

**Fort Bend CBAS**

**Dulles Middle School**

**2024-2025 Campus Improvement Plan**

# Table of Contents

Comprehensive Needs Assessment .....	3
Needs Assessment Overview .....	3
Demographics .....	6
Student Learning .....	8
School Processes & Programs .....	10
Perceptions .....	11
Priority Problem Statements .....	14
Comprehensive Needs Assessment Data Documentation .....	15
Goals .....	17
Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students .....	17
Goal 2: FBISD will provide a safe and supportive environment for learning and working .....	24
Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff .....	30
Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community .....	35
Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement .....	41
State Compensatory .....	44
Budget for Dulles Middle School .....	44
Campus PLC Team Leadership Team .....	45
Campus Student Support Team .....	46
Tier III SST .....	47
Campus Planning Advisory Committee .....	48
8 Gr Student Support Team .....	49
7 Gr Student Support Team .....	50
6 Gr Student Support Team .....	51
Campus Leadership Team .....	52
Campus Based Accountability System .....	53

# Comprehensive Needs Assessment

Revised/Approved: June 15, 2024

## Needs Assessment Overview

### Needs Assessment Overview Summary



### 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.

### VISION

Dulles Middle School is committed to ensuring lifelong learning and success through education, leadership, and character development.

Dulles Middle School takes great pride in being the oldest middle school in Fort Bend, starting off as the 9th grade campus for Dulles High School and growing with Fort Bend to becoming the 6-8 campus we are today. Dulles currently has 1,372 students enrolled representing cultures from all across the globe. We are very proud of our diverse community.

African American – 27%

Asian – 27 %

Hispanic – 26%

White – 15%

## **Parent Family Engagement Policy**

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. To achieve our mission, we want to establish partnerships with parents and the community because we recognized that school and the home cannot be looked at as separate entities; families and schools must collaborate to help our children.

**POLICY INVOLVEMENT** Our school holds an annual fall open house meeting each school year to review our Parent & Family Engagement Policy with parents. It is an opportunity for parents and community members to get an overview of the school and discover the school's mission and vision. In addition, the principal presents parents with an update on school test data, campus report card status and the vision for the coming year.

DMS hosts monthly Chats with the Principal with at least five (5) meetings during the year. The Associate Principal and each grade level principal have at least four (4) Chats with the Grade Level Principal. Parents have multiple ways to engage with their student's Assistant Principal and school. Parents can follow their child's grades/attendance using Skyward and can request parent-teacher conferences to discuss their child's progress. Parents are invited to participate in a variety of meetings and activities over the course of the school year at flexible times such as open house, sporting events, and fine art showcases.

We use a variety of communicative techniques such as: School Handbook, School Newsletters, School Website Marquee Sign, Social Media platforms [Twitter], Parent/Teacher Conferences, ARD/504 Meetings, new student orientation, School wide callouts/texts Family, Open House Report Cards Benchmark tests Snapshot Assessments Parent University We solicit parent participation and want to deliver important information in hopes of creating productive dialogue between home and school to improve upon student achievement.

**BUILDING CAPACITY FOR INVOLVEMENT** To ensure effective engagement of parents and to support a partnership among the school, parents and the community to improve student academic achievement, the campus will build the schools' and parents' capacity for strong parental involvement by implementing the following activities, the school:

We assist parents of the children being served in understanding the TEKS, STAAR and the districts and school's assessments, and how to monitor a child's progress and work with educators to improve achievement of their children through multiple platforms.

We provide training to help parents work with their children (Schoology, Skyward, etc.) using technology to foster parental involvement.

We educate teachers, pupil services personnel, principal and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the school.

We ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and to the extent practicable, in a language the parents can understand.

We coordinate and integrate parental involvement programs through the Wraparound Program services. Parents of all students, regardless of English

proficiency, mobility, or disability, are important part of our learning community. All parents are afforded the opportunity to be involved in their child's school environment. For this reason, if a special need is identified that would help a parent to understand the educational process and the academic progress of his/her child more fully, assistance will be provided to that parent. This type of support often comes in the form of interpreted school documents in a parent's primary language, having an interpreter on hand to translate important information at school wide meetings, events, and parent/teacher conferences.

## Demographics

### Demographics Summary

19 percent of the students at DMS are Emergent Bilingual, which is up from 14% the previous year. Attendance continues to be down at DMS from 97 pre-covid to 95 percent in 2022-2023 school year. The number of economically disadvantaged students continues to rise at DMS. The percentage of economically disadvantaged students stands at 56 percent, which represents an 18 percent gain over the last 5 years. 2 students were retained this past year. 29 students were identified as GT, which is down from 37 the previous year.

