

Fort Bend CBAS

Dulles Middle School

2022-2023 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

16 percent of the students at DMS are Emergent Bilingual. Attendance was down at DMS from 97 pre-covid to 95 percent in 2021-2022. The number of economically disadvantaged students continue to rise at DMS. The percent of economically disadvantaged students stands at 53 percent which represents a 18 percent gain over the last 4 years. 2 students were retained this past year. 37 students were identified as GT

	Total Enrollment by Race/Ethnicity								
	2013	2014	2015	2016	2017	2018	2019	2021	2022
African Am	25%	22%	24%	23%	23%	27%	28%	28%	29%
Hispanic	23%	23%	24%	23%	23%	23%	22%	24%	23%
White	25%	25%	23%	20%	19%	17%	15%	15%	16%
American In	0%	0%	0%	0%	0%	0%	1%	0%	0%
Asian	25%	27%	26%	31%	32%	29%	31%	28%	28%
Pacific Isl	0%	0%	0%	0%	0%	0%	0%	0%	0%
Two or More	3%	3%	3%	3%	3%	4%	3%	4%	4%
Eco Dis	32%	30%	30%	30%	33%	41%	49%	50%	53%
ELL	5%	7%	7%	7%	9%	7%	11%	14%	14%
Spec Ed	7%	6%	7%	6%	7%	8%	8%	11%	12%
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 campus in their foundation years (K-5) often come with gaps in their foundational skills.

Student Learning

Student Learning Summary

	No. Tested	Avg. Score	Did Not Meet		Approaches		Meets		Masters	
6 Reading	420	1603	105	25%	315	75%	187	45%	94	22%
7 Reading	468	1705	84	18%	384	82%	281	60%	201	43%
8 Reading	467	1735	67	14%	400	86%	303	65%	208	45%

	No. Tested	Avg. Score	Did Not Meet		Approaches		Meets		Masters	
6 Math	420	1633	105	25%	315	75%	187	45%	94	22%
7 Math	468	1638	184	39%	284	61%	149	32%	72	15%
8 Math	327	1664	104	32%	223	68%	126	39%	33	10%
Alg EOC	143	4991	3	2%	140	98%	132	92%	118	83%

	No. Tested	Avg. Score	Did Not Meet		Approaches		Meets		Masters	
8 Science	466	4115	83	18%	383	82%	246	53%	148	32%

	No. Tested	Avg. Score	Did Not Meet		Approaches		Meets		Masters	
8 Social Stud.	467	3842	146	31%	321	69%	172	37%	104	22%

Student Learning Strengths

DMS saw increases in ELA and Science scores across demographics. The Dulles department heads and PLC leaders have been working to development campus PD that will be aligned to the districts PLC and Instructional model. PLCs have made it a priority to integrate Student

Ownership of Learning tools into their unit calendaring.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Dulles has a significant discrepancy between where our students are in math and reading in 7th and 8th grade. **Root Cause:** Three of our 7th grade math teachers retired in December of 2022 causing a majority of our 7th grade students to go several months without a math teacher.

School Processes & Programs

School Processes & Programs Summary

- Development of instructional practices where students have the ability to use the SOL tools independently. These include rubrics, checklists and anchor charts as well as out campus developed feedback protocol tools.
- Ensure that the core PLCs are following the PLC protocol cycle with an emphasis on unit planning and backwards design for all summative and formative assessments.
- Maintaining the Tier II Literacy and Mathmatic interventions - in class using small group instruction and during Viking Time Advisory.

Programs: Specialty Advisories, Viking Bucks, Viking Time Circles, Targeted Tutorials, The Zone

School Processes & Programs Strengths

Dulles MS has been working for several years to build up our teacher leaders in areas beyond our department heads. This includes our Team Leads and CBAS and PBIS committee members. This has allowed for DMS to begin to implement strategies beyond what can be handled by the leadership team. Dulles has been able to lay a strong foundation for Tier II intervention for our students who have significant academic gaps.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: DMS teachers need time and training on how to bring small group instruction into their Tier I instruction so they can begin to address students instructional gaps for Tier II. **Root Cause:** Teachers struggle to use their PLC planning effectively to allow for well thought out unit objectives and backwards design.

Perceptions

Perceptions Summary

When reviewing the 2022 Student Engagement survey there was a significant change in the School Attendance Influence where students are reporting that their friends have almost as much influence in their attendance as their parents and the teachers have a significantly smaller influence. We have also noticed in both the Student Engagement survey as well as our campus CBAS survey there is a discrepancy between student and teacher perception in various areas of academic and cultural perceptions. What stood out was 30% of our students didn't feel encouraged by their teachers and 90% of the teachers felt that they encourage their students to succeed daily. The DMS CBAS team gave multiple surveys to the students and teachers looking at how affective our student ownership of learning tools. The student results showed that they were aware of the tools but didn't feel that they affected their learning. Teachers reported in their survey that checklists were having the biggest impact on their students learning.

Perceptions Strengths

DMS has been working to implement programs that will help students and parents engage in various climate and culture activities. The CBAS team has been working with department leaders to continue closing the gaps between perception and reality when using Student Ownership of Learning tools. Parents regularly attend campus events that directly relate to their child. Parents participate in “chats with the Principal,” and chats with the Assistant Principals. The PTO has increased membership the past two years. Community partnerships exist with the local YMCA and the Missouri City Links. The campus correspondence are in multiple languages.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Dulles MS is a campus that is part of a community that is continually changing and growing and we need to ensure that the community feels part of the DMS Culture. **Root Cause:** Post COVID parents, students, and staff are disconnected from the DMS culture.

