Grand Prairie Independent School District

Dubiski Career High School

2023-2024 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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Goal 2: Recruitment, Support and Retention of Personnel: GPISD will increase retention rate by 3% of employees from prior year data as reported in the annual Texas Academic Progress Report (TAPR) and/or district data. Measurements: Retirement data, promotion data, resignation data and exit survey data, Leadership program participation/advancement, recruitment data, retention rates, training records, classroom walkthroughs, student growth data, teacher/staff evaluations. (TEA Strategic Priority 1) 29
Goal 3: Parent/Community Engagement: By August 2024, all campuses will implement the documented parent/family engagement plan that will engage parents/families and provide opportunities to support student learning. Measurements: Parent/community engagement meetings, community partnerships/organizations, EIC and CIC meetings, parent workshops/training, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (TEA Strategic Priorities: 2, 3, 4; Local Strategic Priority 6) 35
Goal 4: Instructional Technology: By August 2024, instructional technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments supporting the student achievement goal of 3% STAAR and district assessment performance increase in core content areas. Measurements : Staff/teacher/parent training resources, lesson plans, technology inventory, campus needs assessment, student growth data, usage logs. (TEA Strategic Priorities 1, 2 ,3 ,4) (Local Strategic Priority 5) 37
Goal 5: Safety and Well Being: By August 2024, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning resulting in increase of attendance rate and successful door check reports and decrease in discipline referrals and/or DAEP placements. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/ school events.(Local Strategic Priority 7) 39

Comprehensive Needs Assessment

Demographics

Demographics Summary

Dubiski Career High School's approximate demographics are 75% Hispanic, 10.5% African American, 6% White, and 6.7% Asian. Our population is 63% Economically Disadvantaged, 43.7% EB and 61.4% are classified as At-Risk. DCHS is committed to supporting the district's 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 advanced, AP, On-Ramps, and Dual Credit courses. Participation in these advanced classes grows each year and is projected to continue to do so. We also offer Mastery Prep and Texas College Bridge to improve ACT, SAT, and TSI scores.

Dubiski is a school of choice. We have 3 Academies and 14 career pathways:

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

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

Academy of Human Service & Transportation- Cosmetology, Agriculture Engineering, Auto Tech, Auto Collision, Aviation, Culinary Arts,

DCHS will continue to support current teachers through PLC,s 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

Student attendance averages 97%

Every student completes a coherent sequence of CTE courses.

We have high interests from parents regarding wanted to be involved with our school.

Students are exposed to various aspects of career readiness due to strong community support and business partnerships.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We need to enhance methods of communication for families to address gaps in communication. **Root Cause:** Due to shifts in demographics, we have more parents whose first language is not English. 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 (Prioritized): Due to our Emergent Bilingual population, all teachers should have additional EB training and EB certification for best meeting those unique learning needs. **Root Cause:** Our population of Emergent Bilingual students have grown. We have provided minimal training to support teachers in supporting those students.

Problem Statement 3 (Prioritized): Building relationships with various levels of teachers and students is a continual process. We all continue to implement Capturing Kids' Hearts. **Root Cause:** Students feel disconnected from the learning environment and desire a culture that is more inclusive and enhances feelings of belonging.

Student Learning

Student Learning Summary

Students performed higher than the state in English I, English II, Biology, and US History in approaches and meets performance on the STAAR exam. Biology and US History continues to achieve high percentage of students mastering the EOC. Algebra I showed an overall decline in EOC performance. Less than 25% of students showed growth in math and English when looking at the STAAR exam.

