Distribution	
Grade 3	Growth Median and Distribution	100
	Achievement Fall 2024-2025 Median and Distribution	
	Achievement Spring 2024-2025 Median and Distribution	
Grade 4	Growth Median and Distribution	111
	Achievement Fall 2024-2025 Median and Distribution	
	Achievement Spring 2024-2025 Median and Distribution	
Grade 5	Growth Median and Distribution	101
	Achievement Fall 2024-2025 Median and Distribution	
	Achievement Spring 2024-2025 Median and Distribution	
Percentiles Key 1st - 20th 21st - 40th 41st - 60th 61st - 80th >80th		
Rostered Summer 2024-2025 Tested Fall 2024-2025 - Spring 2024-2025		

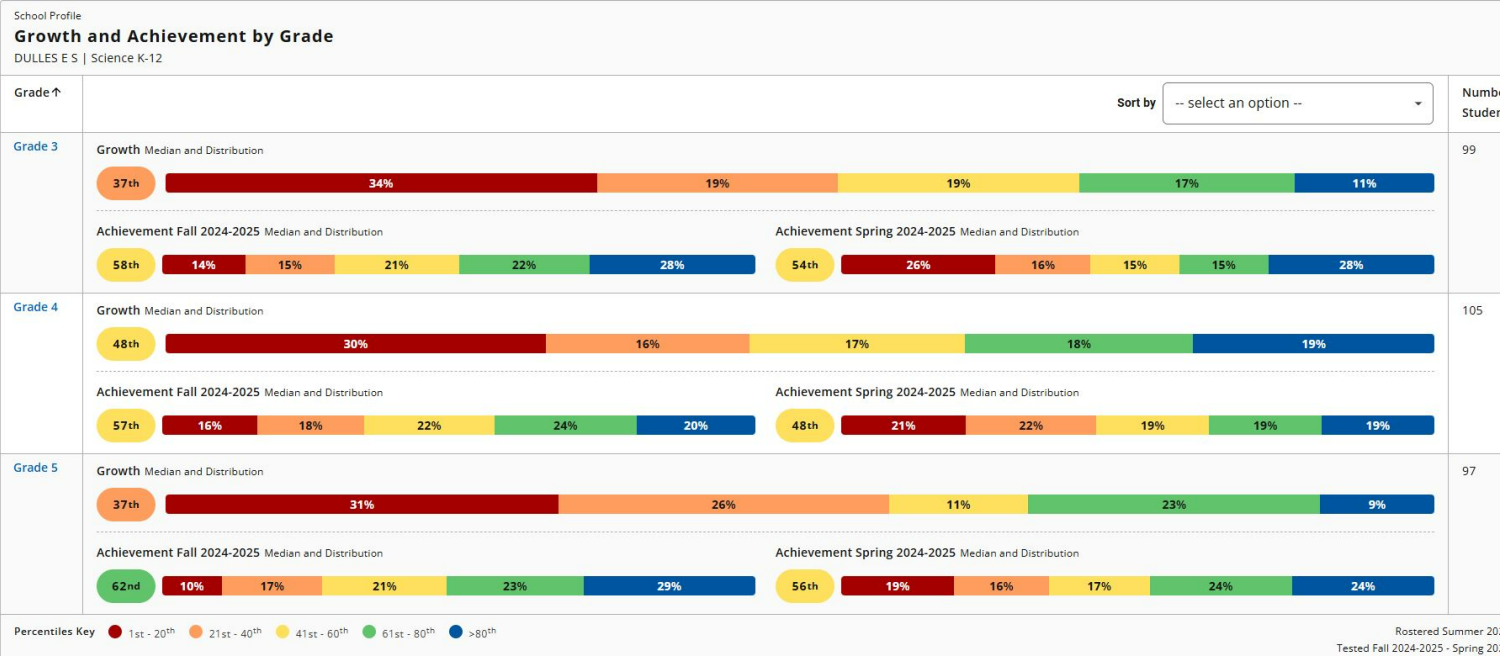
DULLES E S

Science: Science K-12

Grade (Spring 2025)	Total Number of Growth Events†	Comparison Periods							
		Fall 2024			Spring 2025			Growth	
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE
PK	0	**			**			**	
K	0	**			**			**	
1	0	**			**			**	
2	0	**			**			**	
3	99	190.4	13.8	71	193.6	16.1	46	3	0.9
4	105	194.6	13.7	50	199.5	14.7	46	5	0.8
5	97	204.4	12.6	74	207.7	13.0	58	3	0.7

DULLES E S





STAAR Unofficial Data: Preliminary data retrieved from On Data Suite. Official scores will be included here once released.