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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 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
- 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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

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			
System Response 1: By June of 2023 Dulles MS wil lincrase the effectiveness of PLCs through the implementation of student ownership of learning tools implementation of Tier 1 curriculum, and professional development as evidenced through the indicators of success. Evidence of Success: Formative Indicators of Success: * Increase the frequency that students interact with the Success Criteria and Learning Intentions from 48% to 53% as determined by Campus Learning Walks. * 60% of our students will be able to reference Rubrics and Checklists independently when asked during Campus Learning Walks. * NEW: Peer Feedback Stems are evident by student use of the feedback language in the classroom during Campus Learning Walks. * Math and Reading REN Screener will show a 5% decrease of students' moving in the Intervention and At Risk between BOY to MOY and MOY to EOY. Summative Indicators of Success: * By June 2023, Increase the frequency that students interact with) Success Criteria and Learning Intentions from 48% to 53% as determined by Campus Learning Walks. * Math and Reading REN Screener will show a 5% decrease of students' moving in the Intervention and At Risk between BOY to MOY and MOY to EOY. * By June of 2023 DMS will close the achievement gap in our STAAR scores by 5%. Staff Responsible: Core Leadership Team, CAC, LPAC	Formative			Summative
	Nov	Jan	Mar	June
	Adjustments Taking Place	Adjustments Taking Place	Adjustments Taking Place	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: o Develop school wide PD that focuses on implementing student ownership of learning tools (Learning Intentions, Success Criteria and Feedback stems)

- Provide teachers with posters of Peer Feedback Stems

Intended Audience: Core academic teachers

Date(s) / Timeframe: Monthly Department Meetings

Provider / Presenter / Person Responsible: Department Heads - J. Martinez, J. Foster, A. Red, J. Froste, J. Barnhill

Collaborating Departments: Special Ed - C. Caldwell

Delivery Method: Face to face

Staff Responsible: Administrative Team: Dr. Brown, Mr. Squires, Ms. Mallory, Dr. Stevenson, Ms. LaValley

Strategy 2: o Include campus teacher leaders in the Campus Learning Walks (ex; department heads, team leaders, PLC members)

Intended Audience: PLC Team Leaders

Date(s) / Timeframe: Weekly Campus Walks starting in September

Provider / Presenter / Person Responsible: Dr. Brown and Ms. LaValley

Collaborating Departments: Core academic departments

Delivery Method: Face to face

Staff Responsible: Campus Leadership Team

Strategy 3: o Dulles will require all core PLCs to integrating and monitoring S.O.L.T in the PLC agenda with fidelity.

Intended Audience: Core academic PLC teachers

Date(s) / Timeframe: Weekly PLCs

Provider / Presenter / Person Responsible: PLC Team Leaders and their subject administrator

Collaborating Departments: CAC - R. LaValley

Delivery Method: Face to face

Staff Responsible: Math: Dr. Brown, Science: Mr. Squires, Social Studies: Dr. Stevenson, ELA: Ms. Mallory

Strategy 4: Continue offering students access to the Zone. The Zone will be supported with teachers from all four content areas as a place to go to after school to help with homework, work on group projects or make up a test or quiz.

Intended Audience: All students in grades 6-8 but targeting our At-Risk students

Date(s) / Timeframe: September to April

Provider / Presenter / Person Responsible: Core academic teachers

Collaborating Departments: Math and ELA

Delivery Method: Face-to-Face

Staff Responsible: Core Leadership Team

TEA Priorities:

Build a foundation of reading and math

- **Targeted Support Strategy**

Funding Sources: Teacher tutorial pay - 199 General Fund SCE - 24 - \$5,520

Strategy 5: Relevant Review Seminars to review the most tested TEKS on STAAR with out At Risk students.

Intended Audience: 6-8 At-Risk students in STAAR tested subjects

Date(s) / Timeframe: March - April

Provider / Presenter / Person Responsible: Department Heads

Collaborating Departments: All core departments

Delivery Method: Face-to-face

Staff Responsible: Core Leadership Team

TEA Priorities:

Build a foundation of reading and math

- **Targeted Support Strategy**

Funding Sources: Teacher tutorial pay and pizza and snacks - 199 General Fund SCE - 24 - \$2,880

Strategy 6: Dulles will provide Gap Saturdays to address the at-risk students who not closed their academic gaps post COVID. During the GAP Saturdays teachers will work with students on foundational TEKS that will help support current instructional TEKS.

Intended Audience: Students grades 6-8 who have shown no growth or digressed significantly from 2021 - 2022.

Date(s) / Timeframe: October - March

Provider / Presenter / Person Responsible: Core math, ELA, science and social studies

Collaborating Departments: Core department heads

Delivery Method: Face-to-Face

Staff Responsible: Core Leadership Team

TEA Priorities:

Build a foundation of reading and math

- Targeted Support Strategy

Funding Sources: Tutorial pay and snacks for students - 199 General Fund SCE - 24

Strategy 7: To provide additional support for our EB students DMS will offer a two-tiered support program. The first is to provide targeted interventions for our EB students based on their gaps as determined by TELPAS. The second is to provide regular PD and coaching opportunities to help teachers incorporate highly effective strategies into their lesson planning.

