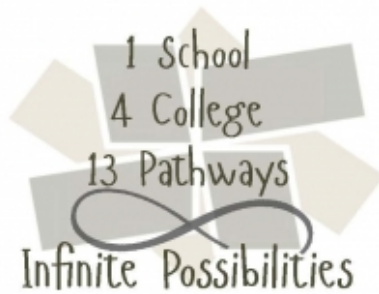


Grand Prairie Independent School District

Dubiski Career High School

2015-2016 Campus Improvement Plan



DUBISKI

Career High School



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(T1, A SW #2, #6, #8, #9, #10) (GPISD 6 Plays: Relationship Capacity, Data Driven Management) (SIP Requirements: 1, 2, 5) (CNA
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Comprehensive Needs Assessment

Demographics

Demographics Summary

DCHS approximate demographics are 73% Hispanic, 9% African American, 8% White, 6% Asian & 4% other. Of our population, 73% are Economically Disadvantaged, 20% LEP, and 68% classified as At-Risk. Dubiski Career High School is committed to supporting the district focus for improved coordination of programs and services for students of dropping out of school. The school of choice concept of a Career High School is a preventative measure for at-risk students to stay in school. DCCHS prides it self on having a 100% graduation rate.

DCCHS continues to offer PAP, AP, On-Ramps and Dual CreditDCCHS 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 AVID and district wide SAT prep courses.

Here at Dubiski, we are a school of choice. We have four colleges and thirteen career pathways:

The College of Business- Business Marketing and Finance, Cosmetology and Culinary

The College of Communications- Graphic Communications, Information Technology, and Media Technology

The College of ETA- Engineering, Transportation and Architecture

The College of Health Science- Healthe Science and Dentistry

Demographics Strengths

Newsweek recognized John Dubiski Career High School as one of America's Top High Schools. Newsweek's "Beating the Odds" list seeks to identify school that do an excellent job of preparing their students for college while also overcoming the obstacles posed students at an economic disadvantage.

According to the U.S. News & World Report, John Dubiski Career High School is ranked one of the best high schools in the nation. DCCHS is ranked 150th within Texas and 1605 across the nation. Students have the opportunity to take Advanced Placement® course work and exams. The AP® participation rate at John Dubiski Career High School is 58 percent. The student body makeup is 50 percent male and 50 percent female, and the total minority enrollment is

87 percent. John Dubiski Career High School is 1 of 5 high schools in the Grand Prairie Independent School District.

Dubiski Career High School was also named as a school of Distinction as rated by TEA. Dubiski Career High School earned all 7 Distinctions. Academic Achievement in Reading/ELA, Academic Achievement in Mathematics, Academic Achievement in Science, & Academic Achievement in Social Studies. DCBS was #1 in each of our campus groups and campus group areas:

Top 25% in Student Progress, Top 25% Closing Performance Gaps & Postsecondary Achievement

Demographics Needs

Increase opportunities for families to see their students as college and career ready through rigorous course work and work based learning experiences:
Workshops, Marketing, Parent Events/Nights

Increased support for Small Learning Communities

Develop more resources for credit recovery, including expanding APEX, and night school

Develop monitoring and support systems for SPED and 504 students, especially with the increase in population and accountability

Learning opportunities and supplemental instructional materials to address achievement data and individual student needs

Student Achievement

Student Achievement Summary

Students continue to perform at higher levels than similar schools in EOC, SAT, and AP performance. Enrollment in CTE pathways and programs of study increased and students participating in state and local competitions in CTE programs.

Dubiski earned all seven distinctions from TEA>

wAcademic Achievement in Reading/ELAw

wAcademic Achievement in Mathematicsw

wAcademic Achievement in Sciencew

wAcademic Achievement in Social Studiesw

wTop 25 Percent in Student Progressw

wTop 25 Percent Closing Performance Gapsw

wPostsecondary Readinessw

EOC Index Scores

EOC Index 1 94%

EOC Index 2 32%

EOC Index 3 58%

EOC Index 4 95%

Student Achievement Strengths

- Met and exceeded student performance in all indices per TEA. DCHS earned all 7 Distinctions:
- Distinctions earned in Reading/ELA, Mathematics, Science, Social Studies, Student Progress, Closing Performance Gaps and Post Secondary Readiness
- Advanced scores increased for US History
- Passing rates increased for all subjects
- All juniors are SAT tested and all sophomores are PSAT tested
- Over 95% of AP students take AP exams
- Increased enrollment in Dual Credit, PAP/AP, and CTE courses
- National recognition per U.S. News & World Report and Newsweek
- DCHS is also an AVID Schoolwide Site of Distinction
- Highly active student body

Student Achievement Needs

- Increase Advanced and Final Phase-in passing rates for all EOCs
- Increase student awareness and self-monitoring of progress in all courses
- Increase SPED
- Increase LEP student success rate and close performance gap to general education students
- student success rate and close performance gap to general education students
- Increase AP exam scores

School Culture and Climate

School Culture and Climate Summary

DCHS has a very unique school culture and climate. In fact, it is one of the secrets to our great success. We have 5 core values that we practice daily that we refer to as the columns of our culture. Our DCCHS values are embedded in our fiber and govern our achievement, goals, behavior and values: Professionalism, Leadership, Service, Honor and Excellence.