STAAR 3-8 Academic Performance All Administration for (079907112) - Dulles EL				
	23-24	24-25	23-24	24-25
Math				
Academic Readiness - Did Not Meet	154	133	43.50%	39.23%
Academic Readiness - Approaches	200	206	56.50%	60.77%
Academic Readiness - Meets	107	119	30.23%	35.10%
Academic Readiness - Masters	37	51	10.45%	15.04%
Total Tested (Non-Duplicate Count)	354	339	-	-
Reading				
Academic Readiness - Did Not Meet	100	91	28.17%	26.84%

STAAR 3-8 Academic Performance All Administration for (079907112) - Dulles EL

Academic Readiness - Approaches	255	248	71.83%	73.16%
Academic Readiness - Meets	142	154	40.00%	45.43%
Academic Readiness - Masters	68	72	19.15%	21.24%
Total Tested (Non-Duplicate Count)	355	339	-	-
Science				
Academic Readiness - Did Not Meet	92	63	69.17%	55.26%
Academic Readiness - Approaches	41	51	30.83%	44.74%
Academic Readiness - Meets	15	15	11.28%	13.16%
Academic Readiness - Masters	4	5	3.01%	4.39%
Total Tested (Non-Duplicate Count)	133	114	-	-

Student Learning Strengths

Teachers implemented small group instruction.

NWEA MAP data show increase in percentage of students scoring at or above the 60th percentile in reading , math, and science from BOY to EOY.

Increase GT student percentage.

IXL and Dreambox online math programs were additional resources

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Multiple EOY data sources including NWEA, DLAs, and STAAR show a need to build teacher in instructional strategies to support and grow all student demographics.

Root Cause: Teachers need additional content supports to build learner experiences in Tier 1 instruction to reach all learners.

Problem Statement 2: There is a need to increase student achievement in the meets and masters on the universal screener NWEA MAP and STAAR. We also need to emphasize reading and math fluency in grades K-2.

Root Cause: Students transitioning from year to year, rigor of Tier 1 instruction, gaps in foundational skills. We need a focus on consistent resources, systems and structures for math and reading fluency.

Problem Statement 3: DE has received a federal identification label of additional targeted support for the African American subpopulation.

Root Cause: Students transitioning from year to year, rigor of Tier 1 instruction, gaps in foundational skills. Teachers need additional content supports to build learner experiences in Tier 1 instruction to reach all learners.

School Processes & Programs

School Processes & Programs Summary

Professional Development: All K-5 teachers participated in ongoing content specific learning. We continued to work on professional growth using data to plan for small groups and intervention, creating CFA's, and analyzing Interim assessment data to drive instruction.

Communication: Communication with parents and staff via newsletters through S'more, Skyward communication, Blackboard, Dojo, and Friday Folder.

Extra curricular: Our afterschool clubs include Viking Instrument Squad, Art Club, Coding Club, Student Council, Math Club, UIL Storytelling, Girl Power, Running Club, Cooking Club, Little MD Club, Sci Now Club, Chess Club, Little Viking Cheer Squad, and Choir.

Support Services: Students from DHS supported weekly Math tutorials. Teachers participated in weekly tutorials to support math, reading, and science.

Technology Integration: We have prioritized using district technology programs such as Typing.com, and Dreambox. The campus purchased IXL to support reading and math, in addition to Lone Star Learning.

PBIS Celebrations: Students earn campus dollars to shop at the school store where they can purchase toys, snacks, etc.

Scheduling: Each grade level had an assigned class that participated in Innovation Hour.

School Processes & Programs Strengths

Professional Development is ongoing, focusing on continuous improvement and building teacher capacity.

Parents receive the Parent Newsletter weekly and Grade Level Newsletters monthly.

Students enjoy our variety of clubs, which provide the opportunity to excel in extracurricular areas and develop a sense of self.

Additional technology supports allow teachers to differentiate learning and provide new pathways to growth.

PBIS celebrations incentivize positive behavior and reward students who make good choices.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers require enhanced planning support and targeted professional development to effectively design and implement intentional learning experiences during Tier 1 instruction and designated intervention periods.

Root Cause: Not all teachers are familiar with accessing and using the district curriculum platform Schoology and its resources effectively. Teachers are not maximizing planning time to review content, create learner experiences, and collaborate as teams.