English I	State		District		Campus	
	2022	2023	2022	2023	2022	2023
Approaches	71	79	62	73	73	83
Meets	56	64	47	58	54	67
Masters	13	17	7	12	7	13

English II	State		District		Campus	
	2022	2023	2022	2023	2022	2023
Approaches	78	81	70	75	86	88
Meets	64	64	56	59	73	72

English II	State		District		Campus	
	2022	2023	2022	2023	2022	2023
Masters	10	10	15	6	7	9

Algebra I	State		District		Campus	
	2022	2023	2022	2023	2022	2023
Approaches	80	84	72	76	83	84
Meets	52	64	46	40	49	43
Masters	34	28	29	21	25	19

Biology	State		District		Campus	
	2022	2023	2022	2023	2022	2023
Approaches	87	92	79	87	92	96
Meets	62	62	52	51	73	78
Masters	25	24	17	16	30	33

US History	State		District		Campus	
	2022	2023	2022	2023	2022	2023
Approaches	91	96	89	95	97	98
Meets	74	74	67	69	82	85
Masters	46	40	39	39	56	57

Industry Based-Certifications

77% of the class of 2023 earned industry based certifications. Cosmetology students continue to struggle with passing TDLR. Business program of study has had difficulty identifying and scheduling an industry based certification for students at each grade level.

AP Qualifying Scores/Dual Credit

Dual credit and AP enrollment has increased from last year. AP scores have improved over the last couple of years. We have seen a decrease in English and Social Studies in students earning qualifying scores of 4 or 5. We have struggled with increasing the rigor in our advanced classes that build prerequisite skills for AP classes.

AP Qualifying Scores of 3

AP Courses	20-21	21-22	22-23		
ENGLISH (E)	4	4	4	Results from 21 to 22	Results from 22 to 23
Total English:	*3*	*11*	*18*	8	7
MATH (M)					
Total Math:	*1*	*4*	*6*	3	2

SCIENCE (S)					
Total Science:	*2*	*6*	*9*	4	3
SOCIAL STUDIES (SS)					
Total SOCIAL STUDIES:	*6*	*8*	*11*	2	3
LOTE					
Total LOTE:	*14*	*4*	*4*	-10	0

AP Qualifying Scores of 4

AP Courses	20-21	21-22	22-23		
ENGLISH (E)	5	5	5	Results from 21 to 22	Results from 22 to 23
Total English:	*0*	*3*	*2*	3	-1
MATH (M)					
Total Math:	*1*	*1*	*9*	0	8
SCIENCE (S)					
Total Science:	*0*	*2*	*2*	2	0
SOCIAL STUDIES (SS)					
Total SOCIAL STUDIES:	*4*	*5*	*0*	1	-5
LOTE					
Total LOTE:	*2*	*2*	*4*	0	2

AP Qualifying Scores of 5

AP Courses	20-21	21-22	22-23		
ENGLISH (E)	5	5	5	Results from 21 to 22	Results from 22 to 23
Total English:	*0*	*3*	*2*	3	-1
MATH (M)					
Total Math:	*1*	*1*	*9*	0	8
SCIENCE (S)					
Total Science:	*0*	*2*	*2*	2	0
SOCIAL STUDIES (SS)					
Total SOCIAL STUDIES:	*4*	*5*	*0*	1	-5
LOTE					
Total LOTE:	*2*	*2*	*4*	0	2

Student Learning Strengths

13/14 students who took AP Spanish Language exam received a qualifying score of 3 or higher. Overall, students showed growth in AP qualifying scores of 3, 4, or 5 in Math, Science, and LOTE.

Biology and US History STAAR EOC data revealed a large percentage of students achieving meets and masters.

Students are earning CTE industry based certifications (IBC) with 77% of the class of 2023 earning an IBC.

Dentistry and Insurance Operations had 100% passing on certifications during the 22-23 school year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Decrease in the student performance for SAT, AP, and Algebra I EOC exams. **Root Cause:** The learning gap increased due to COVID-19 where authentic teaching and learning were declined. More than half of the students were virtual and several of these students were not participating via our virtual LMS. Returning to classroom instruction provided improvement, but gap is still evident. Lesson planning and evidence of rigorous instructional practices are not evident.

Problem Statement 2 (Prioritized): We have several 1st and 2nd-year teachers including DOI that have less experience in the classroom as a result of the pandemic. Now, these teachers have little experience in teaching and managing a full class of in-person students. **Root Cause:** Several are still developing skills, while others are simply new to the education profession, and need tools and strategies to help implement great classroom instruction.