Intended Audience: EB students and DMS faculty

Date(s) / Timeframe: After school and during PLC

Provider / Presenter / Person Responsible: LPAC committee

Collaborating Departments: Core academic departments

Delivery Method: Face-to-face

Staff Responsible: LPAC

TEA Priorities:

Build a foundation of reading and math

- Targeted Support Strategy - Additional Targeted Support Strategy

Funding Sources: Tutorial pay for EB teachers - 199 General Fund SCE - 24 - \$2,464

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)?

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?

System Response 1 Details	Reviews			
System Response 1: By June of 2023 Dulles MS will improve campus culture by developing effective student communication systems, implementation of PBIS, Restorative practices, and social and emotional learning as evidenced by the indicators of success. Evidence of Success: Formative Indicators of Success: * By the end of the 2023 school year DMS will have decrease in offenses for physical contact by 5% from the 2022 school year. * There will be more than a 10% increase of positive student and teacher response from the Campus Culture survey when asked about feeling recognized for positive behavior in the classroom as seen from the BOY to MOY survey. * When asked in the student Campus Culture survey there will be a 10% increase of students will respond that Viking Time has had a positive effect on their school experience between the BOY, MOY and EOY survey. * By the end of the 2023 school year DMS will have decreasing the number of students failing two or more classes by 5% from the 2022 school year. Summative Indicators of Success: * By the end of the 2023 school year DMS will have decrease in offenses for physical contact by 5% from the 2022 school year. * By the end of the 2023 school year DMS will have decreasing the number of students failing two or more classes by 5% from the 2022 school year. * There will be more than a 90% positive student and teacher response from the campus culture survey when asked at the EOY. * When asked in the student Campus Culture survey at least 85% of students will respond that Viking Time has had a positive effect on their school experience. Staff Responsible: CBAS members, DMS Leadership Team	Formative			Summative
	Nov	Jan	Mar	June
	On Track	On Track	On Track	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Dulles will implement targeted PBIS strategies such as but not limited to Restorative/Value circles, distribution of Viking Bucks for positive student behavior, counseling groups and the recruitment of a diverse cross-section of campus representation for the PBIS committee.

Intended Audience: Dulles Staff

Date(s) / Timeframe: Monthly

Provider / Presenter / Person Responsible: PBIS Committee,

Collaborating Departments: CBAS, Counseling department, Core Leadership Team

Delivery Method: Face-to-face, email, DVBN

Staff Responsible: Ms. Mallory - PBIS Committee, Ms. Smith - Lead Counselor

Strategy 2: Dulles MS will implement a grade tracking and teacher conference protocol to be implemented in Viking Time.

Intended Audience: DMS staff

Date(s) / Timeframe: Every six weeks - after second progress report in a nine weeks.

Provider / Presenter / Person Responsible: Mr. J. Barnhill and Ms. A. Red

Collaborating Departments: All departments

Delivery Method: Face-to- face in faculty meeting and emails

Staff Responsible: DMS staff with advisory class

Strategy 3: Dulles MS will develop and implement lessons that foster a family and communities' environment within their Viking Time class.

Intended Audience: DMS staff and students

Date(s) / Timeframe: Bi-monthly in Viking time

Provider / Presenter / Person Responsible: Mr. J. Barnhill

Collaborating Departments: CBAS Team and Core Leadership Team

Delivery Method: Email - Schoology/Teams

Staff Responsible: DMS staff with a Viking Time class.

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			
System Response 1: By June of 2023 Dulles MS will improve campus culture by developing effective student communication systems, implementation of PBIS, Restorative practices, and social and emotional learning as evidenced by the indicators of success. Evidence of Success: Formative Indicators of Success: * By the end of the 2023 school year DMS will have decrease in offenses for physical contact by 5% from the 2022 school year. * There will be more than a 10% increase of positive student and teacher response from the Campus Culture survey when asked about feeling recognized for positive behavior in the classroom as seen from the BOY to MOY survey. * When asked in the student Campus Culture survey there will be a 10% increase of students will respond that Viking Time has had a positive effect on their school experience between the BOY, MOY and EOY survey. * By the end of the 2023 school year DMS will have decreasing the number of students failing two or more classes by 5% from the 2022 school year. Summative Indicators of Success: * By the end of the 2023 school year DMS will have decrease in offenses for physical contact by 5% from the 2022 school year. * By the end of the 2023 school year DMS will have decreasing the number of students failing two or more classes by 5% from the 2022 school year. * There will be more than a 90% positive student and teacher response from the campus culture survey when asked at the EOY. * When asked in the student Campus Culture survey at least 85% of students will respond that Viking Time has had a positive effect on their school experience. Staff Responsible: DMS Leadership Team and Counseling Department	Formative			Summative
	Nov	Jan	Mar	June
	On Track	On Track	On Track	
<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: Dulles will implement targeted PBIS strategies such as but not limited to Restorative/Value circles, distribution of Viking Bucks for positive student behavior, counseling groups and the recruitment of a diverse cross-section of campus representation for the PBIS committee.

Intended Audience: DMS student body

Date(s) / Timeframe: 2022-2023 School Year

Provider / Presenter / Person Responsible: DMS Staff

Collaborating Departments: District PBIS and Counseling services

Delivery Method: Face-to-face

Staff Responsible: DMS Leadership Team and Counseling Department

Strategy 2: DMS will institute a grade tracking protocol and teacher conference in Viking Time while also developing and implementing lessons that foster a family and communities' environment within their Viking Time class.