**Total Enrollment by Race/Ethnicity**

	2013	2014	2015	2016	2017	2018	2019	2021	2022	2023
African Am	25%	22%	24%	23%	23%	27%	28%	28%	29%	27%
Hispanic	23%	23%	24%	23%	23%	23%	22%	24%	23%	26%
White	25%	25%	23%	20%	19%	17%	15%	15%	16%	15%
American In	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%
Asian	25%	27%	26%	31%	32%	29%	31%	28%	28%	27%
Pacific Isl	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Two or More	3%	3%	3%	3%	3%	4%	3%	4%	4%	5%
Eco Dis	32%	30%	30%	30%	33%	41%	49%	50%	53%	56%
ELL	5%	7%	7%	7%	9%	7%	11%	14%	14%	19%
Spec Ed	7%	6%	7%	6%	7%	8%	8%	11%	12%	13%
Mobility Rate	11%	12%	9%	10%	10%					

### 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 allows Dulles to help new students feel a sense of belonging and a part of our campus culture. Dulles continues to have a very diverse population.

## **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.

## 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. Seventh grade had one of the significant drops when comparing not only year to year but within the cohort from 6th to 7th grade. Especially when we disaggregated the sub-populations. There we saw anywhere from a 5% to 13% decrease from 2023-2024 in math. While the reading data showed only a slight decline in the overall scores and increase in Meets and Masters. This decline was not the same with sixth and eighth grade math. While those grades saw a decrease in math they weren't as dramatic as seventh grade. Reading only had a 1% decrease in the overall passing but there was an increase in students showing Meets and Masters.

[STAAR 2024 vs 2023 by Subject - CBAS.xlsx](#)

[Ren Screener Tracker by Grade.xlsx](#)

[DMS - STAAR Tracking Report 2023-2024.xlsx](#)

### 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. The math and ELA departments along with the campus RI team developed and implemented a new leveled/targeted intervention plan that was introduced in the 2023-2024 school year. (see attached) The premise of the plan is to take a leveled approach for students who are struggling from those that have grade level gaps to



those that need small instructional clarification.

[DMS 2024-2025 Tiered Intervention](#)

#### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Differentiation and small group learning is not currently effective. **Root Cause:** Teachers currently lack training on pedagogical practices for effective small group instruction as well as lab courses. Additionally, accountability for monitoring and implementation of intervention has not been present.

**Problem Statement 2 (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.

# School Processes & Programs

## School Processes & Programs Summary

### Safety and Well-being

Upon assessing the discipline data, it was determined that DMS will focus on the amounts of conflicts resulting in inappropriate physical contact. Inappropriate physical contacts for the 2023-2024 school year were 103 incidents, only a 12% decrease from the previous year. 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.

## School Processes & Programs Strengths

### Safety and Well-being

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.

In the 2022- 2023 School year, DMS has 98 uses of the code 41 (Fight/Mut Combat) in Skyward. In the 2023-2024 school year, the use of the 41 code was used 48 times. That is a 51% decrease. In 2022-2023- Horseplay was used 86 times. In 2023-2024, Horseplay was used 34 times. For a 60.4 decrease%.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (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 2:** Data shows that most inappropriate physical contact occurs when students are in common areas, including the hallways and in the bathrooms. **Root Cause:** Lack of staff in "hotspots" around the buildings during passing periods and in bathrooms.

## Perceptions

### Perceptions Summary

#### Safety & Well-being:

Upon assessing the discipline data, it was determined that DMS will focus on the amounts of conflicts resulting in fights and inappropriate physical contact. 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.

#### Community Engagement:

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.

#### Culture:

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

#### Safety & Well-being:

Some of the safety strengths include but are not limited to: monthly drills, flip charts in classrooms, educating students and staff on drill procedures, numbered doors, educating students on not opening the outside doors (regardless), rhinos for classroom doors, opportunities to see counselors at any time, see

something/say something initiative, social workers available on campus, calming room, restorative circles and advisory lessons that encourage problem solving skills, and a visible SRO who monitors halls daily.

### Community Engagment:

Some strengths in the area of community engagement include monthly newsletters to parents, weekly emails to parents from teachers, grade level chats with principals each semester, career day with local business owners, YMCA after school program, open house, ESL parent night, visits by administrators to apartment complexes, prize giveaways for parents at games and school events, and sponsorship by local businesses and restaurants.

### Culture:

Some areas of strengths include PBIS involvement on campus, student of the month, student/faculty games, above the line behavior and expectations, 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 the majority of inappropriate physical contact occurs in the hallway (36 of 115) and in the classroom (30 of 115). We can also assess that fights happen in the hallways (26 of 98) and in the restroom (24 of 98). **Root Cause:** We feel that the root cause of this is twofold. First, hallway congestion in certain areas, result in many students together in one place during the passing period. Second, We also do not utilize PBIS strategies of restorative chats and restorative circles as much as we could be in the classrooms.

**Problem Statement 2:** When students say that they are "just playing", this can often escalate 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 have a problem with. They fail to see that this behavior often turns into a problem.