Problem Statement 3 (Prioritized): Due to our Emergent Bilingual population, all teachers should have additional EB training and EB certification for best meeting those unique learning needs. **Root Cause:** Our population of Emergent Bilingual students have grown. We have provided minimal training to support teachers in supporting those students.

Problem Statement 4 (Prioritized): Building relationships with various levels of teachers and students is a continual process. We all continue to implement Capturing Kids' Hearts. **Root Cause:** Students feel disconnected from the learning environment and desire a culture that is more inclusive and enhances feelings of belonging.

Problem Statement 5: 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 6: We need to use technology more effectively. **Root Cause:** Teachers need additional training and support on using technology in the classroom.

Problem Statement 7: Some teachers had difficulties engaging students the entire instructional period. **Root Cause:** Teachers lack rich professional development. Must be given more educational training, strategies, and support to increase student engagement for longer time periods.

Problem Statement 8: We need increased focus on integrating CTE and core courses. **Root Cause:** Teachers need more training on integrated instruction in the classroom. We need more emphasis of expectations for constructive planning time and collaboration through academy periods and academy meetings. Teachers are planning one interdisciplinary lesson per quarter but we need to develop a system for tracking implementation in the classroom.

School Processes & Programs

School Processes & Programs Summary

DCHS incorporates PLC at various times throughout the week. We also designated after school meetings for academy planning time to allow CTE and core teachers the ability to plan lessons around common themes. Teachers visit classrooms across CTE and Core to develop a 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) for students taking dual credit classes.
One-to-one student to iPad on campus (Grades 9-12)
Edugence is the data and assessment collection tool
The progress monitoring system of data reflection, instructional review, and modifications as needed. Google Drive is used for cloud computing, collaboration, and off-site storage space One Drive/Office 365 for additional cloud computing, collaboration, and off-site storage space

Canvas will continue to be used for our LMS (Learning Management System) with students

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 is managed by campus designated Campus Life Coordinator.

Teachers receive weekly newsletters outlining the week.

Parents receive bi-weekly newsletters to inform of upcoming initiatives, events, changes, and celebrations.

School Processes & Programs Strengths

PLC's for English, Math, Science, and Social Studies EOC tested content areas

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)

Director of CTE supports and monitors career and technical education, business partnerships, internships, and student licenses and certifications.

New teacher academy to support new teachers on a monthly basis. Sessions will include such topics as classroom management, effective lesson planning, etc...

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 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.

Problem Statement 3: Some teachers had difficulties engaging students the entire instructional period. **Root Cause:** Teachers lack rich professional development. Must be given more educational training, strategies, and support to increase student engagement for longer time periods.

Problem Statement 4 (Prioritized): Due to our Emergent Bilingual population, all teachers should have additional EB training and EB certification for best meeting those unique learning needs. **Root Cause:** Our population of Emergent Bilingual students have grown. We have provided minimal training to support teachers in supporting those students.

Problem Statement 5: We need to enhance methods of communication for families to address gaps in communication. **Root Cause:** Due to shifts in demographics, we have more parents whose first language is not English. 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 6 (Prioritized): Building relationships with various levels of teachers and students is a continual process. We all continue to implement Capturing Kids' Hearts. **Root Cause:** Students feel disconnected from the learning environment and desire a culture that is more inclusive and enhances feelings of belonging.

Problem Statement 7: Students have decreased access to advanced courses. **Root Cause:** The master schedule is not optimized to allow the greatest number of students as possible to take advanced classes.

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 Kindness Crew, Capturing Kids' Hearts, and Handprints on Hearts programs in place to strengthen relationships between students and teachers. We also have 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 Diondria Phillips 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.

Dubiski was recognized as a top high school by the U.S. News and World Report for the 2023-2024 school year.

Dubiski earned a bronze recognition for the AP Honor Roll.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We need to enhance methods of communication for families to address gaps in communication. **Root Cause:** Due to shifts in demographics, we have more parents whose first language is not English. 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 (Prioritized): Building relationships with various levels of teachers and students is a continual process. We all continue to implement Capturing Kids' Hearts.
Root Cause: Students feel disconnected from the learning environment and desire a culture that is more inclusive and enhances feelings of belonging.