Intended Audience: DMS student body

Date(s) / Timeframe: 2022-2023 School Year

Provider / Presenter / Person Responsible: Viking Time Advisory teachers

Collaborating Departments: DMS Counseling department, AVID site team, and PBIS committee

Delivery Method: Face-to-face

Staff Responsible: DMS Core Leadership team

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 but Consider a Change

System Response 1 Details	Reviews			
<p>System Response 1: By June of 2023 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>Evidence of Success: Formative Indicators of Success:</p> <ul style="list-style-type: none"> * Increase the number of PTO membership by 10% per grade level from previous school year. * Increase the number of VIPS by 5% across all grade levels. * DMS will see parents from all grade levels at multiple school events as determined by QR Code survey at each event. * DMS will have at least 50% of grade level/school parents who attend in attendance at "Rap with Reggie", "Talk with Tammi", "Hang out with Henry", "Discourse with Dave" Viking check-ins. * Dulles Middle School will increase the number of events that target individual and multiple grade levels * Using the Ren data we will identify students who have the potential to be identified as GT and using small group instruction to engage students in at least one enrichment activity per unit. <p>Summative Indicators of Success:</p> <ul style="list-style-type: none"> * By the end of the 2023 school year DMS will retain at least 80% of our PTO members to the next school year. * By the end of the 2023 school year we will have a commitment of 100% of our VIPS to return for the 2024 school year. * 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. * By the end of the 2023 school year DMS will ask that every teacher, administrator, and counselor refer at least one student for GT test for the 2023-2024 school year to increase our identified GT students from 0.02% to 3%. <p>Staff Responsible: DMS CBAS Team, Core Leadership Team, DMS PTO</p>	Formative			Summative
	Nov	Jan	Mar	June
	On Track	Adjustments Taking Place	On Track	

0%

No Progress

100%

Accomplished

→

Continue/Modify

✗

Discontinue

Strategy 1: DMS will hold grade level principal - parent meetings.

Intended Audience: DMS parents and students

Date(s) / Timeframe: Three times a semester

Provider / Presenter / Person Responsible: Dr. Brown, Ms. Squires, Ms. Mallory, Dr. Stevenson

Collaborating Departments: Department heads and counseling department

Delivery Method: Via Zoom and/or Teams

Staff Responsible: Dr. Brown, Ms. Squires, Ms. Mallory, Dr. Stevenson

Strategy 2: DMS will highlight community donors and partners with signs or recognition during campus events.

Intended Audience: Dulles MS parents, students, community business,

Date(s) / Timeframe: 2022-2023 school year

Provider / Presenter / Person Responsible: PBIS Committee - Ms. T. Mallory

Collaborating Departments: DMS athletic, Fine Arts, clubs

Delivery Method: Face-to-face

Staff Responsible: Dr. Brown and Ms. Mallory

Strategy 3: Dulles MS will implement a Parent Acknowledgement System (stickers, yard signs, t-shirts, DMS engraved coaster etc..) that will be incorporated in the parent survey w/check-in at school events to recognize their continued support of DMS Vikings.

Intended Audience: DMS parents and students

Date(s) / Timeframe: 2022-2023 school year

Provider / Presenter / Person Responsible: PBIS Committee, Core Leadership Team, DMS CBAS

Collaborating Departments: DMS Counselors, DMS PTO

Delivery Method: Phone, electronic, face-to-face

Staff Responsible: PBIS Committee, Core Leadership Team, DMS CBAS

Strategy 4: DMS 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: Parents of students in our EB program

Date(s) / Timeframe: Fall of 2022

Provider / Presenter / Person Responsible: LPAC committee

Collaborating Departments: ELA

Delivery Method: Face-to-face

Staff Responsible: LPAC coordinator

Strategy 5: Administrators and counselors will provide PLCs training on specific "look- for" to identify possible GT students.

Intended Audience: Core PLC Teams

Date(s) / Timeframe: 2022-2023 school year

Provider / Presenter / Person Responsible: GT COG & DMS Admin Team

Collaborating Departments: Math, RLA, Science & History

Delivery Method: Faculty Meeting & PLC Trainings

Staff Responsible: GT Administrator and COG

Strategy 6: Prior to the close of the window if a student enrolls with a STAAR score that is Masters they will be referred for GT testing and if they enroll after the window, they will be referred for the Spring GT testing.

Intended Audience: DMS Admin, Counselor's and CAC

Date(s) / Timeframe: 2022-2023 School Year

Provider / Presenter / Person Responsible: CAC will provide the data

Collaborating Departments: Counseling

Delivery Method: Electronic

Staff Responsible: Roberta LaValley, Vicky Smith, Michelle Garoni, Ailynne Abarado

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?

Targeted Support System Responses

Goal	Key Question	System Response	Strategy	Description
1	1	1	4	Continue offering students access to the Zone. The Zone will be supported with teachers from all four content areas as a place to go to after school to help with homework, work on group projects or make up a test or quiz.
1	1	1	5	Relevant Review Seminars to review the most tested TEKS on STAAR with out At Risk students.
1	1	1	6	Dulles will provide Gap Saturdays to address the at-risk students who not closed their academic gaps post COVID. During the GAP Saturdays teachers will work with students on foundational TEKS that will help support current instructional TEKS.
1	1	1	7	To provide additional support for our EB students DMS will offer a two-tiered support program. The first is to provide targeted interventions for our EB students based on their gaps as determined by TELPAS. The second is to provide regular PD and coaching opportunities to help teachers incorporate highly effective strategies into their lesson planning.