Problem Statement 2: Teachers are not adjusting their mindset to the demands and rigor of content instruction needed to support all demographics of students.

Root Cause: Students transitioning from year to year, rigor of Tier 1 instruction, missing instruction, and gaps in foundational skills.

Perceptions

Perceptions Summary

At Dulles we provide a staff survey quarterly so the administration is kept informed about the culture and climate of the campus and ways to best support the campus. We also provide a PBIS Survey quarterly to gauge the effectiveness of behavioral interventions. We have multiple volunteer opportunities to engage the community such as PTO meetings, spirit nights, fundraisers, donations, and after-school events. Improvement in culture and climate has helped us retain more staff than in previous years.

- 88% of our parents rate the overall quality of Dulles as excellent and good
- 91% of our parents feel that their child is receiving effective instruction for his or her ability
- 85% of parents feel they are kept informed about their child's grades and academic progress
- 86% of parents feel the campus has high learning expectations
- 89% state they child is excited to come to school

Perceptions Strengths

Community and parent involvement has a strong presence on the campus by way of library volunteers, classroom volunteers, school beautification projects, special events, etc.

Both parent and staff surveys report positive perceptions of DE relating to high learning expectations, instruction, student excitement to come to school and overall quality of the campus.

Staff members and parents rate all aspects of family involvement above 81% in all areas on survey.

Parents and businesses are encouraged to visit and volunteer at DE, resulting in increased partnerships.

As of the end of the school year, only two teachers are not returning to DE next year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Many higher income families who live in the Dulles Elementary zone are choosing private schools.

Root Cause: Parents receive negative messaging from the media about public schools that deter them from enrolling their students at DE.

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR 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
- Observation Survey results

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
- Special education/non-special education population including discipline, progress and participation 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
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data
- T-P ESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: By June 2026, DE will increase the effectiveness of literacy instruction by strengthening Tier 1 instructional practices and implementing targeted interventions as evidenced by 60 % of students showing 1 year growth or above on NWEA MAP Reading from BOY to EOY.

High Priority

HB3 Goal

Evaluation Data Sources: Formative Indicators of Success:

Observation and Feedback walkthroughs
NWEA MAP Growth Reports (BOY, MOY, EOY)
District CFAs

Summative Indicators of Success:
STAAR Reading
STAAR MATH
STAAR Science
NWEA MAP (Fall to Spring yearly growth)

Strategy 1 Details	Reviews			
Strategy 1: DE will utilize Schoology and NWEA MAP resources during content planning and in PLTs weekly to intentionally plan aligned and rigorous learner experiences for Tier 1 instruction. Strategy's Expected Result/Impact: Aligned between PLT and classroom instruction Instruction aligned to the curriculum Learning activities/experiences aligned to the rigor and appropriate depth of knowledge levels Staff Responsible for Monitoring: Administration, Instructional Leadership Team, Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			

Strategy 2 Details		Reviews			
Strategy 2: DE teachers will plan and implement daily interventions and enrichment lessons to close gaps and accelerate instruction for all student subgroups including EB, Sped, 504, ESL, GT. The African American subpopulation will receive additional targeted supports. Strategy's Expected Result/Impact: Differentiated instruction to address all subgroups Small group instruction Small group instructional trackers Accelerated instruction lesson plans Student engagement Staff Responsible for Monitoring: Administration, Instructional Leadership Team, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy		Formative			Summative
		Oct	Dec	Feb	June
		 Some Progress			
Strategy 3 Details		Reviews			
Strategy 3: DE students and teachers will use checklists, learning progressions, and feedback protocols to increase student ownership of learning and increase mastery of standards. Strategy's Expected Result/Impact: Student ownership tools Academic student talk Teacher to student feedback Student to Student feedback Student engagement Staff Responsible for Monitoring: Administrative Team, Instructional Leadership Team, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy		Formative			Summative
		Oct	Dec	Feb	June
		 Some Progress			

Strategy 4 Details	Reviews			
Strategy 4: Teachers will utilize assessment supports embedded in curriculum and Eduphoria to track specific skills, create checkpoints, assessments and exit tickets to assess student learning in literacy. Strategy's Expected Result/Impact: Instructional alignment to rigor of standards Learning activities/assessments aligned to rigor of standards Data driven instructional practices Staff Responsible for Monitoring: Administration, Instructional Leadership Team, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 5 Details	Reviews			
Strategy 5: DE teachers and instructional leadership team will meet for PLT at least twice monthly to analyze student data and performance of all subpopulations including African American, to progress monitor and to internalize opportunities for best instructional practices based on individual student needs. Strategy's Expected Result/Impact: PLT Agendas - Consistent meetings with targeted agendas Improvement in instructional delivery Student show growth on STAAR and NWEA MAP Growth Staff Responsible for Monitoring: Administration Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: By June 2026, DE will increase the effectiveness of math instruction by strengthening Tier 1 instructional practices and implementing targeted interventions as evidenced by 50% of students showing 1 year growth or above on NWEA MAP Math from BOY to EOY.