Each of our Colleges have their own mission and values that help prepare students in their career pathway. All activities in the college are 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 have completed the Safe Schools Training in order to learn and review policies and procedures to keeping students healthy and safe. We currently have Rachel's Challenge, Capturing Kids' Hearts, and Handprints on Hearts programs in place to strengthen relationships between students and teachers. We also have Crimestoppers to encourage students to report any issues that arise in terms of student safety or policy violations.

School Culture and Climate Strengths

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.

Now that Dubiski has been reorganized to have Small Learning Communities, teachers and administrators get to know their students on a more personal level. The master schedule reflects the fact that teachers share the same students in a cohort and SLC Principals have a deep understanding of their pathways.

School Culture and Climate Needs

We need to have a full-time SRO on our campus. Currently, we share an SRO with DAEP, which is where his office is located.

We also need to have a parking lot monitor to supervise students as they enter campus in the morning and when they dismiss in the afternoon. The monitor is also necessary during lunch when students are more likely to attempt to leave campus without permission.

There are three new SLC Principals on the campus and they need to be trained on the intricacies of the Entre Security system in order to effectively utilize its features.

New staff need to be CKH trained in order to help develop their relationships with students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

DCHS will continue to support current teachers through Small Learning Communities, 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 DCCHS demands more teaching units in core, but also in highly specialized CTE areas.

Staff Quality, Recruitment, and Retention Strengths

- Campus based training is aligned the district goals and instructional needs
- TTESS offers more specific support and feedback
- Small Learning Communities (SLC) support teacher instruction through collaborative planning and analysis of data with both CTE and Academic teachers
- 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 Instructional Dean to support and monitor instruction & CTE Dean to monitor and support career and technical education, business partnerships, internships and student licences and certification
- DCCHS to target specific student populations

Staff Quality, Recruitment, and Retention Needs

- Improve documentation and feedback systems for campus training plan
- Continue to recruit and retain teachers for CTE and pathway classes
- Increase teacher feedback and growth through use of TTESS and walkthroughs
- Continue monitoring Eduphoria records for tracking district training
- Utilizing Region Service centers such as Region 10 to seek trainings to accommodate areas of need
- SLC Coordinator's will coach and support both experienced and new teachers instructionally.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

DCHS incorporates Small Learning Communities into the daily schedules of our CTE & core subjects as well as support for SPED, LEP, and other specialized programs for struggling and diverse learners. We also utilize Professional Learning Communities at various times throughout the week. The district supports professional development through staffing and offerings. TRS and Edugence are curriculum delivery and data analysis tools used to inform instruction and assessment. DCCHS also has a Dean of Instruction specifically designated to support the curriculum, instruction, and assessment needs of the campus. The master schedule supports academic and CTE teacher common planning time to support our diverse and unique learning communities. We continue to grow AP courses, AVID and WICOR strategies for increased advanced academic performance and enrollment.

Curriculum, Instruction, and Assessment Strengths

- SLCs for each College
- PLCs for English, Math, Science and Social Studies
- Designated time Wednesday afternoons for staff meetings that may include professional development
- District strategists and facilitators for each core content as well as CTE
- Dean of Instruction designated for PLCs and instructional needs & Dean of CTE designated for SLCs, and CTE instructional needs
- Special programs are supported within the master schedule (LEP, SPED, intervention, and advanced academics)

Curriculum, Instruction, and Assessment Needs

- Need more intervention sections built into the master schedule
- Need for more support and monitoring of SPED and LEP performance and instruction
- Need for more consistent teacher-administrator feedback through walkthroughs and conferencing
- Increase student-centered, challenging instruction and decrease teacher lead, worksheet driven work

Family and Community Involvement

Family and Community Involvement Summary

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

CIP Goal 1: Parents and community members will be full partners with educators in the education of GPISD students. [TEC §4.001(b)(1)] (T1A SW #6) (GPISD 5 Plays: Relationship Capacity, Intentional Leadership) (SIP Requirement: 8) (CNA Family/Community Section)

Current parent involvement efforts were reviewed. Improvement efforts will focus on increased parent participation. Better documentation of attendance and content are needed to improve evaluation of these strategies.