**Problem Statement 3:** The first problem that we see is that most of our parents are missing information that the school provides. When we have opportunities for community involvement and outreach, attendance is low because parents simply don't know about the event. Much of our student population is transient and very difficult to reach. Sometimes phone numbers change or do not work, and not all parents have internet **Root Cause:** We feel that the root cause might be that we are not communicating in ways that would effectively reach our unique population of parents. We need to find more innovative ways to reach our diverse population that makes up our student body.

**Problem Statement 4:** 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) or it could also go back to what was mentioned before, communication and the lack thereof.

**Problem Statement 5:** Dulles Middle School is comprised of the following: 26% Hispanic-Latino, 27% Asian, 27% Black-African American, 15% White, and 5% other. This diversity brings us many opportunities to learn from and celebrate our differences. We have a wonderful opportunity to teach our students how to co-exist with and encourage others. However, we utilize few opportunities to recognize certain holidays, cult **Root Cause:** The root cause of this is because we are not taking the time to talk about our cultures or tying our cultures into classroom lessons. We don't recognize enough of our ethnic holidays or give our students the platform necessary to educate their peers.

**Problem Statement 6:** Another issue is low club involvement and adult sponsorship. The clubs that we currently have very low attendance, or eventually die out for lack of interest and involvement. We also struggle with teacher commitment regarding sponsorship for clubs. **Root Cause:** We believe that not all the clubs that are currently offered, appeal to the students. We also think that the teachers are stretched with the other duties and tasks that are expected of them, therefore they aren't interested in taking on one more thing (club sponsorship).

# Priority Problem Statements

**Problem Statement 3:** Differentiation and small group learning is not currently effective.

**Root Cause 3:** Teachers currently lack training on pedagogical practices for effective small group instruction as well as lab courses. Additionally, accountability for monitoring and implementation of intervention has not been present.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** A disproportionate and persistent knowledge gap exists between student sub-populations.

**Root Cause 4:** 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 4 Areas:** Student Learning

**Problem Statement 5:** Student behavior often escalates from minor conflicts to inappropriate physical contact, horseplay, failure to comply, insubordination, and in some cases, a fight.

**Root Cause 5:** 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 5 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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## **Accountability Data**

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Community Based Accountability System (CBAS)

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility 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
- Mobility rate, including longitudinal 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

#### **Support Systems and Other Data**

- Organizational structure data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data



# Goals

**Goal 1:** FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

- Key Question 1:** 1.1 To what degree do students take responsibility for and ownership of their learning and behavior?  
1.2 To what degree do schools ensure students experience success in learning?  
1.3 To what degree do our students develop student smartness profiles that refine deficits and build upon strengths?  
1.4 To what degree do educators provide learning experiences appropriate to student needs?  
1.5 To what degree are educators equipped to support all students through learning progressions from a content, pedagogical, and sociological perspective?  
1.6 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of EFFECTIVE COMMUNICATOR (Profile of a Graduate)?  
1.7 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of CRITICAL THINKER (Profile of a Graduate)?

**Initial Status:** Maintain

System Response 1 Details	Reviews			
<b>System Response 1:</b> By June 2025, Dulles Middle School will implement Tier I instruction which incorporates targeted differentiation through small group instruction and a consistent high level of rigor across grade levels as evidenced through the indicators of success.  <b>Indicators of Success:</b> Formative:  *Increase by 5% at the BOY, MOY, and EOY the teacher's implementation of small group instruction strategy in the classroom during Campus Learning Walks.  *Track implementation of rigor-based and small group instructional conversations through collection of team PLC agendas.  Summative:  *By June of 2025 all teachers move up one proficiency level as measured using the campus co-constructed learning progression. <b>Staff Responsible:</b> DMS Administrative Team DMS Leadership Team (Admin, Counselor's, and Department Leads)  <b>Problem Statements:</b> Student Learning 1, 2	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Strategy 1:** o PLCs incorporating rigor-based agenda items such as TEKS alignment and depth of knowledge.

**Intended Audience:** Core team PLC members

**Provider / Presenter / Person Responsible:** Department Leader with Team Leader

**Date(s) / Timeframe:** Introduced during August PD ; checking at Team Leader meetings

**Collaborating Departments:** Special Ed (Inclusion Teachers)

**Delivery Method:** Face-to-face

**Staff Responsible:** Administrative Team and Department Leaders

**Strategy 2:** Campus Professional Development designed around small group instruction such as intentional grouping, pull outs, classroom management for implementing small groups.

**Intended Audience:** DMS Staff

**Provider / Presenter / Person Responsible:** DMS Department Chairs w/support from Admin Team

**Date(s) / Timeframe:** Every six to nine weeks based on staff needs

**Delivery Method:** Face-to-face

**Staff Responsible:** DMS Administration Team and Department Chairs

**Strategy 3:** Create a campus learning progression related to the understanding and implementation of small group instruction during back to school PD (first level of progression to be provided as PD on day two of back to school, additional training throughout the year).

