

Grand Prairie Independent School District

Dubiski Career High School

2020-2021 Campus Improvement Plan



Mission Statement

We ensure student success by engaging minds and capturing hearts.

Vision

Dubiski Career High School will Empower, Engage, and Equip students for college and career readiness to impact the global community.

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Comprehensive Needs Assessment

Revised/Approved: November 19, 2020

Demographics

Demographics Summary

Dubiski Career High School's approximate demographics are 72% Hispanic, 11% African American, 8% White, and 7% Asian. Our population is 62% Economically Disadvantaged, 34% EL and 64% are classified as At-Risk. DCHS is committed to supporting the district focus for improved coordination of programs and services to prevent students from dropping out of school. The school of choice concept is a preventative measure for At-Risk students to stay in school. Dubiski prides itself on having a 100% graduation rate.

DCHS continues to offer PAP, AP, On-Ramps and Dual Credit. DCHS is also an AVID Schoolwide Site of Distinction courses. Participation in these advanced classes grows each year and is projected to continue to do so. We also offer SAT prep courses.

Dubiski is a school of choice. We have 3 Academies and 15 career pathways:

Academy of Business & Communication - Graphic Communication, Business, Media Technology, Information Technology

Academy of Health Science & Engineering- Health Science, Engineering, Aviation, Architecture, Dentistry

Academy of Human Service & Transportation- Cosmetology, Auto Tech, Auto Collision, Diesel Tech, Culinary Arts, Recreation and Hospitality

DCHS will continue to support current teachers through PLC, TRS, and district training. A campus mentor program supports teachers new to the campus and the district provides a new teacher orientation. Efforts will be made to recruit and retain high quality staff highly qualified for their area of instruction. The growth in student populations at DCHS demands more teaching units in core, but also in highly specialized CTE areas.

Demographics Strengths

Campus-based training is aligned the district goals and instructional needs, including specific T-Tess rubric trainings.

T-TESS offers more specific support and feedback.

PLCs support teacher instruction through collaborative planning and analysis of data .

District facilitators and strategists support teacher needs through attendance in PLCs and district training Campus based mentor training.

Deans of Instruction and CTE to support and monitor instruction and support career and technical education, business partnerships, internships and student licenses and certification to target specific student populations.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We need to enhance communication for families about services provided on campus. **Root Cause:** We need to provide services that meet the needs of families and communicate in English and Spanish and via multiple formats to ensure families are well-informed.

Problem Statement 2: Teachers need to understand the structure and CTE design of the campus to help support both staff and students. **Root Cause:** We need a stronger mentor teacher structure to help new teachers become integrated into the school culture.

Student Learning

Student Learning Summary

The students continue to perform in the top quartile of its 40 most comparable schools on the EOC test (2018-2019 data-no state testing 2019-2020 due to COVID 19).

AP Performance

Quartile 3 - Social Studies

Quartile 3 - Science

Quartile 4 - Math

SAT Performance

Quartile 2 - Reading and Writing

Student Learning Strengths

Accountability Rating Summary 2018-2019

	Component Score	Scaled Score	Rating
Overall		93	A
Student Achievement		94	A
STAAR Performance	66	92	
College, Career and Military Readiness	83	96	
Graduation Rate	99.7	95	
School Progress		93	A
Academic Growth	78	88	B
Relative Performance (Eco Dis: 73.4%)	75	93	A

	Component Score	Scaled Score	Rating
Closing the Gaps	96	92	A

Dubiski earned all seven distinctions from TEA:

Academic Achievement in Reading/ELA

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent in Student Progress

Top 25 Percent Closing Performance Gaps

Postsecondary Readiness

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We need to increase student performance SAT and AP tests. **Root Cause:** Primary focus ins on the CTE experience provided to students. We need to intentionally increase efforts to prepare our students to be successful on these exams and courses.

Problem Statement 2: We ned to increase professional development for staff to strengthen our ability to deliver online lessons. **Root Cause:** We have not improved our strategies to deliver content online. We need to intentionally plan opportunities for students to be successful in a virtual learning environment.

School Processes & Programs

School Processes & Programs Summary

DCHS incorporates PLC at various times throughout the week. We also use an academy period to allow CTE and academic teachers the ability to visit classrooms and develop deeper connection with their students. Students set goals on their quarterly exams and have data talks with their teachers to monitor their progress. We also have a Dean of Instruction specifically designated to support the curriculum, instruction, and assessment needs of the campus.

The campus has designed a mentoring program to give new teachers the opportunity to learn Dubiski systems and processes.