Additional Targeted Support System Responses

Goal	Key Question	System Response	Strategy	Description
1	1	1	7	To provide additional support for our EB students DMS will offer a two-tiered support program. The first is to provide targeted interventions for our EB students based on their gaps as determined by TELPAS. The second is to provide regular PD and coaching opportunities to help teachers incorporate highly effective strategies into their lesson planning.

State Compensatory

Budget for Dulles Middle School

Total SCE Funds: \$23,500.00

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 at-risk students.

2022-2023 DMS Campus Bases Accountability System

Committee Role	Name	Position
Administrator	Reginald Brown	Principal
Administrator	David Squires	Associate Principal
Non-classroom Professional	Roberta LaValley	Campus Assessment Coordinator
Non-classroom Professional	Vicky Smith	Counselor
Classroom Teacher	Jonathan Barnhill	Math Representative
Classroom Teacher	Morgan Venissat	Social Studies Representative
Classroom Teacher	Julie Foster	ELA Representative
Classroom Teacher	Travis Davis	Science Representative
Classroom Teacher	Chelsea Johnson	PE Resentative
Classroom Teacher	Jermaine Philps	Math Representative
Classroom Teacher	Adriana Meza	Fine Arts Representative
Administrator	Tammi Mallory	Assistant Principal
Classroom Teacher	Stephanie Stephens	ELA Representative

SST- Tier III Lab

Committee Role	Name	Position
Classroom Teacher	Julie Foster	8 Reading Lab
Classroom Teacher	Carol Broadway	7 Math Lab
Classroom Teacher	Harrison McNamara	7 Reading Lab
Non-classroom Professional	Roberta LaValley	Campus Assessment Coordinator
Classroom Teacher	VICTORIA SPREAFICO	8 Math Lab
Administrator	Reginald Brown	Principal

2022-2023 DMS Student Support Team

Committee Role	Name	Position
Administrator	Reginald Brown	Principal
Administrator	David Squires	Associate Principal
Administrator	Tammi Mallory	Assistant Principal
Non-classroom Professional	Vicky Smith	Lead Counselor
Non-classroom Professional	Michelle Garoni	Counselor
Non-classroom Professional	Ailynne Abarado	Counselor
District-level Professional	Rhonda Leduff	Intervention & Enrichment Coordinator
Non-classroom Professional	Roberta LaValley	Campus Assessment Coordinator
Classroom Teacher	Jonathan Barnhill	Instructional Support Specialist
Administrator	Stephanie McDowell	Assistant Principal

Campus Leadership Team

Committee Role	Name	Position
Administrator	Reginald Brown	Principal
Administrator	David Squires	Associate Principal
Administrator	Tammi Mallory	Assistant Principal
Administrator	Stephanie McDowell	Assistant Principal
Non-classroom Professional	Roberta LaValley	Campus Assessment Coordinator
Classroom Teacher	Julie Foster	ELA Department Head
Classroom Teacher	Jemet Martinez	Math Department Head
Classroom Teacher	Jamileth Froste	Science Department Head
Classroom Teacher	April Red	Social Studies Department Head
Classroom Teacher	Chelsea Johnson	PE Department Head
Classroom Teacher	Edward Odeh	Fine Arts Department Head
Non-classroom Professional	Vicky Smith	Lead Counselor
Non-classroom Professional	Chrissie Caldwell	Special Ed Department Head

PBIS

Committee Role	Name	Position
Administrator	Tammi Mallory	Assistant Principal
Classroom Teacher	Mike Turner	Teacher
Classroom Teacher	Shatoya Carter	Teacher
Classroom Teacher	Sarah Bhanji	Teacher
Classroom Teacher	Chris Newell	Teacher
Classroom Teacher	Tene Carter	Teacher
Classroom Teacher	Chris Isaac	Teacher
Administrator	David Squires	Associate Principal
Classroom Teacher	Orlandria Lawson	Teacher

2022-2023 Campus PLC Leadership Team

Committee Role	Name	Position
Classroom Teacher	Jessica Bentulan	6 Math Lead
Classroom Teacher	David Dawson	7 Math Lead
Classroom Teacher	Jonathan Barnhill	8 Math Lead
Classroom Teacher	Valencia Moses	6 ELA Lead
Classroom Teacher	Bea Canavati	7 ELA Lead
Classroom Teacher	Lauren Burkholder	8 ELA Lead
Classroom Teacher	Angela Martin	6 Social Studies Lead
Classroom Teacher	Morgan Venissat	7 Social Studies Lead
Classroom Teacher	David Hale	8 Social Studies Lead
Classroom Teacher	Julie Dolive	6 Science Lead
Classroom Teacher	Bonnie Holt	7 Science Lead
Classroom Teacher	Maleeya Coleman	8 Science Lead
Classroom Teacher	Tiffany Thomas	Health/PE Lead
Administrator	Reginald Brown	Principal
Administrator	David Squires	Associate Principal
Non-classroom Professional	Roberta LaValley	Campus Assessment Coordinator