**Intended Audience:** All Staff

**Provider / Presenter / Person Responsible:** Department Leads w/Admin Support

**Date(s) / Timeframe:** Campus PD days

**Collaborating Departments:** None

**Delivery Method:** Face-to-Face

**Staff Responsible:** Administrative Team

Key Question 1 Problem Statements:

Student Learning
<p><b>Problem Statement 1:</b> Differentiation and small group learning is not currently effective. <b>Root Cause:</b> Teachers currently lack training on pedagogical practices for effective small group instruction as well as lab courses. Additionally, accountability for monitoring and implementation of intervention has not been present.</p> <p><b>Problem Statement 2:</b> A disproportionate and persistent knowledge gap exists between student sub-populations. <b>Root Cause:</b> 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.</p>

**Goal 1:** FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

- Key Question 2:** 2.1 To what degree are we preparing students for post-secondary success, including college, career, or military?  
2.2 To what degree are we equipping students with SKILLS FOR LIFE (Profile of a Graduate)?  
2.3 To what degree do students demonstrate the requisite skills necessary to approach learning in the next course, grade, or level?  
2.4 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of SERVANT LEADER (Profile of a Graduate)?  
2.5 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of COMPASSIONATE CITIZEN (Profile of a Graduate)?  
2.6 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of LIFE-LONG LEARNER (Profile of a Graduate)?

System Response 1 Details		Reviews			
<b>System Response 1:</b> By June 2025, Dulles Middle School will reduce the current persistent and disproportionate student knowledge gaps through improved utilization of the existing structured Tier II and III intervention programs as evidenced through the indicators of success. <b>Indicators of Success:</b> Formative: 1. Student will demonstrate expected growth measurement on the MOY and EOY when taking the MAP screener.  2. Students receiving Tier II and Tier III intervention support will use IXT (other similar programs) at least two hours a week. 3. Track usage data for content specific programs (i.e. IXL). 4. Track student growth through the incorporation and monitoring formative and summative assessment correlation. For labs and intervention advisories exit tickets and the resulting program summative assessment chunked by lesson/unit or pre- and post-for Viking Voyage days and advisory pull-outs. 5. Percentage of teachers implementing the intervention assignments  Summative: 1. By June of 2025 DMS will close the achievement gap in our STAAR scores by 5%. 2. By June of 2025 DMS will increase the number of students who fall under the 110% rule by 5%. <b>Staff Responsible:</b> DMS Admin Team, DMS Leadership Team, Tier III Teachers  <b>Problem Statements:</b> Student Learning 2		Formative			Summative
		Nov	Jan	Mar	June

0%

No Progress

100%

Accomplished

→

Continue/Modify

✗

Discontinue

**Strategy 1:** Clearly delineate purpose and goals of Lab courses, intervention advisories, Viking Voyage days, advisory pull-outs.

**Intended Audience:** All staff - focus on Math and ELA Departments

**Provider / Presenter / Person Responsible:** Roberta LaValley, Ocean Cornell, Carol Broadway, Julie Foster, Alex Williams, Stephanie McDowell

**Date(s) / Timeframe:** 2024-2025 School Year

**Collaborating Departments:** Math & ELA

**Delivery Method:** Face-to-Face

**Staff Responsible:** All math and ELA teachers.

**Strategy 2:** Implement a system to monitor implementation of each program's goals.

**Intended Audience:** All staff

**Provider / Presenter / Person Responsible:** Reggie Brown and Dave Squires

**Date(s) / Timeframe:** Aug PD and follow up during monthly depart meetings

**Collaborating Departments:** DMS Leadership Team

**Delivery Method:** Face-to-Face

**Staff Responsible:** DMS Leadership Team

**Strategy 3:** Utilize content specific programs (IXL, Quill, etc.) to assign intervention lesson/activities to be implemented during the designated advisory day (Viking Victory Hour).

**Intended Audience:** Core content teachers

**Provider / Presenter / Person Responsible:** Roberta LaValley and Reggie Brown, DMS Department Heads

**Date(s) / Timeframe:** 2024-2025 School Year

**Collaborating Departments:** Math, ELA, Science, and Social Studies

**Delivery Method:** Face-to-Face

**Staff Responsible:** DMS Leadership Team

**Strategy 4:** Evaluate of the year-end progress of each respective program's goals.

**Intended Audience:** CBAS and DMS Leadership Team

**Provider / Presenter / Person Responsible:** Reggie Brown and Dave Squires

**Date(s) / Timeframe:** During CBAS review

**Collaborating Departments:** Math, ELA, Science and Social Studies

**Delivery Method:** Face-to-face

**Staff Responsible:** DMS Leadership and CBAS team.

**Key Question 2 Problem Statements:**

Student Learning
<b>Problem Statement 2:</b> A disproportionate and persistent knowledge gap exists between student sub-populations. <b>Root Cause:</b> 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.