Current campus efforts are documented as successful and in compliance with the GPISD Technology Plan. Efforts will continue as currently designed.

One-to-one student to laptop on campus (Grades 10-12)

One-to-one student to iPad on campus (Grades 9-12)

ELMOs with videoing capabilities

Edugence is the data and assessment collection tool

Progress monitoring system of data reflection, instructional review and modifications as needed Google Drive for cloud computing, collaboration and off site storage space One Drive/Office 365 for additional cloud computing, collaboration and off site storage space

Office 365 for teacher lesson plan storage off site

Skyward Phone Messenger Parent Call System

Campus website specifically designed for Pathway integration, information and updates

Instructional Media Specialists (2) available for daily integration, solutions and deployment of new initiatives

Dubiski Social Media engagement including Facebook, Instagram and Twitter for communication

School Processes & Programs Strengths

PLC's for English, Math, Science and Social Studies

Designated time Wednesday afternoons for staff and academy meetings that include professional development opportunities.

District strategist and facilitators for each core content as well as CTE.

Special programs are supported within the master schedule (LEP, SPED, intervention, and Advanced academies)

Dean of CTE to support and monitor career and technical education, business partnerships, internships, and student licenses and certifications.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We need to increase Dual Credit opportunities for students. **Root Cause:** More students need to take the TSI to gain access to dual credit courses.

Problem Statement 2: We need to use technology more effectively. **Root Cause:** Teachers need additional training and support on using technology in the classroom.

Perceptions

Perceptions Summary

DCHS has a very unique school culture and climate.

Each of our academies have their own mission and values that help prepare students in their career pathway. All activities in the academy is guided by the premise that we are partners for the future, committed to fostering critical, creative thinkers prepared to engage meaningfully in an ever-evolving society and future world of work.

Staff members complete Safe Schools Training in order to learn and review policies and procedures to keep students healthy and safe. We also currently have Rachel's Challenge, Capturing Kids' Hearts, and Handprint on Hearts programs in place to strengthen relationships between students and teachers. We also have Crime stoppers and Stop It to encourage students to report any issue that arise in relation to student safety.

The Campus Improvement Committee (CIC) is responsible for reviewing and analyzing campus data, evaluating current strategies and updating the Campus Improvement Plan as necessary. Any parent may participate in this process or provide feedback to the CIC by contacting Executive Principal Larry Jones at any time during the year.

Perceptions Strengths

We are a Capturing Kids' Hearts National Showcase Campus. This distinction is designed to recognize and celebrate educators who go the extra mile each day to face this challenge and transform their campuses into places where Capturing Kids' Heart is alive and flourishing and where students and staff feel safe and connected.

Administration is highly visible before school, during passing periods, at lunch, and during dismissal. They conduct frequent walkthroughs and monitor areas where students are located.

The culture at Dubiski emphasizes professionalism, which creates an environment where students learn to be self-managing.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We need increased focus on integrating CTE and core courses. **Root Cause:** Teachers need more training on integrated instruction in the classroom.

Priority Problem Statements

Problem Statement 1: We need to increase student performance SAT and AP tests.

Root Cause 1: Primary focus ins on the CTE experience provided to students. We need to intentionally increase efforts to prepare our students to be successful on these exams and courses.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: We need to increase Dual Credit opportunities for students.

Root Cause 2: More students need to take the TSI to gain access to dual credit courses.

Problem Statement 2 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- Professional development needs assessment data

Goals

Revised/Approved: November 19, 2020

Goal 1: Student Achievement: Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. (TEA Strategic Priorities: 2, 3, 4)






Performance Objective 1: Increase the academic achievement for all students as measured by district and state assessment performance and growth.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: District Data Sources and StateAccountability Ratings

Summative Evaluation: None






<p>Strategy 1: We will provide evening support for students through a Homework Help Line (Zoom). Strategy's Expected Result/Impact: Improved mastery of course content leading increase in district and state assessment scores. Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Student Achievement: Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 2: Implement Needs Assessment processes and Professional Learning Communities (PLC) at each campus for data analysis of student achievement and behaviors for timely and effective instructional planning and delivery and interventions for all students in all subject areas, to produce student academic growth.

