

Fort Bend Independent School District

Dulles Middle School

2025-2026 Campus Improvement Plan

Accountability Rating: A

Distinction Designation

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Mission Statement

MISSION

Dulles Middle School embraces a diverse community of learners and promotes a positive partnership among its students and staff through meaningful experiences to become caring individuals and responsible citizens.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Parent & Family Engagement Policy

At Dulles Middle School, we believe that strong partnerships between home and school are essential to every student's success. We are committed to engaging families through meaningful dialogue, transparent communication, and inclusive practices that support student achievement and growth.

Policy Involvement

- Host an annual Fall Open House to review our Parent & Family Engagement Policy, highlight key goals, and share school performance data and vision.
- Conduct monthly "Chats with the Principal", providing families with direct opportunities for engagement and feedback.
- Encourage parents to stay connected via Skyward, request conferences, and participate in school activities such as fine arts showcases, sporting events, and parent education workshops.

Communication Channels

We keep families informed through:

- School Handbook & Newsletters
- School Website & Marquee
- Social Media (Twitter)
- Parent-Teacher Conferences & ARD/504 Meetings
- Text and call alerts

- New Student Orientation
- Open House & Family Events
- Report Cards, Benchmark Tests, Snapshot Assessments
- Parent University workshops and resources

Building Capacity for Involvement

To deepen parent-school collaboration and foster academic success:

- We offer support in understanding TEKS, STAAR, and local assessments, empowering families to track and support student progress.
- We provide training in digital tools (Schoology, Skyward) that strengthen parent engagement.
- We build staff capacity to partner with families—emphasizing mutual respect, shared responsibility, and the value of family contributions

Inclusive Communication & Parent Support

Dulles Middle School is committed to ensuring all families receive important information about school programs, meetings, and events in a format—and whenever possible, in a language—they can understand.

We actively support parent engagement through Wraparound Services, offering coordinated programs that foster meaningful partnerships regardless of a family's language, mobility, or access needs. Every parent is a vital part of our learning community.

When specific needs arise, we provide tailored support to help families better understand the academic process and their child's progress. This includes:

- Translating school documents into parents' primary languages
- Providing interpreters at key events, schoolwide meetings, and conferences
- Offering personalized guidance to build stronger connections between home and school

Together, we create a welcoming and inclusive environment that empowers every family to be involved in their child's education.

Demographics

Demographics Summary

Demographics

Special Education Growth

The percentage of students identified for Special Education services has steadily increased from **12% in 2022** to **20% in 2025**, signaling a need to strengthen inclusive practices and support systems for diverse learners.

Chronic Absenteeism

Chronic absences have stabilized at a high of **15%**, which is:

7% higher than last year

15% above pre-COVID levels This trend requires ongoing efforts to promote attendance awareness and parent outreach.

STAAR vs. Classroom Performance Discrepancy

Across grade levels, student performance on **STAAR Math** reflects a concerning disconnect:

Many students are passing their **classes**, but not meeting **STAAR expectations**

Suggests a need to recalibrate alignment between classroom instruction and STAAR rigor

Economically Disadvantaged Trends

While the percentage of economically disadvantaged students **slightly decreased** to **55% (from 56%)**, the overall growth over five years is significant—**up 18%**, requiring targeted support to address equity gaps.

Student Retention & GT Identification

2 students were retained last year

27 GT students were identified, down from **29 the previous year** and **37 the year before that** This decreasing trend may indicate a need to revisit identification criteria and outreach strategies for gifted programs.

Attendance Concerns The number of students with **10 or more absences** in 2024–2025 remains a critical metric and an area for

strategic intervention.