**Goal 1:** FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

**Key Question 3:** 3.1 To what degree do learning experiences engage students in meaningful and relevant work?

3.2 To what degree do students take responsibility for and exhibit ownership of their overall development and future well-being?

3.3 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of SKILLS FOR LIFE (Profile of a Graduate)?

3.4 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of COLLABORATIVE TEAM MEMBER (Profile of a Graduate)?

**Goal 2:** FBISD will provide a safe and supportive environment for learning and working

**Key Question 1:** 7.1 To what degree do students and staff feel safe and secure at school? To what degree are students and staff safe and secure at school?



**Goal 2:** FBISD will provide a safe and supportive environment for learning and working

**Key Question 2:** 7.2 To what degree does the school cultivate a positive culture and supportive climate?

**Initial Status:** Maintain but Consider a Change

System Response 1 Details	Reviews			
<b>System Response 1:</b> By June of 2025 Dulles MS will improve campus culture by developing a positive environment for students and staff by improving students' self-control through existing PBIS resources as measured by the indicators of success.  <b>Indicators of Success:</b> Formative Indicators of Success: * There will be a 5% increase on the teacher and student MOY & EOY survey when asked that they feel knowledgeable and able to use the campus PBIS strategies. * The campus will track the number of staff members participating in individual or small group PD sessions over PBIS strategies. *The campus will track the number of offenses coded with the campus developed action code in Skyward. *The campus will track the number of behavior reflection sheets collected on a monthly basis.  Summative Indicators of Success: *There will be a reduction by 10% of disciplinary referrals for horseplay, inappropriate physical contact and fights by June 2025. * By June of 2025 there will be a reduction in overall disciplinary referrals by 10%. <b>Staff Responsible:</b> DMS Administration Team: Administrators & CAC DMS Leadership Team: administrators, lead counselor, CAC  <b>Problem Statements:</b> School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

**Strategy 1:** Professional development on specific strategies on how to utilize various PBIS resources.

- Intended Audience:** DMS Staff
- Provider / Presenter / Person Responsible:** PBIS Committee & DMS Leadership Team
- Date(s) / Timeframe:** 2024-2025 School Year
- Collaborating Departments:** All Departments
- Delivery Method:** Face-to-Face

**Staff Responsible:** PBIS Administrator

**Targeted Support Strategy**

**Strategy 2:** Small group-based PD sessions developed based on specific topics in response to referral numbers, observations, calls to classrooms.

**Intended Audience:** DMS Staff & Students

**Provider / Presenter / Person Responsible:** DMS Administrative Team

**Date(s) / Timeframe:** 2024-2025 school year

**Collaborating Departments:** DMS Department Heads & PBIS Team

**Delivery Method:** Face-to-face

**Staff Responsible:** DMS Administrative Team  
DMS Leadership Team

**Targeted Support Strategy**

**Strategy 3:** Model the use of PBIS strategies with identified students and teachers when referrals for 'disruptive behavior' is received.

**Intended Audience:** DMS Staff & Students

**Provider / Presenter / Person Responsible:** DMS Leadership Team

**Date(s) / Timeframe:** 2024-2025 school year

**Collaborating Departments:** DMS Department Heads

**Delivery Method:** Face-to-Face

**Staff Responsible:** DMS Administrative Team

**Targeted Support Strategy**

**Strategy 4:** Develop and implement behavior reflection sheets connected to ownership of behavior directly connected to PBIS matrices.

**Intended Audience:** DMS Staff

**Provider / Presenter / Person Responsible:** DMS Administrative Team

**Date(s) / Timeframe:** 2024-2025 school year

**Collaborating Departments:** DMS Leadership Team and PLC Team Leaders

**Delivery Method:** Face-to-face

**Staff Responsible:** DMS Administrative Team

**Targeted Support Strategy**

**Key Question 2 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> Student behavior often escalates from minor conflicts to inappropriate physical contact, horseplay, failure to comply, insubordination, and in some cases, a fight. <b>Root Cause:</b> 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.

**Goal 2:** FBISD will provide a safe and supportive environment for learning and working

**Key Question 3:** 7.3 To what degree do our schools support the physical and social-emotional needs of students?

**Goal 2:** FBISD will provide a safe and supportive environment for learning and working

**Key Question 4:** 7.4 To what degree do we develop compassionate citizens?

**Goal 3:** FBISD will recruit, develop, and retain high quality teachers and staff

**Key Question 1:** 5.1 To what degree does staff cultivate a love for learning among students?

**Goal 3:** FBISD will recruit, develop, and retain high quality teachers and staff

**Key Question 2:** 5.2 To what degree are we fostering and developing a culture of learning and implementation among all staff?