Priority Problem Statements

Problem Statement 1: Building relationships with various levels of teachers and students is a continual process. We all continue to implement Capturing Kids' Hearts.

Root Cause 1: Students feel disconnected from the learning environment and desire a culture that is more inclusive and enhances feelings of belonging.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 2: We have several 1st and 2nd-year teachers including DOI that have less experience in the classroom as a result of the pandemic. Now, these teachers have little experience in teaching and managing a full class of in-person students.

Root Cause 2: Several are still developing skills, while others are simply new to the education profession, and need tools and strategies to help implement great classroom instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Due to our Emergent Bilingual population, all teachers should have additional EB training and EB certification for best meeting those unique learning needs.

Root Cause 3: Our population of Emergent Bilingual students have grown. We have provided minimal training to support teachers in supporting those students.

Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 4: Decrease in the student performance for SAT, AP, and Algebra I EOC exams.

Root Cause 4: The learning gap increased due to COVID-19 where authentic teaching and learning were declined. More than half of the students were virtual and several of these students were not participating via our virtual LMS. Returning to classroom instruction provided improvement, but gap is still evident. Lesson planning and evidence of rigorous instructional practices are not evident.

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: September 14, 2023

Goal 1: Student Achievement: By August 2024, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) as measured by TEA. Measurements: District assessment data, STAAR/EOC data, graduation/ completion rates, and participation rates. (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.

High Priority

HB3 Goal

Evaluation Data Sources: District Data Sources and State Accountability Ratings

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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:** 2.4, 2.6 **Problem Statements:** Student Learning 1	25%	75%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: We will implement attendance incentive and reward programs for our students. **Strategy's Expected Result/Impact:** Increased attendance. **Staff Responsible for Monitoring:** Counselors Administration **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 3 - Student Learning 4 - School Processes & Programs 6 - Perceptions 2	10%	25%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: We will utilize adaptive instructional software to help individualize our academic interventions. **Strategy's Expected Result/Impact:** Improved results on the EOC exams, MAP Assessments, Industry Based Certifications,etc. **Problem Statements:** Student Learning 1	25%	80%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Progress monitoring of students each nine weeks using target scores and goal sheets. **Strategy's Expected Result/Impact:** Increased student data Student buy-in for success **Staff Responsible for Monitoring:** Teachers Administration **Title I:** 2.4, 2.5 **Problem Statements:** Student Learning 1	10%	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Building relationships with various levels of teachers and students is a continual process. We all continue to implement Capturing Kids' Hearts. **Root Cause**: Students feel disconnected from the learning environment and desire a culture that is more inclusive and enhances feelings of belonging.
Student Learning
Problem Statement 1: Decrease in the student performance for SAT, AP, and Algebra I EOC exams. **Root Cause**: The learning gap increased due to COVID-19 where authentic teaching and learning were declined. More than half of the students were virtual and several of these students were not participating via our virtual LMS. Returning to classroom instruction provided improvement, but gap is still evident. Lesson planning and evidence of rigorous instructional practices are not evident.
Problem Statement 4: Building relationships with various levels of teachers and students is a continual process. We all continue to implement Capturing Kids' Hearts. **Root Cause**: Students feel disconnected from the learning environment and desire a culture that is more inclusive and enhances feelings of belonging.
School Processes & Programs
Problem Statement 6: Building relationships with various levels of teachers and students is a continual process. We all continue to implement Capturing Kids' Hearts. **Root Cause**: Students feel disconnected from the learning environment and desire a culture that is more inclusive and enhances feelings of belonging.

Perceptions
Problem Statement 2: Building relationships with various levels of teachers and students is a continual process. We all continue to implement Capturing Kids' Hearts. **Root Cause**: Students feel disconnected from the learning environment and desire a culture that is more inclusive and enhances feelings of belonging.