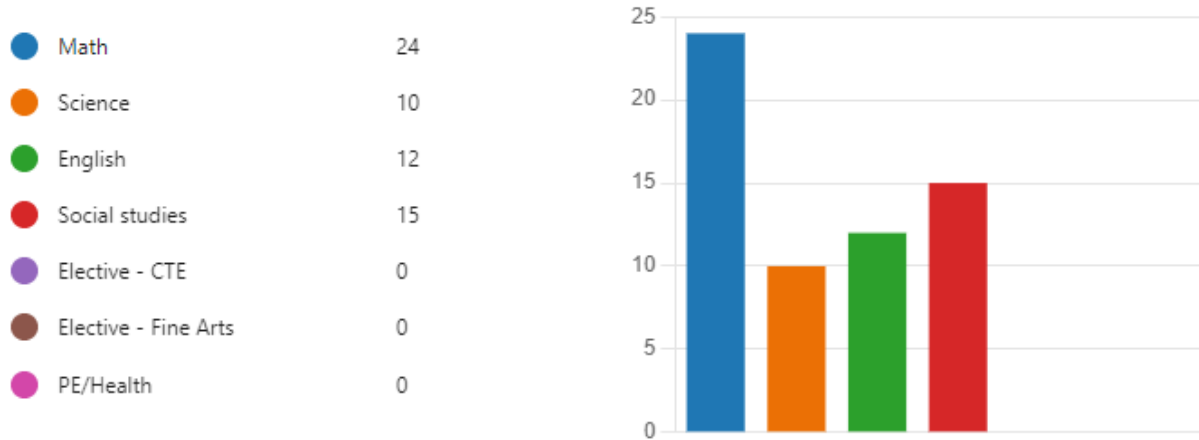
Addendums

LOC_DESCR	LOCATION_1	POS #	POSN_DES	MAX HEADC	VACANT	LAST_NAME_SRCH	FIRST_NAME_SRCH	JOBCODE	FTE	BUDGET	MPL_STAT	STD_HOURS/AC	ANCY_D	ANCY_NBR	
DULLES MID 041	DULLES	00006722	TEACHER M	0.43	0	CANAVATI	BEATRIZ	T00256	1	199.11.1000	A	37.5			
DULLES MID 041	DULLES	00006354	TEACHER M	0.29	0	CORNELL	OCEANA	T00262	1	199.11.1000	A	37.5			
DULLES MID 041	DULLES	00004847	TEACHER M	0.29	0	FOSTER	JULIE	T00256	1	199.11.1000	A	37.5			
DULLES MID 041	DULLES	00003867	COOR CAMP	0.5	0	LAVALLEY	ROBERTA	T00900	1	199.31.1000	A	37.5			
DULLES MID 041	DULLES	00006365	TEACHER M	0.14	0	SOTO	ANA	T00266	1	199.11.1000	A	37.5			

Campus Learning Walks – November Check-In Data

3. Subject

[More Details](#)



4. Was Success Criteria learner based?

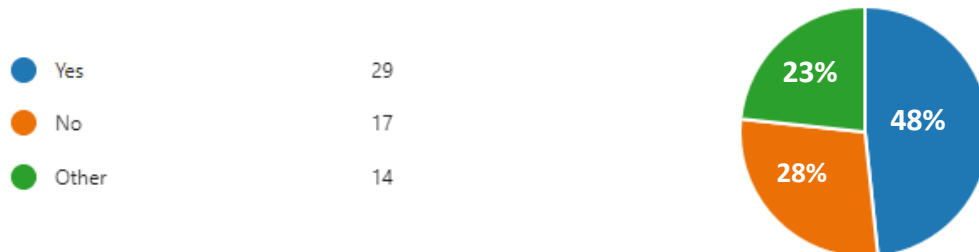
[More Details](#)



**Most of the “No” were the result of the Success Criteria wasn’t updated to match what was being taught.

6. Were multiple students able to articulate the Success Criteria

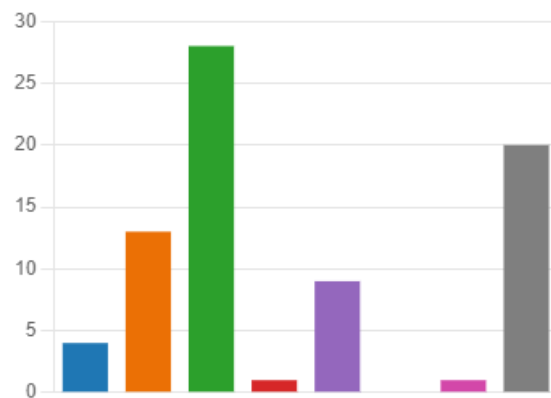
[More Details](#)



9. Was there evidence of a student clarity or feedback tool? Please select all that apply.

[More Details](#)

● Rubric	4
● Checklist	13
● Anchor Chart	28
● Feedback stems (protocol tool)	1
● AVID Campus Strategy - Focuse...	9
● Planner usage	0
● No Tools Observed	1
● Other	20



Adding two new questions to the walk data collection.

7. Students were able to reference a Rubric or Checklist independently when ask if they are currently or have recently used one in class.

Yes	0
No	0

8. Peer Feedback Stems are evident by the student(s) use of language in classroom.

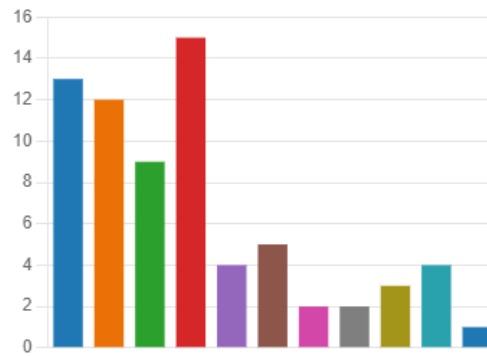
Yes	0
No	0

2022-2023 Teacher Feedback on Student Ownership of Learning – November Check-In (70 responses)