**Goal 3:** FBISD will recruit, develop, and retain high quality teachers and staff

**Key Question 3:** 5.3 To what degree do we build leaders (capacity) within the organization?



**Goal 3:** FBISD will recruit, develop, and retain high quality teachers and staff

**Key Question 4:** 5.4 To what degree do we equip and empower our staff to meet the needs of the whole child?

**Goal 3:** FBISD will recruit, develop, and retain high quality teachers and staff

**Key Question 5:** 5.5 To what degree does the organization attract, recruit, develop and retain high-quality staff that is highly engaged, productive, and dedicated in order to improved student outcomes?

**Goal 4:** FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

**Key Question 1:** 4.1 To what degree is there a reciprocal relationship between the community and our schools to enrich the learning experience?

**Initial Status:** Maintain

System Response 1 Details	Reviews			
<p><b>System Response 1:</b> By June of 2024 Dulles MS will improve the community engagement through collaborative partnerships by increasing opportunities for student, parent, staff and community to access all areas of the Viking campus experience as evidence through the indicators of success.</p> <p><b>Indicators of Success:</b> Formative Indicators of Success:</p> <ul style="list-style-type: none"> <li>*Increase the number of PTO membership by 10% per grade level from previous school year.</li> <li>*Increase the number of VIPS by 5% across all grade levels.</li> <li>*DMS will see parents from all grade levels at multiple school events as determined by QR Code survey at each event.</li> <li>*DMS will have at least 20% of grade level/school parents who attend in attendance at "Rap with Reggie", "Talk with Tammi", "Schmooze with Stephanie", "Discourse with Dave" Viking check-ins.</li> <li>* Dulles Middle School will offer one additional event, per semester, that targets specific school programs, families and community groups from the 2022-2023 school year.</li> <li>per semester from the 2022-2023 school year.</li> <li>*Dulles Middle School will see a 2% increase every month of parents acknowledgment of school events and notification as indicated by their viewing of the DMS Vikings Newsletter.</li> </ul> <p>Summative Indicators of Success:</p> <ul style="list-style-type: none"> <li>*By the end of the 2024 school year DMS will increase the number of PTO members by 5% from the 2023 school year.</li> <li>*By the end of the 2024 school year, we will have a commitment of 100% of our VIPS to return for the 2025 school year.</li> <li>*During the end of year Parent and Student Campus engagement survey at least 85% of those surveyed will state that they felt connected to the Dulles MS Viking Culture as a result of attend 1 or more school function.</li> <li>*During the end of the year GT Student &amp; Parent survey at least 90% will respond that they felt the opportunities offered to the DMS GT students enhanced their DMS Viking Way experience.</li> </ul> <p><b>Staff Responsible:</b> DMS Administrative Team: Administrators &amp; CAC DMS Leadership Team: administrators, CAC, lead counselor, department heads</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Strategy 1:** DMS will highlight community donors and partners with signs or recognition during campus events.

Highlight community partners attending campus events

Community sponsors signs for donors

Have a QR code as a sign-in for every event.

Incorporate translators into events

Parent Acknowledgement System (stickers, yard signs, t-shirts, DMS engraved coaster etc..)

Incorporate parent survey w/check-in

**Intended Audience:** DMS Staff and Community

**Provider / Presenter / Person Responsible:** DMS Administrative Team

**Date(s) / Timeframe:** 2023-2024 school year

**Collaborating Departments:** DMS PTO, DMS Staff

**Delivery Method:** Face-to-Face, Blackboard, campus marquee

**Staff Responsible:** DMS Administrative Team

**Targeted Support Strategy**

**Strategy 2:** Grade level /principal parent meetings 3X a semester

**Intended Audience:** DMS Community

**Provider / Presenter / Person Responsible:** DMS Administrators

**Date(s) / Timeframe:** 2023-2024 school year

**Collaborating Departments:** DMS PTO

**Delivery Method:** Face-to-Face

**Staff Responsible:** DMS Administrators

**Targeted Support Strategy**

**Strategy 3:** We will host an EB Parent Night for our 8th grade parents, with the goal being to inform them of the exit procedures, and the opportunities that have been put into place for our EB students this year.

**Intended Audience:** DMS EB students & parents in the 8th grade

**Provider / Presenter / Person Responsible:** DMS LPAC

**Date(s) / Timeframe:** Semester 1 of 2023-2024 school year

**Collaborating Departments:** DMS Counselors & ELA Department Head

**Delivery Method:** Face-to-face

**Staff Responsible:** DMS LPAC Administrator

**Targeted Support Strategy**

**Strategy 4:** DMS will incorporate PTO membership and VIP opportunities as part of the DMS New Student Registration packet.

**Intended Audience:** Families who enroll new to DMS during the school year.

**Provider / Presenter / Person Responsible:** DMS PTO officers, DMS front office

**Date(s) / Timeframe:** 2023-2024 school year

**Collaborating Departments:** DMS Counseling Department

**Delivery Method:** Face-to-face & email

**Staff Responsible:** DMS Administrative Team

**Targeted Support Strategy**

**Strategy 5:** DMS GT coordinator will host a separate GT session for all current GT parents and those interested in having their child tested during the Fall Open House.