Goal 1: Student Achievement: By August 2024, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) as measured by TEA. Measurements: District assessment data, STAAR/EOC data, graduation/ completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 2: Provide high-quality early education initiatives and programs. (ESSA requirement)

Evaluation Data Sources: Enrollment data, GPISD assessment data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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:** 4.2	60%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Student Achievement: By August 2024, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) as measured by TEA. Measurements: District assessment data, STAAR/EOC data, graduation/ completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 3: Continue to implement, expand, and monitor college/career and military readiness initiatives through Programs and Schools of Choice, with annual increases in completion rates, graduation rates, STAAR post- secondary rates, advanced academics, dual credit/college credit offerings, and work-based 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: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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. **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. **Staff Responsible for Monitoring:** Administrators, Counselors, Academy Leads **Title I:** 2.5, 2.6	40%	85%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 1: Student Achievement: By August 2024, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) as measured by TEA. Measurements: District assessment data, STAAR/EOC data, graduation/ completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 4: Provide prescriptive instructional services and interventions to address identified student needs that include specific groups of students as required and at risk of dropping out of school by TEA definitions (SPED, EL, 504, homeless, GT, migrant, foster care and at-risk). (ESSA requirement)

Evaluation Data Sources: Program documentation (Kindness Clubs and/or Capturing Kids' Hearts & NearPod Social Emotional Learning usage report), student/teacher feedback & surveys.

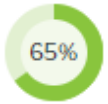
Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: We will use a multi-pronged approach to recover lost academic credit for targeted students that need to get back on track for graduation purposes. **Problem Statements:** Demographics 3 - Student Learning 1, 4 - School Processes & Programs 6 - Perceptions 2	20%	70%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Support students social emotional needs through mentoring programs and counseling support services. **Problem Statements:** Demographics 3 - Student Learning 4 - School Processes & Programs 6 - Perceptions 2	35%	65%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement best practices of the Capturing Kids' Hearts training and program centered on building authentic relationships. **Problem Statements:** Demographics 3 - Student Learning 4 - School Processes & Programs 6 - Perceptions 2	20%	65%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: We will implement an attendance recovery program that also allows students a chance to recover credit and receive academic support. **Strategy's Expected Result/Impact:** Increased attendance recovery and reduced truancy rates. **Staff Responsible for Monitoring:** Administration, Attendance Clerks **Title I:** 2.5 **Problem Statements:** Student Learning 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: We will increase synchronous parent contact by teachers, administration, and counselors to engage students that have disengaged from the learning process. **Strategy's Expected Result/Impact:** Reduced truancy and failure rates and increase parent/school cooperation **Staff Responsible for Monitoring:** Administration **Title I:** 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 3: Building relationships with various levels of teachers and students is a continual process. We all continue to implement Capturing Kids' Hearts. **Root Cause**: Students feel disconnected from the learning environment and desire a culture that is more inclusive and enhances feelings of belonging.

Student Learning
Problem Statement 1: Decrease in the student performance for SAT, AP, and Algebra I EOC exams. **Root Cause**: The learning gap increased due to COVID-19 where authentic teaching and learning were declined. More than half of the students were virtual and several of these students were not participating via our virtual LMS. Returning to classroom instruction provided improvement, but gap is still evident. Lesson planning and evidence of rigorous instructional practices are not evident.
Problem Statement 4: Building relationships with various levels of teachers and students is a continual process. We all continue to implement Capturing Kids' Hearts. **Root Cause**: Students feel disconnected from the learning environment and desire a culture that is more inclusive and enhances feelings of belonging.

School Processes & Programs
Problem Statement 6: Building relationships with various levels of teachers and students is a continual process. We all continue to implement Capturing Kids' Hearts. **Root Cause**: Students feel disconnected from the learning environment and desire a culture that is more inclusive and enhances feelings of belonging.

Perceptions
Problem Statement 2: Building relationships with various levels of teachers and students is a continual process. We all continue to implement Capturing Kids' Hearts. **Root Cause**: Students feel disconnected from the learning environment and desire a culture that is more inclusive and enhances feelings of belonging.