1. Which department/office do you work with the most here at Dulles MS? (0 point)

[More Details](#)

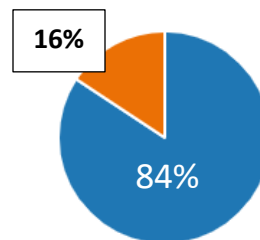
Math	13
Science	12
Social Studies	9
ELA/EB	15
PE/Health	4
Band/Orchestra/Choir	5
Art/Theater	2
CTE/Foreign Language	2
Counseling	3
Administration	4
Front Office/Clinic	1



2. Thinking back to the lesson and activities that we have done with our students during Viking Time Advisory, which statement below best reflects your experience. (0 point)

[More Details](#)

The Viking Time Advisory lesson...	59
The Viking Time Advisory lesson...	11



Negative Responses were:

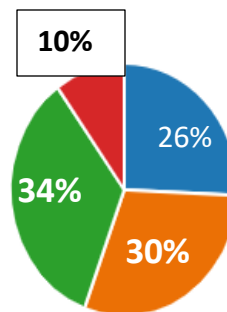
ID ↑	Name	Responses
1	anonymous	Students are receiving less instructional time during their classes. It is also really hard for students who did not get their specialty advisory of choice. I have many students who have A's in all of their classes but lost their spot in board game advisory to a student failing their classes. the selection process does not seem fair.
2	anonymous	Students prefer working on work for another class and reading. The lessons in and of themselves are not negative, students just wish to focus on their missing work.
3	anonymous	I don't really know if negative is correct, but I don't feel like they're useful. Students don't take them seriously, and teachers don't have time to prepare well for them. If they were prepared more in advance and we were notified about what we were supposed to be doing, that would be better, but I don't know if anyone has the time for that.

4	anonymous	It seems like we are just babysitting and initially they did not want advisory to be used as a study hall or for games but that is exactly what we are doing.
5	anonymous	We had a combined advisory, so we had an extremely large number of students that were not normally our students. I would not say it was a negative effect, but there was a large chunk that did not take it seriously at all.
6	anonymous	40% of the students didn't take the Digital Citizenship lessons seriously.
7	anonymous	Students do not show any interest at all.
8	anonymous	The students are motivated to math during advisory. Especially since there isn't a curriculum for this class.
9	anonymous	the kids are not engaged with the information and tend to zone out. they would rather work on assignments or play on the computer.
10	anonymous	I wanted to say it is both negative and positive. Some of the lessons that are on Schoology require the use of laptops and there are not always laptops available. On the plus side, some students use their time wisely to check their grades and make-up work.
11	anonymous	The time frame is too long, not enough for them to do. Lessons not as engaging at they started out, not enough technology. For HB4545 it seems to be going well. But it just seems like a filler class for the rest of us.
12	anonymous	I do not know.

4. Which statement best describes how often you have given out Viking Bucks as a reward for Above the Line behavior. (0 point)

[More Details](#)

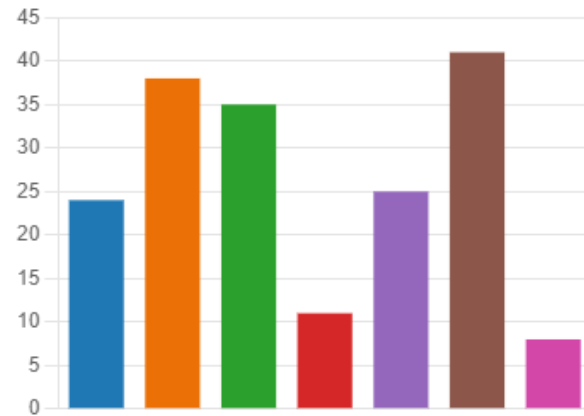
● Daily	18
● Weekly	21
● A few times a month	24
● I can't remember the last time I ...	7



5. For classroom teachers: Which Student Ownership of Learning tool do you use at least once a week? Check all that apply.

[More Details](#)

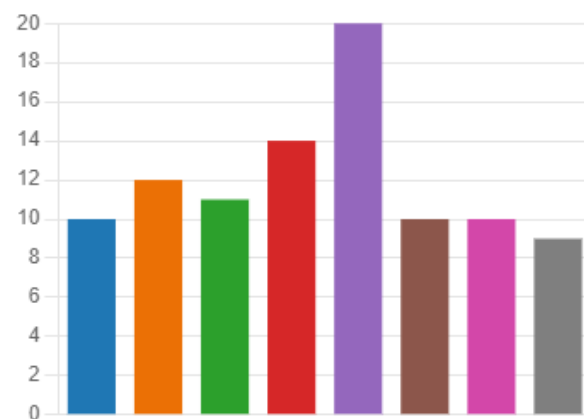
Rubrics	24
Checklists	38
Anchar Charts	35
Feedback Stems	11
Focused Notes	25
DMS Planner	41
Non-Classroom Staff Member	8



6. For classroom teachers: Which Student Ownership of Learning tool would you like more support with before you feel comfortable using regularly with your classes? Check all that apply.

[More Details](#)

Rubrics	10
Checklists	12
Anchar Charts	11
Feedback Stems	14
Focused Notes	20
DMS Planner	10
Other	10
Non-Classroom Staff Member	9



****Teachers who responded "Other" all put None or N/A**

2022-2023 Student Feedback on Student Ownership of Learning – November Check-In (927 responses)

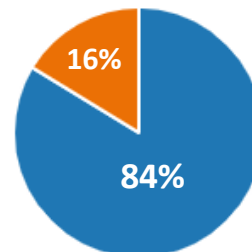
1. Thinking back to the lesson and activities that you have done in your Viking Time Advisory, which statement below best reflects your experience.