- High Priority**
- HB3 Goal**
- Evaluation Data Sources:** Formative Indicators of Success:

Observation and Feedback walkthroughs
NWEA MAP Growth Reports (BOY, MOY, EOY)
District CFAs

Summative Indicators of Success:
STAAR Reading
STAAR MATH
STAAR Science
NWEA MAP (Fall to Spring yearly growth)

Strategy 1 Details		Reviews			
Strategy 1: DE will utilize Schoology and NWEA MAP resources during content planning and in PLCs weekly to intentionally plan aligned and rigorous learner experiences for Tier 1 instruction. Strategy's Expected Result/Impact: Aligned between PLC and classroom instruction Instruction aligned to the curriculum Learning activities/experiences aligned to the rigor and appropriate depth of knowledge levels Staff Responsible for Monitoring: Administration, Instructional Leadership Team, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy		Formative			Summative
		Oct	Dec	Feb	June
		Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: DE will engage in professional development focused on math instructional strategies and district curriculum resources to plan aligned and rigorous learner experiences for Tier 1 instruction. Strategy's Expected Result/Impact: Aligned between PLC and classroom instruction Instruction aligned to the curriculum Learning activities/experiences aligned to the rigor and appropriate depth of knowledge levels Staff Responsible for Monitoring: Administration, Instructional Leadership Team, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 3 Details	Reviews			
Strategy 3: DE teachers will plan and implement daily interventions and enrichment lessons to close gaps and accelerate instruction for all student subpopulations (EB, Sped, 504, ESL, GT, African American). Strategy's Expected Result/Impact: Differentiated instruction to address all subgroups Small group instruction Small group instructional trackers Accelerated instruction lesson plans Student engagement Staff Responsible for Monitoring: Administration, Instructional Leadership Team, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			

Strategy 4 Details	Reviews			
Strategy 4: DE students and teachers will use checklists, learning progressions, and feedback protocols to increase student ownership of learning to show mastery of standards. Strategy's Expected Result/Impact: Student ownership tools Academic student talk Teacher to student feedback Student to Student feedback Student engagement Staff Responsible for Monitoring: Administrative Team, Instructional Leadership Team, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: By June 2026, Dulles Elementary will increase the percentage of students in grades 3-5 achieving meets and masters on the STAAR reading assessment from 59% to 64%, as measured by the 2025-2026 STAAR results.

High Priority

HB3 Goal

Evaluation Data Sources: Formative Indicators of Success:

Observation and Feedback walkthroughs
NWEA MAP Growth Reports (BOY, MOY, EOY)
District CFAs

Summative Indicators of Success:
STAAR Math

Strategy 1 Details	Reviews			
Strategy 1: DE will utilize Schoology and NWEA MAP resources during content planning and in PLTs to intentionally plan aligned and rigorous learner experiences for Tier 1 instruction. Strategy's Expected Result/Impact: Aligned between PLT and classroom instruction Instruction aligned to the curriculum Learning activities/experiences aligned to the rigor and appropriate depth of knowledge levels Staff Responsible for Monitoring: Administration, Instructional Leadership Team, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			

Strategy 2 Details		Reviews			
Strategy 2: DE will use formative assessments to monitor progress and adjust instruction in real time through targeted interventions or enrichment lessons, and small group differentiated instruction. Strategy's Expected Result/Impact: Differentiated instruction to address all subgroups Small group instruction Small group instructional trackers Accelerated instruction lesson plans Student engagement Staff Responsible for Monitoring: Administration, Instructional Leadership Team, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy		Formative			Summative
		Oct	Dec	Feb	June
		 Some Progress			
Strategy 3 Details		Reviews			
Strategy 3: Teachers will utilize assessment supports embedded in curriculum and Eduphoria to track specific skills, create checkpoints, assessments or exit tickets to assess student learning in math. Strategy's Expected Result/Impact: Instructional alignment to rigor of standards Learning activities/assessments aligned to rigor of standards Data driven instructional practices Staff Responsible for Monitoring: Administration, Instructional Leadership Team, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy		Formative			Summative
		Oct	Dec	Feb	June
		 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue					

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

Performance Objective 4: By June 2026, Dulles Elementary will increase the percentage of students in grades 3-5 achieving meets and masters on the STAAR math assessment from 42% to 47%, as measured by the 2025-2026 STAAR results.