Total Enrollment by Race/Ethnicity												
	2013	2014	2015	2016	2017	2018	2019	2021	2022	2023	2024	2025
African Am	25%	22%	24%	23%	23%	27%	28%	28%	29%	27%	27%	25%
Hispanic	23%	23%	24%	23%	23%	23%	22%	24%	23%	26%	27%	28%
White	25%	25%	23%	20%	19%	17%	15%	15%	16%	15%	15%	15%
American In	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0.15%	1%
Asian	25%	27%	26%	31%	32%	29%	31%	28%	28%	27%	27%	27%
Pacific Isl	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0.30%	0.08%
Two or More	3%	3%	3%	3%	3%	4%	3%	4%	4%	5%	5%	5%
Eco Dis	32%	30%	30%	30%	33%	41%	49%	50%	53%	56%	56%	55%
ELL	5%	7%	7%	7%	9%	7%	11%	14%	14%	19%	23%	18%
Spec Ed	7%	6%	7%	6%	7%	8%	8%	11%	12%	13%	16%	20%

Demographics Strengths

Dulles has a strong foundational culture built on DMS The Viking Way that allows us to integrate new students into our campus culture. This also helps new students to Dulles feel a sense of belonging and a part of our campus culture. Dulles continues to have a very diverse population. We work hard to help students who are new to the campus feel welcomed and part of the campus culture.

Problem Statements Identifying Demographics Needs

Problem Statement 1: DMS has a larger percent of students with a high mobility rate who often coming with significant academic gaps.

Root Cause: Students who attend multiple campuses in their foundation years (K-5) often come with gaps in their foundational skills.

Problem Statement 2: DMS students who have significant absences are meeting grade level expectations in class but are not meeting grade level standards on STAAR.

Root Cause: There are no consequences from the district or state to make sure students in the middle school maintain regular attendance. The campus does not have a system in place to address students who are making up assignments but are missing the classroom instruction. Students are doing the work but not learning.

Problem Statement 3 (Prioritized): GT students not participating in many school clubs/activities

Root Cause: Lack of connection to the school

Student Learning

Student Learning Summary

Growth in student data is evident in almost every student group from STAAR data compared over the past couple of years. Though the growth has been present, a significant gap is still present between “approaches” and “meets” in all demographics as well.

[NWEA MAP Tracking Data](#)

[DMS STAAR 2024 vs 2025 Comparison](#)

[DMS STAAR Tracking Report](#)

According to both student and staff surveys, awareness of, and use of Student Ownership of Learning (SOL) tools is widespread throughout the campus. There are opposing responses, however, between what teachers say they need assistance with, and what students say they are using without support. Anecdotal experiences from teachers highlight inconsistency of grading practices and student accountability.

[2024-2025 EOY Student Ownership of Learning](#)

Student Learning Strengths

Dulles MS Reading programs have shown a steady growth in students progressing from year to year. The data also shows that our students achieving Meets and Masters has not only maintained but has grown in most areas. While math has struggled to show the same growth as reading the department has gotten better at helping students identify their learning gaps. Dulles teachers have been working hard to make sure their classroom online assessments are aligned with the DOK and format of the state assessments. We see this in the increase in the Meets and Master for an increase percentage of students.

According to both student and staff surveys, awareness of, and use of Student Ownership of Learning (SOL) tools is widespread throughout the campus.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): A disproportionate and persistent knowledge gap exists between student sub-populations.

Root Cause: Students have gaps in prerequisite skills from prior grade levels. Adding instruction for these gap skills is not possible while also keeping pace with the current year's curriculum.

Problem Statement 2 (Prioritized): Differentiation and small group learning has been improved after one year of implementation. Teachers need additional support and training on analysis of data being reflective in purposeful teacher lead small group instruction.

Root Cause: Teachers have received the foundational training on pedagogical practices for effective small group instruction, but the campus needs to continue working with them on analyzing CFA used to determine small groups. Additionally, accountability for monitoring and implementation of intervention has not been present.

Problem Statement 3: The practice of student ownership tools is lacking clarity on implementation particularly regarding the importance of following through with each tool for the

purposes of teaching the underlying skill.

Root Cause: Teachers routinely comply with incorporating SOL tools as a compliance component but there is a lack of clarity on follow through on how to use the tools effectively to teach the underlying skill. Evaluation and implementation of SOL tools is compliance-based without intentional feedback and coaching for teachers on the reinforcement of student use (e.g. redirecting student attention back to a c

Problem Statement 4: There is a lack of consistency in level of the TEKS instructional and assessment rigor.