Family and Community Involvement Strengths

- PBL authentic audiences – Parent Volunteers
- College nights – College 101 for Parents – Go Center for Parents/Students Open Daily
- Ring Ceremony for Junior Students/ Parents
- White Coat Ceremony for Health Science Pathway Students/Parents
- PTSA Workshops for Parents
- Parent Community Liaison offers orientation to all parents to resources available to monitoring student progress
- Dubiski strives for 100% participation of staff in PTSA
- AVID family night has helped parents with college information and financial assistance
- Summer pre-registration allows parents to pick up student schedules before school begins
- Summer pre-registration helps parents enroll on-line

Family and Community Involvement Needs

1. Improve documentation of activities for better evaluation of efforts; Utilize parent evaluation/survey after all parent meetings.
2. Continue parent informational sessions through College and Career Center; Focus on FAFSA, dual credit, and AP/PreAP information

3. Continue to involve parents through registration process
4. Continue to broaden community support for campus partners through businesses partnerships
5. Continue parental involvement through a series of pathway/college family nights to intentionally spotlight programs

School Context and Organization

School Context and Organization Summary

Context and organization for DCHS addresses data and customer feedback to support changes and improvement. Dubiski Career High School restructured into Small Learning Communities to better meet the needs of all students. Our SLCs reflect four colleges and thirteen career pathways:

The College of Business- Business Marketing and Finance, Cosmetology and Culinary

The College of Communications- Graphic Communications, Information Technology, and Media Technology

The College of ETA- Engineering, Transportation and Architecture

The College of Health Science- Health Science and Dentistry

The CIC also reviews effective implementation of the required decision making process and proper documentation of these efforts. Teacher led focus teams in the areas of Leadership, Instruction Guidance/Advisement and Leadership via colleges allows for immediate decision making and dissemination of information and immediate feedback for campus and student needs. Principal's Administrative Team meetings provide immediate communication concerning school safety, personnel issues, and daily activities that need supervision and organization. The Executive Principal in conjunction with all SLC Principals of each College are involved in major decision making.

School Context and Organization Strengths

- Active participation of parents in the CIC and PTA
- College Triads inclusive of the SLC Principal, SLC Counselor and SLC Coordinator provides weekly input and serves to support student, teacher and administrative needs
- Administrative team communicates consistently to maintain an organized and efficient campus
- Weekly bulletin informs campus staff of upcoming needs and events

School Context and Organization Needs

- Improve documentation procedures for feedback
- Continue Administration Huddles, Triad Meetings, ILT, SLC and PLC meetings

- Improve use of campus website and social media for parent information
- Increase parent involvement for college and career center and other programs and events
- Increase and develop communication between DCHS campus wide and via colleges as well
- Planning year to roll-out a Guidance and Advisement for students here at DCHS. Guidance and Advisory Committee now meeting once a month to map out plans

Technology

Technology Summary

DIP Goal 6: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. [TEC §4.001(b)(10)] (T1,A SW #2, #10) (GPISD 5 Plays: Engaged Instruction via the 5E Model, Instructional Leadership, Data Driven Management) (SIP Requirements: 2, 3) (CNA Student Achievement and Staff Sections)

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
- ELMOs with videoing capabilities
- Edmodo is the required online academic platform. Blackboard will be replacing Edmodo in the future.
- 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
- Video announcements/news
- Parent Portal – Skyward
- Phone Messenger Parent Call System
- Campus website specifically designed for Pathway integration, information and updates
- Developing the Bring Your Own Device aspects this year for students and staff
- Developing smart phones with current instruction for engagement and creative lesson cycles
- 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

Technology Strengths

- Dubiski is compliant with GPISD Technology Plan
- Campus based Technology Specialist
- Dubiski received new computers for all 9th & 10th graders
- Multiple methods for sharing critical information via Social Media platforms (student and staff levels)
- Majority of staff members are open to, acceptive of and embrace teaching through technology

- Integration of cloud for instruction lesson frames
- Printers available for student use.

Technology Needs

- Monitor teacher compliance with Technology training
- Include Technology applications in the Campus Training Plan
- Continue campus based Technology Specialist
- Develop iPad integration, training, specialized "apps" to strengthen instructional engagement
- Develop iPad techniques and application methods that strengthen instructional delivery
- Provide working laptops for all instructional staff
- All student technology training at the beginning of the year.
- Student email system

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- NCLB Report Card data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Homeless data
- Gifted and talented data
- Dyslexia Data

- Response to Intervention (RTI) student achievement data
- Recommended High School Program (RHSP)/Distinguished Achievement Program (DAP) graduates data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional Learning Communities (PLC) data
- Highly qualified staff data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

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

Goals

Goal 1: Students will demonstrate exemplary performance in comparison to 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. [TEC 4.001(b)(7)] (T1,A SW #1, #2, #8, #9, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model) (SIP Requirements: 1, 2, 4, 5, 6) (CNA Family/Community, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

Performance Objective 1: Dubiski student achievement data will reflect continuous academic growth while continuing to make progress towards the highest level of student achievement as defined and measured by local and State assessments.