High Priority

HB3 Goal

Evaluation Data Sources: Formative Indicators of Success:

Observation and Feedback walkthroughs
NWEA MAP Growth Reports (BOY, MOY, EOY)
District CFAs

Summative Indicators of Success:
STAAR Reading

Strategy 1 Details		Reviews			
Strategy 1: DE teachers will plan and implement daily interventions and enrichment lessons to close gaps and accelerate instruction for all student subgroups (EB, SPED, 504, ESL, GT, African American). Strategy's Expected Result/Impact: Differentiated instruction to address all subgroups Small group instruction Small group instructional trackers Accelerated instruction lesson plans Student engagement Staff Responsible for Monitoring: Administration, Instructional Leadership Team, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy		Formative			Summative
		Oct	Dec	Feb	June
		 Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: DE students and teachers will use checklists, learning progressions, and feedback protocols to increase student ownership of learning to show mastery of standards. Strategy's Expected Result/Impact: Student ownership tools Academic student talk Teacher to student feedback Student to Student feedback Student engagement Staff Responsible for Monitoring: Administrative Team, Instructional Leadership Team, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 3 Details	Reviews			
Strategy 3: DE teachers will use the Data Analysis Protocol during PLT to track student performance and determine appropriate instructional grouping, with explicit action items for small group instruction. Strategy's Expected Result/Impact: Alignment between PLT and classroom instruction Instruction aligned to the curriculum Learning activities/experiences aligned to the rigor and appropriate depth of knowledge levels Staff Responsible for Monitoring: Administration, Instructional Leadership Team, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 4 Details	Reviews			
Strategy 4: DE Administration will monitor implementation and fidelity of determined action items from PLT, including the Data Analysis Protocol, Viking Time Planning Guide, and Small Group Planning Guide. Strategy's Expected Result/Impact: Alignment between PLT and classroom instruction Instruction aligned to the curriculum Learning activities/experiences aligned to the rigor and appropriate depth of knowledge levels Improvement in instructional delivery Students show growth on STAAR and NWEA MAP Growth Staff Responsible for Monitoring: DE Administration, ILT Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			

Strategy 5 Details		Reviews			
Strategy 5: DE special education teachers will meet for PLT at least twice monthly to analyze student data and performance aligned with IEPs, progress monitoring, and internalization opportunities for best instructional practices. Strategy's Expected Result/Impact: PLT Agendas - Consistent meetings with targeted agendas Improvement in instructional delivery Students show growth on STAAR and NWEA MAP Growth Staff Responsible for Monitoring: Administration Special Education Teachers TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Oct	Dec	Feb	June
		 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue					

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

Performance Objective 1: By June 2026, Dulles Elementary will increase parental outreach to improve attendance from 93.6% to 95.0% as evidenced through the indicators of success.

Evaluation Data Sources: Formative
Attendance Data Reports BOY to MOY

Summative
Attendance Data reports BOY to EOY

Strategy 1 Details	Reviews			
Strategy 1: DE will utilize the attendance committee to conduct family engagement initiatives, outreach for chronically absent students, and create a recognition system for consistent attendance. Strategy's Expected Result/Impact: Formative Increased attendance each weekly Increase in attendance BOY to MOY Summative Increase in attendance BOY to EOY Increased EOY attendance by 2% from 2024-25 school year Staff Responsible for Monitoring: Administration, ADA, Attendance Committee ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
	Some Progress			
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 2: By June 2026, Dulles Elementary will improve student behavior by implementing student ownership of behavior practices, PBIS, student-centered activities, and other behavior supports as evidenced through 5% decrease in discipline infractions.

Evaluation Data Sources: Formative Indicators of Success:

- 10% decrease in PBIS discipline data from BOY to MOY
- 100% of classrooms will have a co-created respect agreement
- 100% classroom utilizing PBIS classroom matrix
- PBIS school and classroom behavior management systems in use as observed during observational feedback walkthroughs.