[More Details](#)

 Insights

● The Viking Time Advisory lesson... 776

● The Viking Time Advisory lesson... 151



Summary of the kids who selected Negative

46 respondents (19%) answered **advisory** for this question.

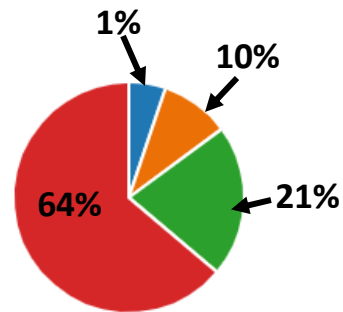
advisory time kid in my advisory advisory teachers
new in advisory things specialty advisory
time in class class **advisory** boring time Advisory
help waste of time not a time
advisory is good positive effect negative effect work time Advisory class
advisory is so much fun

3. Which statement best describes how often your **MATH** teacher gives out Viking Bucks as a reward for Above the Line behavior. (0 point)

[More Details](#)

[Insights](#)

● Daily	48
● Weekly	90
● A few times a month	197
● Can't remember the last time th...	592

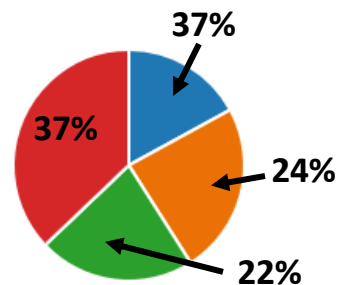


4. Which statement best describes how often your **ELA** teacher gives out Viking Bucks as a reward for Above the Line behavior. (0 point)

[More Details](#)

[Insights](#)

● Daily	158
● Weekly	222
● A few times a month	203
● Can't remember the last time th...	344

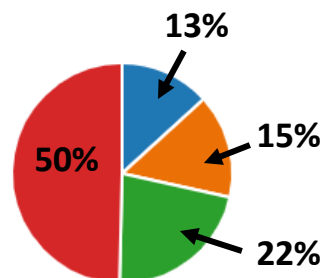


5. Which statement best describes how often your **Science** teacher gives out Viking Bucks as a reward for Above the Line behavior. (0 point)

[More Details](#)

[Insights](#)

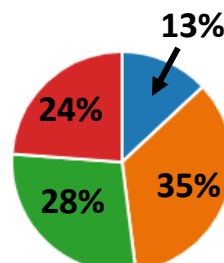
● Daily	123
● Weekly	141
● A few times a month	203
● Can't remember the last time th...	460



6. Which statement best describes how often your **Social Studies** teacher gives out Viking Bucks as a reward for Above the Line behavior. (0 point)

[More Details](#)

● Daily	121
● Weekly	324
● A few times a month	261
● Can't remember the last time th...	221

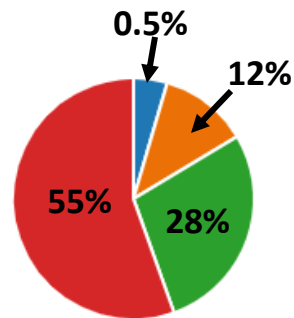


7. Which statement best describes how often your **Elective** teacher gives out Viking Bucks as a reward for Above the Line behavior.

[More Details](#)

[Insights](#)

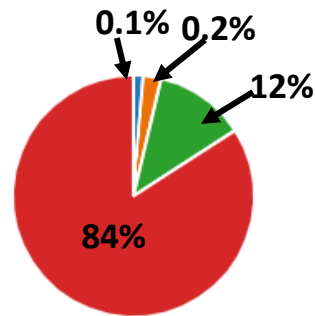
Daily	42
Weekly	110
A few times a month	261
Can't remember the last time th...	514



8. Which statement best describes how often your **PE** teacher gives out Viking Bucks as a reward for Above the Line behavior.

[More Details](#)

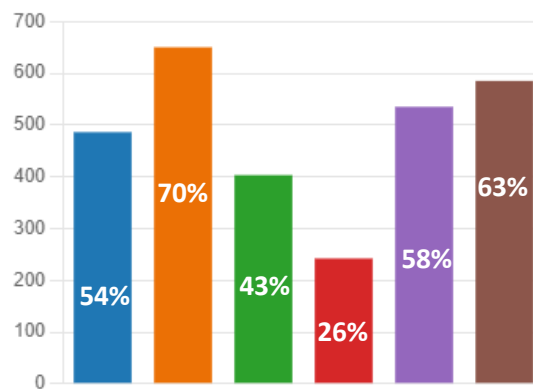
Daily	12
Weekly	22
A few times a month	113
Can't remember the last time th...	780



9. Which Student Ownership of Learning tool are you comfortable using in class without any peer or teacher support? Check all that apply. (0 point)

[More Details](#)

Rubrics	486
Checklists	650
Anchor Charts	403
Feedback Stems	242
Focused Notes	535
DMS Planner	585



10. Which subjects have you used 3 or more of the Student Ownership of Learning tools listed in question 9 weekly? (Rubrics, Checklists, Anchor Charts, Feedback Stems, Focused Notes, DMS Planner) Check all that apply. (0 point)

[More Details](#)

Math	621
Science	613
Social studies	525
ELA	629
Elective	352
PE/Health	175
No class has used 3 or more.	119