Root Cause: Teaching philosophies vary between departments, teams, and individuals on grading practices. Grading practices do not currently reflect mastery of content, assignments vs tests do not accurately reflect what is being taught in class (vice versa).

School Processes & Programs

School Processes & Programs Summary

Well established, curricular-related programs highlight student involvement and achievement in numerous ways within their sphere of influence (i.e. band at band concerts, athletics during athletic periods and games, etc.). Multiple programs exist to select students and staff members for recognition. Clubs and student organizations have waned over the past few years.

2024 – 2025 Clubs/Organizations:

Bake My Day Club

Gaming Club

Student Council

Dance Team (non-class)

NJHS

Book Club

Dulles has implemented several key programs to help support both new and veteran teachers. The campus holds PLC Team Leader Meetings every month to help the PLC leadership stay connected to the campus leadership team. Dulles has a strong social media presence to help recruit the best and brightest new teachers.

One area that we have discovered needs attention is in the follow-up to our professional development among the staff. Going back and discussing in PLCs how the strategies in the PD are addressing the needs of the students. This also brought to light the need for continuous focus on the PLC cycle.

A continued point of conversation in end-of-year feedback surveys is the question of staff accountability. Many teachers express that there is inconsistency across the campus with teachers meeting professional requirements (i.e. attending campus meetings, timely arrival for duty).-

School Processes & Programs Strengths

Well established, curricular-related programs highlight student involvement and achievement in numerous ways within their sphere of influence (i.e. band at band concerts, athletics during athletic periods and games, etc.). Multiple programs exist to select students and staff members for recognition.

Recruiting talented and committed staff has been a consistent strength of the campus over the past two years. New teachers participate in the District T.A.P.P. program. However, Dulles takes the T.A.P.P. program a step further and holds a monthly new teacher meeting with the leadership team. All staff new to Dulles are paired with a “Shipmate” with the sole purpose of assisting them in acclimating to the “Dulles Way.”

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There are not enough clubs and organizations outside of those directly connected to student classes.

Root Cause: Not enough teachers are available for, interested in, or knowledgeable about sponsoring a club nor organization in addition to various instructional-related activities. Students do not have a self-awareness of interests nor the understanding of how to advocate to prompt the creation of a club.

Problem Statement 2: Campus does not go back and reinforce the campus PD with providing teachers with specific small group feedback and follow-up artifact collection to demonstrate development of the strategies implemented during PLC.

Root Cause: A comprehensive plan has not been developed that encompasses an intentional professional development plan including a strategic focus, explicit learning targets, and follow-through actions to formatively demonstrate growth/progress. PD does not include a specific action plan for how to address the implementation of any strategy.

Problem Statement 3 (Prioritized): PLCs easily slip out of the PLC planning cycle and fall back into using the PLC for lesson planning.

Root Cause: The campus instructional leadership team does not consistently utilize an intentional and structured feedback system for Team Leads to facilitate PLCs.

Problem Statement 4 (Prioritized): Attracting and retaining quality teachers

Root Cause: Building knowledge of campus processes, as well as relationships with peers takes time and can cause immense stress.

Perceptions

Perceptions Summary

In the 2023-2024 school year, the use of the 41 code was used 48 times. In 2024-2025, the use of the 41 code was 32 times. This is a 6% decrease. In 2023-2024, Horseplay was used 34 times. In 2024-2025, Horseplay was used 12 times. For a 35% decrease.

Upon assessing the discipline data, it was determined that DMS will focus on the amounts of conflicts resulting from inappropriate physical contact. Inappropriate physical contact for the 2023-2024 school year was 103 incidents. In 2024-2025, there was a rise in IP uses of 106. Getting these numbers down, as well as continuing to educate the students regarding problem solving will help turn this area into a strength for the students.

While we have many different opportunities to get information out, still parents either don't receive the information or they don't come to events that we advertise. Of the parents that do come to events, we see the same ones participating. Our PTO involvement could also stand to improve, as well as other areas of parent involvement. In all campus communications we need to make sure that we are addressing the why we need their engagement in all school functions is important for their child's success.

We want to focus on providing more opportunities to celebrate our campus cultural diversity and find ways to include more students to be involved in clubs, organizations and other school related things that interest them.