Summative Evaluation: 1.1 STAAR results, Indices 1-4 and Distinctions.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
State System Safeguard Strategies Federal System Safeguard Strategies 1) Campus review of data and campus +10 to win goals. We analyze quarterly data in each core content area to monitor our progress.	Deans, Slc Principals and Campus principal.	Edugence data using progress monitoring.				
Funding Sources: 199 - General Fund - \$100.00						
State System Safeguard Strategies Federal System Safeguard Strategies 2) Intentionally plan for all students to compete in their pathways.	CTE Dean, CTSO facilitators and teachers.	Data showing number of students entered in competitions.				
State System Safeguard Strategies Federal System Safeguard Strategies 3) Daily writing products in all classrooms and expand professional development.	Classroom teachers.	Formative writing assessments.				
Funding Sources: 199 - General Fund - \$3000.00						
State System Safeguard Strategies Federal System Safeguard Strategies 4) Increase teacher, admin, counselor monitoring and improved intervention based on monitoring of district assessment data.	Teachers, admin and counselors.	District assessment data.				
State System Safeguard Strategies Federal System Safeguard Strategies 5) Student tracking of grade recovery/ dropout prevention including APEX, Jaguar Academy, EOC intervention with incentives upon completion.	Deans, SLC Principals, and Campus Principal	Report card grades, credit on transcripts, district assessment data.				
State System Safeguard Strategies Federal System Safeguard Strategies 6) Increase scores on AP exams. Move students from a 2 to a 3.	AP Startegist, Deans, AP teachers.	Results of AP scores.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: Students will demonstrate exemplary performance in comparison to 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. [TEC 4.001(b)(7)] (T1,A SW #1, #2, #8, #9, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model) (SIP Requirements: 1, 2, 4, 5, 6) (CNA Family/Community, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

Performance Objective 2: Dubiski will implement effective services and strategies for identified student groups: SPED, Gifted and Talented, LEP and specific student groups identified by assessments.

Summative Evaluation: 1.2 STAAR Results, AP and SAT scores, PSAT scores, TSI scores, Academic Scholarships, College Acceptance, CTE certifications

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
State System Safeguard Strategies Federal System Safeguard Strategies 1) Increase scores for SPED through inclusion support.	SPED Dept. Chair, Dean of Instruction	District assessment data.				
State System Safeguard Strategies Federal System Safeguard Strategies 2) Increase scores for LEP students. Having all ELA teachers ESL certified and SIOP trained.	ELA Dept. Chairs, SLC principal over ELA, Dean of Instruction.	Certifications, District assessment data.				
State System Safeguard Strategies Federal System Safeguard Strategies 3) Increase AP scores. AP reviews. Use AP potential to align best courses.	AP Strategist, AP teachers, Dean of Instruction.	AP scores.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: Students will demonstrate exemplary performance in comparison to 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. [TEC 4.001(b)(7)] (T1,A SW #1, #2, #8, #9, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model) (SIP Requirements: 1, 2, 4, 5, 6) (CNA Family/Community, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

Performance Objective 3: Dubiski will implement a 6th Play, Visit What You Value, to improve progress monitoring and to ensure effective program implementation.

Summative Evaluation: 1.3 10+ improvement for all students on district and state assessments, increased AP/SAT scores, CTE certifications, continue and increase participation pathway competitions

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
State System Safeguard Strategies Federal System Safeguard Strategies 1) Institute +10 to win goal. 10 more questions for each student on each accountability test.	Teachers, SLC Principals, Deans and Campus Principal.	District assessment data. Goal sheets for each student.				
2) Increase number of certifications earned and number of students competing.	CTE Teachers, Dean of CTE.	Number of certifications. Data from competitions.				
State System Safeguard Strategies Federal System Safeguard Strategies 3) Increase AP scores. Use AP strategist to research scores, teacher data, training, and AP potential.	AP strategist, Dean of Instruction, Campus Principal.	AP scores.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC 4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 6Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

Performance Objective 1: Dubiski will refine and expand activities for building college-bound and workforce-ready students with strong character, ethics and integrity.












Summative Evaluation: Index 4, District Plan, Campus Plans, Acceptance to College and Post-secondary programs, Scholarship money awarded

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
State System Safeguard Strategies Federal System Safeguard Strategies 1) Increase number of certifications earned through CTE courses.	CTE teachers, Dean of CTE.	Number of certifications earned compared to previous year.				
State System Safeguard Strategies Federal System Safeguard Strategies 2) Dedicated College and Career (CTE) Counselor.	CTE Director.	More students accepted into college, scholarship money.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC 4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 6Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

Performance Objective 2: Dubiski will design and implement instructional alignment to ensure student growth.