DMS will provide a community-based activity at least once a semester to our advanced level students.

**Intended Audience:** DMS GT/AAC Students & Parents

**Provider / Presenter / Person Responsible:** DMS Administrative Team  
DMS GT Coordinator

**Date(s) / Timeframe:** 2023-2024 School Year

**Collaborating Departments:** DMS Counseling Dept.  
DMS Department Heads

**Delivery Method:** Face-to-face

**Staff Responsible:** DMS Administrative Team

**Targeted Support Strategy**

**Strategy 6:** DMS has started the program Vikes DADs (Dads Assisting Daily @ School) to bring positive adult male role models for our DMS students.

**Intended Audience:** DMS parents and community

**Provider / Presenter / Person Responsible:** PTO and DMS Leadership Team

**Date(s) / Timeframe:** 2023-2024 School Year

**Collaborating Departments:** DMS Counseling and Department Leads

**Delivery Method:** Face-to-Face

**Staff Responsible:** DMS Leadership Team

**Strategy 7:** Dulles will continue its partnership with Be A Champion to provide our after school students a healthy and nutritional snack vs a fast-food alternative.

**Intended Audience:** Dulles MS after school programs

**Goal 4:** FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

**Key Question 2:** 4.2 To what degree are schools partnering with one another to support student learning experiences?

**Goal 4:** FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

**Key Question 3:** 4.3 To what degree do students engage in community partnerships to support their own learning goals while demonstrating COMPASSION and SERVANT LEADERSHIP (Profile of a Graduate)?



**Goal 5:** FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

**Key Question 1:** 6.1 To what degree does the organization manage financial, human, physical and technological resources in a way that enables and enhances transparency, accountability, integrity, efficiency, and innovation in all operations to support improved student outcomes?

**Goal 5:** FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

**Key Question 2:** 6.2 To what degree does the organization leverage various sources of evidence in a strategic, responsible way to optimize resources that can be utilized in advancing the District's goals to improve student outcomes?

**Goal 5:** FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

**Key Question 3:** 6.3 To what degree does the organization promote a responsive, accessible and multi-channeled communication plan with internal and external stakeholders while delivering courteous, quality customer service to improve student outcomes?

# State Compensatory

## Budget for Dulles Middle School

**Total SCE Funds:** \$25,000.00

**Total FTEs Funded by SCE:** 0

### Brief Description of SCE Services and/or Programs

Our campus State Compensatory Education (SCE) funds supplement the regular education program for students that meet one or more of the 15 eligibility criteria for being At-Risk and our educationally disadvantaged students. DMS offers an after-school program called the Zone where students who do not have academic support at home can stay and get help on their homework, work on a collaborative project or make-up a test or quiz. The Zone is staffed with teachers from the four core subjects. SCE funds are used for supplemental pay and transportation for our most at-risk students. To bridge the academic gaps at risk students have we offer intensive accelerated instruction and intervention in math and/or literacy. Students identified with specific gaps will be invited to attend Gap Saturdays that are designed to intervene in a small group setting directly with students who have failed to meet standards on STAAR two years in a row. We will also provide Relevant Review seminars for our at-risk 6-8 students in math and reading, as well as 8 science and social studies. Our Relevant Review seminars address prioritized TEKS clusters to give relevant and purposeful review prior to STAAR by leveraging content strategies to engage are at-risk students.

# Campus PLC Team Leadership Team

Committee Role	Name	Position
Classroom Teacher	Maleeya Coleman	6 Science PLC Team Leader
Classroom Teacher	Bonnie Holt	7 Science PLC Team Leader
Classroom Teacher	Alejandra Rangel	8 Science PLC Team Leader
Classroom Teacher	Angela Martin	6 S.S. PLC Team Leader
Classroom Teacher	Morgan Cole	7 S.S. PLC Team Leader
Classroom Teacher	David Hale	8 S.S. PLC Team Leader
Classroom Teacher	Doris Bacon	6 ELA PLC Team Leader
Classroom Teacher	Bea Canavati	7 ELA PLC Team Leader
Classroom Teacher	Lauren Burkholder	8 ELA PLC Team Leader
Classroom Teacher	Latasha Mcmurry	6 Math PLC Team Leader
Classroom Teacher	David Dawson	7 Math PLC Team Leader
Classroom Teacher	Oceana Cornell	8 Math PLC Team Leader
Administrator	Roberta LaVavalley	CAC
Administrator	Dave Squires	Associate Principal
Administrator	Reginald Brown	Principal

# Campus Student Support Team

Committee Role	Name	Position
Administrator	Alexandrea Williams	Assistant Principal
Non-classroom Professional	Andrea Sanders	Counselor
Non-classroom Professional	Shalyn Clay	Counselor
Non-classroom Professional	John Burnett	Counselor
Administrator	Roberta LaValley	CAC
Administrator	Stephanie McDowell	Assistant Principal
Administrator	Dave Squires	Associate Principal
Administrator	Reginald Brown	Principal