Perceptions Strengths

Some of the safety strengths include but are not limited to: visible presence in the hallways, intentional focus of building of relationships with students, see something/say something initiatives and announcements, opportunities and access to counselors and administrators, and Vikes Dads programs.

Some strengths in the area of community engagement include monthly newsletters to parents, weekly emails to parents from teachers, chats with principals, career day with local business owners, YMCA after school program, open house, Family Movie Night each semester, Vike's Dad program, Fine Arts Extravaganza, Spring Sped Open House.

A strong recognition of the campus value statement "We Live Above the Line" has clearly permeated the community. Students, parents, and staff consistently recognize it's foundational component of the Dulles culture. Some other areas of strength include PBIS involvement on campus, student of the month, student/faculty games, Viking Bucks and other incentives, theme weeks, clubs and organizations, and student led announcements and activities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Data shows that most inappropriate physical contact occurs when students are in common areas, including the hallways, and in the bathrooms.

Root Cause: The campus needs to reinforce the 10:10 rule as well as have proactive discussions with the kids on the "Above The Line" expectations for behavior.

Problem Statement 2 (Prioritized): Student behavior often escalates from minor conflicts to inappropriate physical contact, horseplay, failure to comply, insubordination, and in some cases, a fight.

Root Cause: Students are still being taught the importance of keeping hands to themselves and how to appropriately problem solve. They don't see the harm in playful hitting and physical contact with someone that they deem a friend or someone that they don't normally have a problem with. They fail to see that this behavior often turns into a problem.

Problem Statement 3: While we have made significant strides in ensuring that parents receive information, we still face challenges. Many parents either do not act on the information they receive or do not attend the events we advertise. Students from the surrounding apartment complexes often attend these functions without their parents, missing out

on the full benefits of the events.

Root Cause: Parents do not see the connection between school and extracurricular activities, and we may not be messaging in a way that helps parents understand this connection.

Problem Statement 4 (Prioritized): Low parent involvement in our PTO and in other school events.

Root Cause: Parents are more involved at elementary levels and as their child gets older, we see the involvement drop off. This could be because of the time involved with extracurricular events as students get older (more clubs/sports/etc).

Problem Statement 5: We utilize few opportunities to recognize many of our diverse cultural holidays, celebrations, and differences.

Root Cause: No intentional process to identify and communicate celebrations of our various cultures. No platform for students to educate their peers on their respective cultures.

Problem Statement 6 (Prioritized): While "Above the Line" is engrained in the campus culture, the explicit connection between the existing resources (i.e. posters, behavior matrices, etc.) and their use for reinforcement/redirection of behaviors is not as deeply rooted.

Root Cause: Staff are not practiced in implementing the specific strategies associated with PBIS outside of the campus-created Viking Bucks.

Priority Problem Statements

Problem Statement 1: A disproportionate and persistent knowledge gap exists between student sub-populations.

Root Cause 1: Students have gaps in prerequisite skills from prior grade levels. Adding instruction for these gap skills is not possible while also keeping pace with the current year's curriculum.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: PLCs easily slip out of the PLC planning cycle and fall back into using the PLC for lesson planning.

Root Cause 2: The campus instructional leadership team does not consistently utilize an intentional and structured feedback system for Team Leads to facilitate PLCs.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Low parent involvement in our PTO and in other school events.

Root Cause 3: Parents are more involved at elementary levels and as their child gets older, we see the involvement drop off. This could be because of the time involved with extracurricular events as students get older (more clubs/sports/etc).

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Student behavior often escalates from minor conflicts to inappropriate physical contact, horseplay, failure to comply, insubordination, and in some cases, a fight.

Root Cause 4: Students are still being taught the importance of keeping hands to themselves and how to appropriately problem solve. They don't see the harm in playful hitting and physical contact with someone that they deem a friend or someone that they don't normally have a problem with. They fail to see that this behavior often turns into a problem.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: While "Above the Line" is engrained in the campus culture, the explicit connection between the existing resources (i.e. posters, behavior matrices, etc.) and their use for reinforcement/redirection of behaviors is not as deeply rooted.