Summative Evaluation: Teaching and learning documentation

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
State System Safeguard Strategies Federal System Safeguard Strategies 1) District will provide TRS as a curriculum alignment system to ensure that all TEKS, ELPS, and CCR standards are met throughout the year.	SLC Principals, Deans and Campus Principal.	District assessment data, Index 4.				
State System Safeguard Strategies Federal System Safeguard Strategies 2) SLC periods aligned for cross curricular planning.	SLC Principals, Deans, Campus Principal.	SLC 's meet for 90 minutes every other day.				
State System Safeguard Strategies Federal System Safeguard Strategies 3) Accountability aligned for PLC.	Accountability teachers, SLC Principals, Deans, Campus Principal.	District assessment data, lesson frames.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC 4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 6Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

Performance Objective 3: Dubiski will document state required curriculum regarding citizenship for a free enterprise society, a coordinated school health program, anti-bullying and the prevention of domestic and dating violence.








Summative Evaluation: Choice programs, enrollment data. Review process documentation.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
<p>State System Safeguard Strategies Federal System Safeguard Strategies</p> <p>1) Guidance curriculum / initiatives:</p> <p>Hand prints on Hearts</p> <p>Anti-bullying campaign</p> <p>Rachel's Challenge</p> <p>Staff training on suicide prevention, abuse identification and pervention</p>	Lead Counselor, Dean of Instruction	Sign in sheets documenting training.				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. [TEC 4.001(b)(2)(4)] (T1, A SW #1, #2, #7, #8, #9, #10) (GPISD 6Plays: Vertically and Horizontally Aligned Curriculum) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

Performance Objective 4: Dubiski will continue to develop and expand Programs and Schools of Choice opportunities to meet the needs of each learner and implement a full review process for these programs to address effectiveness and necessary improvements.

Summative Evaluation: Choice programs, enrollment data. Review process documentation.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
State System Safeguard Strategies Federal System Safeguard Strategies 1) Balance the four colleges, grow the Health Science College, seek new pathways.	SLC Principals, Counselors, Deans, Campus Principal.	Number of students in each college, number of pathways offered.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: GPISD will exercise financial responsibility and increase fiscal transparency to ensure well planned, reasonable and necessary expenditures to support facilities and programs for teaching and learning. [TEC 44.025-44.026] (FAR Module 2, 2.6) (CNA Context/Organization) The Board and Superintendent will provide strong fiscal oversight to ensure fiscal solvency of the District.








Performance Objective 1: Dubiski Career High School will follow all GPISD Finance Department guidelines, as well as new EDGAR regulations for special revenue, for timely procurement of goods and services.

Summative Evaluation: Purchase orders

Goal 3: GPISD will exercise financial responsibility and increase fiscal transparency to ensure well planned, reasonable and necessary expenditures to support facilities and programs for teaching and learning. [TEC 44.025-44.026] (FAR Module 2, 2.6) (CNA Context/Organization) The Board and Superintendent will provide strong fiscal oversight to ensure fiscal solvency of the District.

Performance Objective 2: Dubiski Career High School will include teachers, parents and community members in the planning process for program development and related spending.

Summative Evaluation: CIC records, PTA records

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) PLC SLC CIP	Department Chairs, Content Leads, SLC Principals, Deans and Executive Principal	Sign In Sheets and Agendas				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: Qualified and highly effective personnel 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 as appropriate to improve student learning. [TEC 4.001(b)(6)(9)] (T1,A SW #3, #4, #5) (GPISD 6 Plays: Intentional Leadership, Data Driven Management, Engaged Instruction via the 5E Model) (SIP Requirements: 3, 7) (CNA Student Achievement, Staff and Context/Organization Sections)

Performance Objective 1: Dubiski will annually document the Highly Qualified (HQ) Continuous Improvement Plan equity analysis for 100% compliance with proper certifications and equitable assignments for experienced teachers.








Summative Evaluation: HQ evaluation data: 100%.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Timely notification to parents if students are taught by a teacher that does not meet HQ standards and Principals' attestation	Administration	SBEC	✓	✓	✓	✓

Goal 4: Qualified and highly effective personnel 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 as appropriate to improve student learning. [TEC 4.001(b)(6)(9)] (T1,A SW #3, #4, #5) (GPISD 6 Plays: Intentional Leadership, Data Driven Management, Engaged Instruction via the 5E Model) (SIP Requirements: 3, 7) (CNA Student Achievement, Staff and Context/Organization Sections)

Performance Objective 2: Dubiski will design and implement a Human Capital Development Initiative and training plan approved by the Education Improvement Committee, to align instruction with evidence based practices.