Evaluation Data Sources: PLC rosters, training agendas, intervention documentation, tutoring records

Summative Evaluation: None






<p>Strategy 1: We will provide academic interventions for at-risk students on EOC assessments. Strategy's Expected Result/Impact: Improved results on the EOC exams. Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Goal 1: Student Achievement: Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 3: Provide high quality preschool programs to improve educational objectives for eligible children that include activities to engage families and to improve the transition from PreK-Kindergarten into elementary programs. (ESSA requirement)

Evaluation Data Sources: Enrollment data, GPISD assessment data

Summative Evaluation: None








Strategy 1: Dubiski will advertise and provide information for parents interested in preschool programs. Strategy's Expected Result/Impact: Parent Notification Staff Responsible for Monitoring: Administrators and Administrative Assistants Title I Schoolwide Elements: 3.2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Student Achievement: Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 4: Implement College/Career Ready Initiatives, through Programs and Schools of Choice, with annual increases in successful completion rates and STAAR post-secondary rates, college coursework, college acceptance rates and career and technical learning opportunities that lead to skill attainment for in-demand occupations or industries. (ESSA requirement)

Evaluation Data Sources: College acceptance, AP course data, completion rates, Programs of Study completion, Licenses and certifications received by students.

Summative Evaluation: None

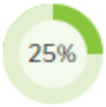




<p>Strategy 1: At DCHS, students complete internships and job shadowing placement. In addition, students will complete four year plans that are vertically aligned to their specific academy and their post-secondary career or college aspirations.</p> <p>Strategy's Expected Result/Impact: Student development of four year plans, completed schedule of visits of job shadowing and field trips, and feedback from potential employers and students.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, Academy Leads</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Goal 1: Student Achievement: Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 5: Decrease dropout rates and increase completion rates for students designated as at risk of dropping out of school by TEA definitions.

Evaluation Data Sources: PEIMS data, completion rates. STAAR data, GPISD progress reports

Summative Evaluation: None


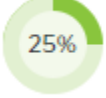


<p>Strategy 1: We will implement attendance incentive and reward programs for our students.</p> <p>Strategy's Expected Result/Impact: Increased attendance.</p> <p>Staff Responsible for Monitoring: Counselors Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Goal 1: Student Achievement: Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. (TEA Strategic Priorities: 2, 3, 4)


Performance Objective 6: Provide prescriptive instructional services and interventions to address identified student needs for specific groups of students as required and necessary, (SPED, LEP, GT, Homeless, Students in Foster Care, Migrant and at risk)


Evaluation Data Sources: tutoring records, prescriptive interventions documentation

Summative Evaluation: None

<p>Strategy 1: Progress monitoring of students each nine weeks using goal sheets and data folders.</p> <p>Strategy's Expected Result/Impact: Increased student data Student buy-in for success</p> <p>Staff Responsible for Monitoring: Teachers Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 2: Refer families to GPISD Migrant Recruiter. Implement TX Migrant supplemental services.</p> <p>Strategy's Expected Result/Impact: Increased awareness for parents.</p> <p>Staff Responsible for Monitoring: Administration</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 3: Monthly meetings with ESL program leaders and the LPAC committee to review program data, complete requirements, ensure student scheduled in appropriate classes, and information with a focus on student achievement.</p> <p>Strategy's Expected Result/Impact: Increased awareness of student performance and needs</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 4: Monthly meetings with Special Education Case Managers to review program data and information with a focus on student achievement.</p> <p>Strategy's Expected Result/Impact: Increased awareness of student performance and needs</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify






 Discontinue

Goal 1: Student Achievement: Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 7: Implement curriculum to improve relational capacity between administrators, teachers and students and their families to improve the teaching and learning environment, including dating violence, bullying, being drug free, etc.

Evaluation Data Sources: Program documentation (Rachel's Challenge and/or Capturing Kids' Hearts), student/teacher feedback

Summative Evaluation: None

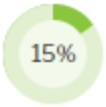
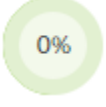




<p>Strategy 1: Participate in staff development, trainings, conferences, etc. that center on research based practices related to our student population.</p> <p>Strategy's Expected Result/Impact: Improved learning environment.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Student Achievement: Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 8: Improve student attendance with software that monitors attendance, provides student detail reports, sends notifications in home language and prepares reports for PEIMS and administrators.

Evaluation Data Sources: Attendance Reports.