# Tier III SST

Committee Role	Name	Position
Administrator	Reginald Brown	Principal
Administrator	Roberta LaValley	CAC
Classroom Teacher	Ashley Craft	6 Literacy Lab
Classroom Teacher	Lauren Burkholder	7 Literacy Lab
Classroom Teacher	Julie Foster	8 Literacy Lab
Classroom Teacher	Paul Llacar	6 Math Lab
Classroom Teacher	Jemet Martinez	8 Math Lab

# Campus Planning Advisory Committee

Committee Role	Name	Position
Classroom Teacher	Maleeya Coleman	Campus Teacher
Classroom Teacher	Ursula Perez	Campus Teacher
Classroom Teacher	Ericka Castillo	Campus Teacher
Community Representative	Kimberly Williams	Community Representative
District-level Professional	Dena Scott	Director of Athletics
Community Representative	Sean Ulrey	Community Representative
Non-classroom Professional	Shalyn Clay	Counselor
Classroom Teacher	Gerald Lee	Campus Teacher
Administrator	Roberta LaValley	CAC
Administrator	Reginald Brown	Principal



# 8 Gr Student Support Team

Committee Role	Name	Position
Non-classroom Professional	Kelly Klak	Social Worker
Non-classroom Professional	Whitnee Willrich	Facilitator Behaviorist HLT
Non-classroom Professional	Jesse Moreno	Behavioral Health & Wellness
Non-classroom Professional	Shalyn Clay	8th Grade Counselor
Classroom Teacher	Khanh Trinh	Math
Classroom Teacher	Julie Dolive	Science
Classroom Teacher	Nicole Mayfield	ELA
Classroom Teacher	David Hale	Social Studies
Administrator	Roberta LaValley	CAC
Administrator	Stephanie McDowell	Assistant Principal

# 7 Gr Student Support Team

Committee Role	Name	Position
Non-classroom Professional	Kelly Klak	Social Worker
Non-classroom Professional	Whitnee Willrich	Facilitator Behaviorist HLT
Non-classroom Professional	Jesse Moreno	Behavioral Health & Wellness
Classroom Teacher	Leeann Trufan	Math
Classroom Teacher	Emily Blanco	Social Studies
Classroom Teacher	Bonnie Holt	Science
Classroom Teacher	Harrison Mcnamara	ELA
Non-classroom Professional	Andrea Sanders	Counselor
Administrator	Roberta LaValley	CAC
Administrator	Dave Squires	Associate Principal

## 6 Gr Student Support Team

Committee Role	Name	Position
Administrator	Alexandrea Williams	Assistant Principal
Non-classroom Professional	Jesse Moreno	Behavioral Health & Wellness
Non-classroom Professional	Kelly Klak	Social Worker
District-level Professional	Whitnee Willrich	Facilitator Behaviorist HLT
Classroom Teacher	Jamileth Froste	Science
Classroom Teacher	Orlandria Lawson	ELA
Classroom Teacher	Jennifer Mason	Math
Classroom Teacher	Ana Soto	Social Studies
Non-classroom Professional	John Burnett	Counselor
Administrator	Roberta LaValley	CAC

# Campus Leadership Team

Committee Role	Name	Position
Non-classroom Professional	John Burnett	Lead Counselor
Classroom Teacher	Angela Johnson	Special Ed Department Head
Classroom Teacher	Edward Odeh	Fine Arts Department Head
Classroom Teacher	C Johnson	PE Department Head
Classroom Teacher	April Red	Social Studies Department Head
Classroom Teacher	Jamileth Froste	Science Department Head
Classroom Teacher	Jemet Martinez	Math Department Head
Classroom Teacher	Julie Foster	ELA Department Head
Administrator	Roberta LaValley	CAC
Administrator	Stephanie McDowell	Assistant Principal
Administrator	Alexandrea Williams	Assistant Principal
Administrator	Dave Squires	Associate Principal
Administrator	Reginald Brown	Principal

# Campus Based Accountability System

Committee Role	Name	Position
Non-classroom Professional	John Burnett	Counselor
Classroom Teacher	Maleeya Coleman	6 Science/ 8 AVID
Classroom Teacher	Travis Davis	7 Science
Classroom Teacher	Edward Odeh	Fine Arts Department Head
Classroom Teacher	Adriana Meza	Fine Arts - Art
Classroom Teacher	Leeann Trufan	7 Math
Non-classroom Professional	Melanie Hodges	Librarian
Classroom Teacher	Sarah Bhanji	6th Grade Science
Classroom Teacher	Chelsea Johnson	PE Department Head
Classroom Teacher	Julie Foster	ELA Department Head
Classroom Teacher	Morgan Cole	7 Social Studies
Administrator	Roberta LaValley	CAC
Administrator	Dave Squires	Associate Principal
Administrator	Reginald Brown	Principal