Summative Evaluation: Eduphoria and plan documentation

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) *Campus training plan components with timeline (November- CIC approve date) *GPISD online and training plan participation *Participation in professional conferences for teachers and/or administrators	Administration	TTESS documentation of strategies used from professional development				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: Qualified and highly effective personnel 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 as appropriate to improve student learning. [TEC 4.001(b)(6)(9)] (T1,A SW #3, #4, #5) (GPISD 6 Plays: Intentional Leadership, Data Driven Management, Engaged Instruction via the 5E Model) (SIP Requirements: 3, 7) (CNA Student Achievement, Staff and Context/Organization Sections)

Performance Objective 3: Dubiski will develop a culture that promotes the exercise of leadership skills among staff and students.














Summative Evaluation: Leadership training records

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) *Professional Learning Communities Work *Teacher Attendance Initiative *Intentional Leadership (6 plays) *Eduphoria management of personal training plan	Administration	TTESS evaluation and walk-throughs, AESOP reports				
Funding Sources: 199 - General Fund						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: Parents and community members will be full partners with educators in the education of GPISD students. [TEC 4.001(b)(1)] (T1,A SW #6) (GPISD 6 Plays: Relationship Capacity, Intentional Leadership) (SIP Requirement: 8) (CNA Family/Community Section)

Performance Objective 1: DCHS will build a positive school connection with families and parents by increasing the number of contacts between families/parents and teachers by 10% annually.








Summative Evaluation: DCHS Parent Pledges signed and on file
PTSA Meeting Attendance increase by 10% from 2014-2015 participation

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Parent Pledges signed and on file</p>	College Principals	School copy of pledges				
Funding Sources: CAMPUS FUNDS:						
<p>Critical Success Factors CSF 5</p> <p>2) Communication sent via electronic communication to DCHS students and parents regarding PTSA Meetings</p>	Campus Secretary College Principal over PTSA	Messages sent				
<p>Critical Success Factors CSF 5</p> <p>3) Increased attendance at PTSA meetings by 10%</p>	College Principal over PTSA	PTSA Meeting Sign In Sheets				
<p>4) Utilize CTSOs to make positive connections between DCHS and our community</p>	Campus Principal CTSO Sponsors and/or Advisors	At least 5 community participants in the CTSO Indoor Garage Sale Community volunteer involvement during some CTSO meetings and events				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 5: Parents and community members will be full partners with educators in the education of GPISD students. [TEC 4.001(b)(1)] (T1,A SW #6) (GPISD 6 Plays: Relationship Capacity, Intentional Leadership) (SIP Requirement: 8) (CNA Family/Community Section)

Performance Objective 2: DCHS will build capacity of parents to support student learners by offering a minimum of five academic workshops per year. (Include USDE Parent and Community Guidelines, Title I Parent Liaisons, Customer Service focus.)








Summative Evaluation: Parent meeting records

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Advertise and Host at least 5 academic workshops for parents. Possible topics include: PreAP/AP Open House Dual Credit Open House AVID Family Night PSAT Parent Meeting HB5 Graduation Pathway Night College Night FAFSA Test Anxiety</p>	Campus Principal	Meeting Records				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 5: Parents and community members will be full partners with educators in the education of GPISD students. [TEC 4.001(b)(1)] (T1,A SW #6) (GPISD 6 Plays: Relationship Capacity, Intentional Leadership) (SIP Requirement: 8) (CNA Family/Community Section)

Performance Objective 3: DCHS will measure and increase parent/community satisfaction through planned information gathering strategies including but not limited to surveys.








Summative Evaluation: Satisfaction surveys, session feedback

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
Critical Success Factors CSF 5 1) Parent feedback via electronic means	Campus Principal	Data from feedback				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 6: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. [TEC 4.001(b)(10)] (T1,A SW #2, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model, Instructional Leadership, Data Driven Management) (SIP Requirements: 2, 3) (CNA Student Achivement, Technology and Staff Sections)

Performance Objective 1: Dubiski will increase STaR ratings in all areas to the Advanced or Target levels.










Summative Evaluation: STaR ratings longitudinal data.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) All campus staff will continue the technology milestones as presented and integrate new learning within instruction by 10%.	Deans, College Principals, Executive Principal	Learned technology being used during classroom visits, during presentations, as engagement tools and lesson enhancement.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 6: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. [TEC 4.001(b)(10)] (T1,A SW #2, #10) (GPISD 6 Plays: Engaged Instruction via the 5E Model, Instructional Leadership, Data Driven Management) (SIP Requirements: 2, 3) (CNA Student Achivement, Technology and Staff Sections)

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

Summative Evaluation: Training completion records. Feedback from campus personnel. Inventory records. Purchasing records. Applications