Root Cause 5: Staff are not practiced in implementing the specific strategies associated with PBIS outside of the campus-created Viking Bucks.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: GT students not participating in many school clubs/activities

Root Cause 6: Lack of connection to the school

Problem Statement 6 Areas: Demographics

Problem Statement 7: Differentiation and small group learning has been improved after one year of implementation. Teachers need additional support and training on analysis of data being reflective in purposeful teacher lead small group instruction.

Root Cause 7: Teachers have received the foundational training on pedagogical practices for effective small group instruction, but the campus needs to continue working with them

on analyzing CFA used to determine small groups. Additionally, accountability for monitoring and implementation of intervention has not been present.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Attracting and retaining quality teachers

Root Cause 8: Building knowledge of campus processes, as well as relationships with peers takes time and can cause immense stress.

Problem Statement 8 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- 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
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Communications 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, Dulles Middle School will increase by at least 5% the percentage of students performing in the combined Average, High Average, and High categories on the NWEA MAP reading assessment, through the implementation of Tier I instruction with targeted small group differentiation and consistent rigor across grade levels.

Evaluation Data Sources: NWEA Student Growth Summary Report
NWEA Student Progress Report
NWEA School Profile Report
Common Formative Assessments

Strategy 1 Details	Reviews			
Strategy 1: DMS will provide ongoing professional development throughout the 2025-2026 school year to strengthen teacher capacity in implementing effective student goal-setting practices and feedback cycles. This initiative will focus on fostering student ownership of learning and supporting continuous academic growth across all content areas. Strategy's Expected Result/Impact: PD practices to strengthen teacher capacity Staff Responsible for Monitoring: Administrators Department Heads Team Leaders	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: All GT teachers at DMS will engage in targeted professional learning focused on GT Learning Plans, individualized student goal setting, and progress monitoring to support meaningful growth and goal attainment for gifted learners. Strategy's Expected Result/Impact: PD will focus on building teacher capacity to support GT students through individualized learning plans, differentiated instruction, progress monitoring, and equitable, social-emotional practices. Staff Responsible for Monitoring: Administrators GT Lead Teacher GT Counselor	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 May 2026, 75% of Grade 7 students will meet or exceed proficiency on the STAAR Math assessment, reflecting a 10-point increase from the previous year, through targeted instruction, data-driven interventions, and expanded learning opportunities.

Evaluation Data Sources: Campus Formative Assessments
Common Formative Assessments
STAAR 2026 Assessment

Strategy 1 Details		Reviews			
Strategy 1: Implement weekly data meetings to analyze student performance, identify learning gaps, and adjust instruction accordingly. Provide differentiated small-group instruction during intervention blocks and offer extended learning opportunities such as after-school tutoring and Saturday academies focused on priority TEKS. Strategy's Expected Result/Impact: Increased percentage of students meeting or exceeding STAAR Math proficiency by at least 10 points Improved mastery of priority TEKS through targeted instruction and intervention More responsive teaching practices based on real-time data Higher engagement and achievement among students receiving extended learning support Staff Responsible for Monitoring: Team Leaders Department Heads Campus Administrative Team TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning		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 May 2026, Dulles Middle School will improve campus culture and climate by increasing the overall staff satisfaction rating from 80% to 85%, through the implementation of the Principal Advisory Committee (PAC), as measured by the district's Culture, Climate, and Student Engagement Survey.