Summative Indicators of Success:

- From MOY TO EOY there will be a 5% decrease in PBIS discipline date from the prior school year.
- From MOY TO EOY student engagement will increase by 10% as measured by the Student Engagement Survey Data.

Strategy 1 Details	Reviews			
Strategy 1: DE will provide ongoing professional development to strengthen PBIS intervention expectations prior to referrals. Strategy's Expected Result/Impact: Formative Indicators of Success: 10% decrease in PBIS discipline referrals in Skyward from BOY to MOY 100% of classrooms will have a co-created respect agreement 100% classroom utilizing PBIS classroom matrix PBIS school and classroom behavior management systems in use as observed during observational feedback walkthroughs. Summative Indicators of Success: 10% decrease in PBIS discipline referrals in Skyward from BOY to EOY From MOY TO EOY there will be a 5% decrease in PBIS discipline date from the prior school year. From MOY TO EOY student engagement will increase by 10% as measured by the Student Engagement Survey Data. Staff Responsible for Monitoring: Administration, PBIS Team, Teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Students will engage in student-centered activities during and/or after-school through music, PE - health/ wellness, art, and interactive field trip experiences to support building content learning connections and increase student ownership of behavior practices. Strategy's Expected Result/Impact: Formative Indicators of Success: 10% decrease in PBIS discipline referrals in Skyward from BOY to MOY 80% of classrooms with students engaging in one or more activities Increase in parent satisfaction of student engagement opportunities Summative Indicators of Success: 10% decrease in PBIS discipline referrals in Skyward from BOY to EOY 100% of classrooms with students engaging in one or more activities Increase in parent satisfaction of student engagement opportunities Increase in student participation in activities from BOY to EOY Staff Responsible for Monitoring: Administrative Team ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 3 Details	Reviews			
Strategy 3: DE will utilize PBIS incentives such as Dulles Dollars, PBIS store, Student of the Month, and Behavior Incentive Parties to improve student behavior, resulting in a safe and secure learning environment. Strategy's Expected Result/Impact: Formative Indicators of Success: 10% decrease in PBIS discipline referrals in Skyward from BOY to MOY 80% of classrooms with students engaging in one or more activities Increase in parent satisfaction of student engagement opportunities Summative Indicators of Success: 10% decrease in PBIS discipline referrals in Skyward from BOY to EOY 100% of classrooms with students engaging in one or more activities Increase in parent satisfaction of student engagement opportunities Increase in student participation in activities from BOY to EOY Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 3: By June 2026, DE will implement consistent communication protocols with all stakeholders as evidence by a 5% increase on our parent survey.

- Evaluation Data Sources:** Formative

Increase in the number of parents participating in campus BOY survey compared to district EOY 2025 survey

2% increase in parent satisfaction with communication
- Summative

Increase in the number of parents participating in campus EOY survey compared to district EOY 2025 survey

5% increase in parent satisfaction with communication on EOY district survey

Strategy 1 Details	Reviews			
Strategy 1: DE Teachers will use Class Dojo to send weekly communication to consistently engage parents with updates on student grades, academic progress, and classroom activities. Strategy's Expected Result/Impact: Formative Increase in the number of parents participating in campus BOY survey compared to district EOY 2025 survey 2% increase in parent satisfaction with communication Summative Increase in the number of parents participating in campus EOY survey compared to district EOY 2025 survey 5% increase in parent satisfaction with communication on EOY district survey Staff Responsible for Monitoring: Teachers, Administration ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: DE will maintain two-way channels of communication with all stakeholders using Dojo, Smore, Skyward, and district approved social platforms. Strategy's Expected Result/Impact: Formative Increase in the number of parents participating in campus BOY survey compared to district EOY 2025 survey 2% increase in parent satisfaction with communication Summative Increase in the number of parents participating in campus EOY survey compared to district EOY 2025 survey 5% increase in parent satisfaction with communication on EOY district survey Staff Responsible for Monitoring: Teachers, Administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 June 2026, Dulles will demonstrate fiscal responsibility by implementing budgeting practices and ensuring all campuses expenditures align with the district's strategic plan and campus priorities.

Evaluation Data Sources: Campus Expenditure Budget

Strategy 1 Details	Reviews			
Strategy 1: DE will hold regular budget reviews and collaborative planning to optimize resource allocation in support of campus needs. Strategy's Expected Result/Impact: Equity in campus spending based on campus needs Staff Responsible for Monitoring: Administration, Executive Assistance ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Dec	Feb	June
	Some Progress			
No Progress Accomplished Continue/Modify Discontinue				