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Campus will utilize both IMS and IMA as support for teachers and students to integrate technology.	IMS, IMA, College Principals	Completed Milestone Training Shared practices in SLC				
2) Dubiski will plan and incorporate effective applications into the teaching and learning process to increase individual student achievement by 10.	Dean of CTE and SLC Coordinators	Student Data. Training completion records. PBL projects. Integration of CTE and Academic classes.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 7: GPISD 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. [TEC 4.001(b)(8)] [TEC 11.252 (3)(B)(E) and 11.253 (8)] [HB 1041 (reducing sexual abuse of children) [TEC 11.253 Coordinated health services] (GPISD 6 Plays: Relationship Capacity, Engaged Instruction via the 5E Model, Intentional Leadership) (SIP Requirements: 2, 6) (CNA Staff, Culture/Climate and Demographics Sections)

Performance Objective 1: Dubiski will use the 2013-2014 Safety Audit as a benchmark to ensure the safety and well-being of students, staff, parents and community members and will report annually to the Board of Education.

Summative Evaluation: Safety Plan document. Training data.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) 3-year plan for Safety Audit benchmarking	Administration	All items on the Audit have been completed successfully.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 7: GPISD 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. [TEC 4.001(b)(8)] [TEC 11.252 (3)(B)(E) and 11.253 (8)] [HB 1041 (reducing sexual abuse of children) [TEC 11.253 Coordinated health services] (GPISD 6 Plays: Relationship Capacity, Engaged Instruction via the 5E Model, Intentional Leadership) (SIP Requirements: 2, 6) (CNA Staff, Culture/Climate and Demographics Sections)

Performance Objective 2: Dubiski will utilize research based curriculum to create a culture where students are safe and secure emotionally while at school to learn.








Summative Evaluation: Program documentation (CKH, Rachel's Challenge, campus based)

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Community Relations administrative contact	Beth Rustenhaven	The Campus Life Coordinator reaches out on a regular basis via social media and phone message system. The social media sites and call logs will document how often this has been done.	✓			
2) Capturing Kids' Hearts	Administration	Our new Positive Referral System will be in put into place during the 2nd Nine Weeks. We will be tracking its use via the data in the Google Form.	🟡			
3) Anti-Bullying Program	Administration	Our Anti-Bullying Campaign outlined what bullying is and what action students can take to report it. We will analyze documentation from administrative referrals and counselor reports to determine the effectiveness.	🟡			

Goal 8: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. [TEC 4.001(b)(3)] (T1, A SW #2, #6, #8, #9, #10) (GPISD 6 Plays: Relationship Capacity, Data Driven Management) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

Performance Objective 1: Dubiski will support process improvements for at-risk student identification and services.

Summative Evaluation: Identification process document. Campus records. CIP references.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Identify students at risk. 2) Document students that are at-risk. 3) Provide Services to at risk students such as tutoring and attendance make-up hours. 4) Progress monitoring through college roll call. 5) Parental Contact.	1. PEIMS 2. Teachers	1. Data sheets (failure reports, attendance reports, etc.) 2. Skyward Data 3. Sign-in Sheets				
	Funding Sources: 199 - SCE - \$5000.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 8: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. [TEC 4.001(b)(3)] (T1, A SW #2, #6, #8, #9, #10) (GPISD 6 Plays: Relationship Capacity, Data Driven Management) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

Performance Objective 2: Dubiski will reduce dropout rates and increase graduation rates for all students at or above the rate set by the Texas Education Agency.








Summative Evaluation: AEIS data.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Dubiski staff will build relational capacity of all students. 2) Dubiski staff will have enagaging lessons that are relevant to student cliental to increase student achievement. 3) Create Attendance Incentives. 4) Review of student information by a graduation committee 5) IGC	I. Faculty and Staff	Reduced number of students that drop out.				
	Funding Sources: 199 - General Fund - \$2000.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 8: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. [TEC 4.001(b)(3)] (T1, A SW #2, #6, #8, #9, #10) (GPISD 6 Plays: Relationship Capacity, Data Driven Management) (SIP Requirements: 1, 2, 5) (CNA Curriculum/Instruction, Student Achievement and Demographics Sections) (H.B. 5 Requirements)

Performance Objective 3: Dubiski will implement H. B. 5 requirements regarding Accelerated Instruction for at risk students.