Evaluation Data Sources: Culture and Climate Survey
Informal feedback from staff

Strategy 1 Details	Reviews			
Strategy 1: CPAC meetings and team leader meetings will provide a structured forum for staff to share input, collaborate on campus initiatives, and participate in decision-making. Meeting outcomes and action steps will be communicated transparently to all staff. Strategy's Expected Result/Impact: Increase positive feedback from staff Staff Responsible for Monitoring: Administration Counselors Team Leaders	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Administrators will implement team-building activities and wellness initiatives designed to promote belonging, boost morale, and reinforce a culture of appreciation. Feedback from CPAC and staff surveys will be used to inform and adjust these efforts. Strategy's Expected Result/Impact: Increase positive feedback from staff Staff Responsible for Monitoring: Administration Team Leaders	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
Strategy 3 Details	Reviews			
Strategy 3: Dulles Middle School will strengthen two-way communication with families by sharing regular updates through newsletters, social media, parent meetings and PTO meetings. We will actively gather input through surveys and feedback forms and use that feedback to inform decisions and enhance school practices. Strategy's Expected Result/Impact: Increase positive feedback from parents Staff Responsible for Monitoring: Administration All Staff	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate 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 May 2026, Dulles Middle School will improve campus culture and climate by increasing the overall parent satisfaction rating from 68% to 78% through the implementation of PAC, as measured by the district's Culture, Climate, and Student Engagement Survey.

Evaluation Data Sources: Parent Survey Results
Informal feedback from parents and PTA

Strategy 1 Details	Reviews			
Strategy 1: Parents will actively serve on our CPAC Committee to help identify and implement family engagement initiatives informed by parent feedback. These initiatives may include workshops, family nights, and enhanced communication strategies that strengthen the partnership between families and the school. Strategy's Expected Result/Impact: Increase positive feedback from parents Staff Responsible for Monitoring: Administration All Staff	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 May 2026, Dulles Middle School will improve campus culture and climate by increasing the overall staff satisfaction rating from 80% to 85%, through the implementation of the Principal Advisory Committee (PAC), as measured by the district's Culture, Climate, and Student Engagement Survey.

Evaluation Data Sources: Student Survey
Feedback from teachers, parents, and counselors

Strategy 1 Details		Reviews			
Strategy 1: Empower PAC: Meet monthly with diverse staff reps to discuss concerns and solutions. Improve Communication: Share updates, decisions, and progress transparently. Support Staff Well-being: Address workload, offer relevant PD, and promote wellness. Track & Adjust: Use survey data to monitor progress and refine actions. Strategy's Expected Result/Impact: Empower PAC: Meet monthly with diverse staff reps to discuss concerns and solutions. Improve Communication: Share updates, decisions, and progress transparently. Support Staff Well-being: Address workload, offer relevant PD, and promote wellness. Track & Adjust: Use survey data to monitor progress and refine actions. Staff Responsible for Monitoring: campus administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning		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 May 2026, Dulles Middle School will demonstrate fiscal responsibility by conducting regular budget reviews and implementing transparent budgeting practices that ensure 100% of campus expenditures align with the district's strategic plan and campus priorities, optimizing resource allocation to support identified campus needs.

Evaluation Data Sources: Weekly budget reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: Dulles Middle School is committed to maintaining strong fiscal stewardship by fostering regular collaboration between campus leadership and financial staff. Through consistent budget reviews and open dialogue, the school will ensure that all expenditures directly support operational needs and reflect both district priorities and campus goals. As needs evolve, financial decisions will be adjusted to maximize impact and ensure resources are allocated where they are most needed to support student success and staff effectiveness. Strategy's Expected Result/Impact: Staff will report increased trust, stronger communication, and greater involvement in campus decisions. Satisfaction ratings will rise as workload concerns are addressed, professional growth is supported, and PAC feedback leads to visible improvements. Staff Responsible for Monitoring: Principal Bookkeeper	Some Progress			
No Progress Accomplished Continue/Modify Discontinue				

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
041 DULLES	DULLES MID	DULLES MID	TEACHER MS MATH	0.29	HODGE	DANESHIA	1 24		041	A	PRINCIPAL MS
041 DULLES	DULLES MID	DULLES MID	TEACHER MS ELA	0.43	CANAVATI	BEATRIZ	1 24		041	A	PRINCIPAL MS
041 DULLES	DULLES MID	DULLES MID	TEACHER MS SS	0.14	SOTO	ANA	1 24		041	A	PRINCIPAL MS
041 DULLES	DULLES MID	DULLES MID	TEACHER MS ELA	0.29	FOSTER	JULIE	1 24		041	A	PRINCIPAL MS
041 DULLES	DULLES MID	DULLES MID	COOR CAMPUS ASSESSMENT	0.5	AMOS	THOMAS	1 24		041	A	PRINCIPAL MS