Summative Evaluation: None






<p>Strategy 1: We will implement a digital attendance recovery program that also allows students a chance to recover credit and receive academic support.</p> <p>Strategy's Expected Result/Impact: Increased attendance recovery and reduced truancy rates.</p> <p>Staff Responsible for Monitoring: Administration, Attendance Clerks</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 2: We will increase synchronous parent contact by teachers, administration, and counselors to engage students that have disengaged from the learning process.</p> <p>Strategy's Expected Result/Impact: Reduced truancy and failure rates and increase parent/school cooperation</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Unlocking Leadership, Recruitment, Support and Retention of Personnel: Teachers and administrators will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques to improve student learning. Measurements: Recruitment data, retention rates, campus/district training records, evidence of leadership pipeline implementation, classroom walk-through, teacher/staff evaluations. (TEA Strategic Priority 1)

Performance Objective 1: Support instructional leadership development focused on the observation/feedback cycle to create personalized professional development for campus leaders who provide a rigorous evaluation and support system for teachers.

Evaluation Data Sources: classroom walkthrough data, teacher evaluation system data

Summative Evaluation: None






<p>Strategy 1: We will increase feedback for teachers in all classrooms utilizing walkthroughs, student work, and student assessments.</p> <p>Strategy's Expected Result/Impact: Professional growth and development of teachers.</p> <p>Increased communication and progress monitoring.</p> <p>Increased student achievement.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 40%			
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Goal 2: Unlocking Leadership, Recruitment, Support and Retention of Personnel: Teachers and administrators will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques to improve student learning. Measurements: Recruitment data, retention rates, campus/district training records, evidence of leadership pipeline implementation, classroom walk-through, teacher/staff evaluations. (TEA Strategic Priority 1)

Performance Objective 2: Develop and implement initiatives to recruit, hire and retain effective teachers, campus administrators and other instructional leaders. Special attention will be given to address the needs of high-need campuses receiving effective and experienced teachers.

Evaluation Data Sources: retention data, recruitment data

Summative Evaluation: None






<p>Strategy 1: Promotion of programs, teacher-to-teacher mentoring, administration mentoring staff mentors as interns, and staff members to the next level of educational achievement or certification.</p> <p>Strategy's Expected Result/Impact: Increasing stakeholders role in the school environment.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Goal 2: Unlocking Leadership, Recruitment, Support and Retention of Personnel: Teachers and administrators will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques to improve student learning. Measurements: Recruitment data, retention rates, campus/district training records, evidence of leadership pipeline implementation, classroom walk-through, teacher/staff evaluations. (TEA Strategic Priority 1)

Performance Objective 3: Provide ongoing technical assistance to teachers and PLC members for connecting analysis of student achievement data to effective classroom interventions for all students (SPED, LEP, GT, Migrant and at-risk students as identified) in all subject areas.

Evaluation Data Sources: PLC feedback, lesson plans, student achievement data

Summative Evaluation: None






<p>Strategy 1: Build a master schedule that provides Academy time, that allows staff to immerse within the CTE and Academic courses.</p> <p>Strategy's Expected Result/Impact: More collaboration between core and CTE.</p> <p>Staff Responsible for Monitoring: Dean of Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Goal 3: Parent and Community Engagement: Parents and community members will be full partners with educators in the education of GPISD students. Measurements: Parent/community engagement meetings, community partnerships/organizations, EIC and CIC meetings, parent workshops/trainings, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (Local Strategic Priority 3)

Performance Objective 1: GPISD Education Improvement Committee and Campus Improvement Committees will utilize GPISD Board Policy requirements (parents, community, teachers) to assist with the annual Comprehensive Needs Assessment and District and Campus Improvement Plan development.

Evaluation Data Sources: CIC documentation, CIC feedback, Title 1 requirements documentation, CNA documentation

Summative Evaluation: None








<p>Strategy 1: Maintain a current CIC roster that will review and edit the Needs Assessment, goals, objectives, and strategies for improvement.</p> <p>Strategy's Expected Result/Impact: Monthly and annual compliance. An effective action plan for the campus.</p> <p>Staff Responsible for Monitoring: Administration</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Goal 3: Parent and Community Engagement: Parents and community members will be full partners with educators in the education of GPISD students. Measurements: Parent/community engagement meetings, community partnerships/organizations, EIC and CIC meetings, parent workshops/trainings, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (Local Strategic Priority 3)

Performance Objective 2: Expand outreach services (based on research) to all parents and family community members and implement programs, activities and procedures for the engagement of parents, families, community members and volunteers.

Evaluation Data Sources: Numbers of parents/family/ community members served, in attendance. Feedback forms.