Summative Evaluation: AI records, 2 AI Strategists added (schedules and services)

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Teachers will provide interventions in class and during tutoring.	Teachers	Increased student achievement				
2) Students will utilize their technology.	Students					
3) APEX Interventions	Funding Sources: 199 - General Fund - \$5000.00					
4) Parental Contact						
5) Implement Grade Recovery						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Campus review of data and campus +10 to win goals. We analyze quarterly data in each core content area to monitor our progress.
1	1	2	Intentionally plan for all students to compete in their pathways.
1	1	3	Daily writing products in all classrooms and expand professional development.
1	1	4	Increase teacher, admin, counselor monitoring and improved intervention based on monitoring of district assessment data.
1	1	5	Student tracking of grade recovery/ dropout prevention including APEX, Jaguar Academy, EOC intervention with incentives upon completion.
1	1	6	Increase scores on AP exams. Move students from a 2 to a 3.
1	2	1	Increase scores for SPED through inclusion support.
1	2	2	Increase scores for LEP students. Having all ELA teachers ESL certified and SIOP trained.
1	2	3	Increase AP scores. AP reviews. Use AP potential to align best courses.
1	3	1	Institute +10 to win goal. 10 more questions for each student on each accountability test.
1	3	3	Increase AP scores. Use AP strategist to research scores, teacher data, training, and AP potential.
2	1	1	Increase number of certifications earned through CTE courses.
2	1	2	Dedicated College and Career (CTE) Counselor.
2	2	1	District will provide TRS as a curriculum alignment system to ensure that all TEKS, ELPS, and CCR standards are met throughout the year.
2	2	2	SLC periods aligned for cross curricular planning.
2	2	3	Accountability aligned for PLC.
2	3	1	Guidance curriculum / initiatives: Hand prints on Hearts Anti-bullying campaign Rachel's Challenge Staff training on suicide prevention, abuse identification and pervention
2	4	1	Balance the four colleges, grow the Health Science College, seek new pathways.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Campus review of data and campus +10 to win goals. We analyze quarterly data in each core content area to monitor our progress.
1	1	2	Intentionally plan for all students to compete in their pathways.
1	1	3	Daily writing products in all classrooms and expand professional development.
1	1	4	Increase teacher, admin, counselor monitoring and improved intervention based on monitoring of district assessment data.
1	1	5	Student tracking of grade recovery/ dropout prevention including APEX, Jaguar Academy, EOC intervention with incentives upon completion.
1	1	6	Increase scores on AP exams. Move students from a 2 to a 3.
1	2	1	Increase scores for SPED through inclusion support.
1	2	2	Increase scores for LEP students. Having all ELA teachers ESL certified and SIOP trained.
1	2	3	Increase AP scores. AP reviews. Use AP potential to align best courses.
1	3	1	Institute +10 to win goal. 10 more questions for each student on each accountability test.
1	3	3	Increase AP scores. Use AP strategist to research scores, teacher data, training, and AP potential.
2	1	1	Increase number of certifications earned through CTE courses.
2	1	2	Dedicated College and Career (CTE) Counselor.
2	2	1	District will provide TRS as a curriculum alignment system to ensure that all TEKS, ELPS, and CCR standards are met throughout the year.
2	2	2	SLC periods aligned for cross curricular planning.
2	2	3	Accountability aligned for PLC.
2	3	1	Guidance curriculum / initiatives: Hand prints on Hearts Anti-bullying campaign Rachel's Challenge Staff training on suicide prevention, abuse identification and pervention
2	4	1	Balance the four colleges, grow the Health Science College, seek new pathways.

2015-2016 Campus Improvement Committee

Committee Role	Name	Position
Business Representative	Brad Golden	Business Owner
Business Representative	Sheri McBride	Business Owner
Classroom Teacher	Christine Clemson	Teacher
Classroom Teacher	Jaime Corder	Teacher
Classroom Teacher	Peggy Griggs	Teacher
Classroom Teacher	Cynthia Guy	Teacher
Classroom Teacher	Jason Hamilton	Teacher
Classroom Teacher	James Pigg	Teacher
Classroom Teacher	April Wilson	Teacher
Community Representative	Madeline Escareno	Community Member
Community Representative	Kimberlee Williams	Community Member
District-level Professional	Michael McSwain	CTE and Career Education Executive Officer
Non-classroom Professional	Robert wallace	Dean of Instruction
Non-classroom Professional	Dana Acock	Dean of CTE
Non-classroom Professional	Danita Peterman	Counselor
Non-classroom Professional	Belinda Stanley	Librarian
Paraprofessional	Dee Pommerening	Secretary
Parent	Cindy Thornton	Parent
Parent	Carla Daniels-Hill	Parent
Parent	Donna Howard	Parent
Parent	Yoka Jones	Parent
Parent	Heather Laffey	Parent
Parent	Lisa Rawlinson	Parent

Campus Funding Summary

CAMPUS FUNDS:					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	Copies of DCHS Parent Pledge		\$0.00
Sub-Total					\$0.00
199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Printing costs		\$100.00
1	1	3	Writing Conference Costs and Travel		\$3,000.00
4	3	1	Teacher attendance rewards(giftcards, snacks, drinks)		\$0.00
8	2	1	incentives		\$2,000.00
8	3	1	Grade Recovery Teachers		\$5,000.00
Sub-Total					\$10,100.00
199 - SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	1	attendance school teacher		\$5,000.00
Sub-Total					\$5,000.00
Grand Total					\$15,100.00