Summative Evaluation: None

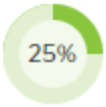




<p>Strategy 1: Communicate all school activities with Skyward phone and message blasts and on the web page. Strategy's Expected Result/Impact: Increased parental involvement. Staff Responsible for Monitoring: Administration Office Staff Title I Schoolwide Elements: 3.1, 3.2</p>	Reviews			
<p>Strategy 2: Create and post on the web page current and upcoming events. Strategy's Expected Result/Impact: Increased parental involvement. Staff Responsible for Monitoring: Administration Office Staff Title I Schoolwide Elements: 3.1, 3.2</p>	Reviews			
<p>Strategy 3: Academy Showcase Nights Each academy will hold 1 Showcase Night per semester to allow students the opportunity to show their skills and projects with parents and additional stakeholders. Strategy's Expected Result/Impact: Increased community involvement on campus. Allow students to showcase all their pathway has to offer. Staff Responsible for Monitoring: Administrators Teachers Academy Leads</p>	Reviews			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>	Formative		Summative	
	Nov	Jan	Mar	June
	 30%			
 40%				
 0%				

Goal 3: Parent and Community Engagement: Parents and community members will be full partners with educators in the education of GPISD students. Measurements: Parent/community engagement meetings, community partnerships/organizations, EIC and CIC meetings, parent workshops/trainings, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (Local Strategic Priority 3)

Performance Objective 3: Provide district/campus opportunities for parents and community members to participate in academic workshops to strengthen the home/school/community connection.

Evaluation Data Sources: Session planning documentation, agendas and attendance, Parent Involvement policy review, parent surveys

Summative Evaluation: None






<p>Strategy 1: Host parent meetings centered on instruction and instructional expectations, student successes, college and career readiness, and state assessment and accountability through the year.</p> <p>Strategy's Expected Result/Impact: Increased parental awareness.</p> <p>Staff Responsible for Monitoring: Administration Teachers Counselors</p> <p>Title I Schoolwide Elements: 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Instructional Technology: Instructional Technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments. Measurements: Technology inventory, campus Needs Assessment, purchase orders with CIP references, usage logs. (Local Strategic Priority 4)

Performance Objective 1: Update and improve technology hardware and software applications for instruction and data retention as defined in the GPISD Technology Plan.

Evaluation Data Sources: Campus inventory, purchase orders, usage data

Summative Evaluation: None

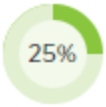





<p>Strategy 1: Replace worn or aged technology as needed.</p> <p>Strategy's Expected Result/Impact: Increased availability of hardware and software applications throughout the campus.</p> <p>Staff Responsible for Monitoring: Administration IMS Teachers</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Instructional Technology: Instructional Technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments. Measurements: Technology inventory, campus Needs Assessment, purchase orders with CIP references, usage logs. (Local Strategic Priority 4)

Performance Objective 2: GPISD will design and implement a comprehensive digital integration plan to incorporate technology and effective applications into the teaching and learning process.

Evaluation Data Sources: classroom walkthroughs, teacher feedback, usage logs

Summative Evaluation: None






Strategy 1: Technology specific professional development and trainings Strategy's Expected Result/Impact: More effective use of technology. Staff Responsible for Monitoring: Administration IMS Teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: Creation and implementation of lessons utilizing appropriate technology Strategy's Expected Result/Impact: Increased classroom engagement. Staff Responsible for Monitoring: Administration IMS Teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Safe and Orderly Environment: Dubiski will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees. Measurements: Safety audit reports, safety drill reports, discipline records, PEIMS data, staff training documentation, community/school events. (Local Strategic Priority 5)

Performance Objective 1: GPISD will ensure the safety and well-being of students, staff, parents and community members and will provide a report to the Board of Education.

Evaluation Data Sources: Incident reports. BOE report format.

Summative Evaluation: None






<p>Strategy 1: Dubkisi will follow all policy, procedures, and requirements for drills and checks as outlined through district and state guidelines.</p> <p>Strategy's Expected Result/Impact: Increased student safety.</p> <p>Staff Responsible for Monitoring: Administraiton</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Goal 5: Safe and Orderly Environment: Dubiski will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees. Measurements: Safety audit reports, safety drill reports, discipline records, PEIMS data, staff training documentation, community/school events. (Local Strategic Priority 5)

Performance Objective 2: Provide an effective student management framework to ensure student, staff and school safety and reduce the overuse of discipline practices that remove students from the classroom. (ESSA Mandate)

Evaluation Data Sources: Incident reports.

Summative Evaluation: None

Strategy 1: We will implement activities to promote a positive learning environment and manage student behavior. Strategy's Expected Result/Impact: A high achieving, positive campus experience. Staff Responsible for Monitoring: Administration Counselors Teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 30%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Addendums