Goal 1: Student Achievement: By August 2024, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) as measured by TEA. Measurements: District assessment data, STAAR/EOC data, graduation/ completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 5: Provide additional academic and social emotional initiatives and support for grades 6 and 9.

High Priority

HB3 Goal

Evaluation Data Sources: State and Local Assessment Data and Counseling Reports

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: We will implement freshman- specific initiatives to support 9th grade (Jag Camp, Freshman Leadership Development, etc). **Problem Statements:** Demographics 3 - Student Learning 4 - School Processes & Programs 6 - Perceptions 2	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 3: Building relationships with various levels of teachers and students is a continual process. We all continue to implement Capturing Kids' Hearts. **Root Cause**: Students feel disconnected from the learning environment and desire a culture that is more inclusive and enhances feelings of belonging.
Student Learning
Problem Statement 4: Building relationships with various levels of teachers and students is a continual process. We all continue to implement Capturing Kids' Hearts. **Root Cause**: Students feel disconnected from the learning environment and desire a culture that is more inclusive and enhances feelings of belonging.
School Processes & Programs
Problem Statement 6: Building relationships with various levels of teachers and students is a continual process. We all continue to implement Capturing Kids' Hearts. **Root Cause**: Students feel disconnected from the learning environment and desire a culture that is more inclusive and enhances feelings of belonging.

Perceptions
Problem Statement 2: Building relationships with various levels of teachers and students is a continual process. We all continue to implement Capturing Kids' Hearts. **Root Cause**: Students feel disconnected from the learning environment and desire a culture that is more inclusive and enhances feelings of belonging.

Goal 2: Recruitment, Support and Retention of Personnel: GPISD will increase retention rate by 3% of employees from prior year data as reported in the annual Texas Academic Progress Report (TAPR) and/or district data. Measurements: Retirement data, promotion data, resignation data and exit survey data, Leadership program participation/advancement, recruitment data, retention rates, training records, classroom walkthroughs, student growth data, teacher/staff evaluations. (TEA Strategic Priority 1)

Performance Objective 1: Continue to support district's leadership mission and goals through leadership development initiatives and professional development for teachers and staff to improve student learning.

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: We will increase feedback for teachers in all classrooms utilizing walkthroughs, student work, and student assessments. **Strategy's Expected Result/Impact:** Professional growth and development of teachers. Increased communication and progress monitoring. Increased student achievement. **Staff Responsible for Monitoring:** Administration **Title I:** 2.5 **Problem Statements:** Student Learning 1, 2	10%	60%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Decrease in the student performance for SAT, AP, and Algebra I EOC exams. **Root Cause**: The learning gap increased due to COVID-19 where authentic teaching and learning were declined. More than half of the students were virtual and several of these students were not participating via our virtual LMS. Returning to classroom instruction provided improvement, but gap is still evident. Lesson planning and evidence of rigorous instructional practices are not evident.

Student Learning

Problem Statement 2: We have several 1st and 2nd-year teachers including DOI that have less experience in the classroom as a result of the pandemic. Now, these teachers have little experience in teaching and managing a full class of in-person students. **Root Cause**: Several are still developing skills, while others are simply new to the education profession, and need tools and strategies to help implement great classroom instruction.

Goal 2: Recruitment, Support and Retention of Personnel: GPISD will increase retention rate by 3% of employees from prior year data as reported in the annual Texas Academic Progress Report (TAPR) and/or district data. Measurements: Retirement data, promotion data, resignation data and exit survey data, Leadership program participation/advancement, recruitment data, retention rates, training records, classroom walkthroughs, student growth data, 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.

Evaluation Data Sources: retention data, recruitment data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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. **Strategy's Expected Result/Impact:** Increasing stakeholders role in the school environment. **Staff Responsible for Monitoring:** Administration **Title I:** 2.5 **Problem Statements:** Student Learning 2	20%	65%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

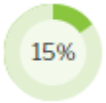
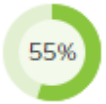
Student Learning
Problem Statement 2: We have several 1st and 2nd-year teachers including DOI that have less experience in the classroom as a result of the pandemic. Now, these teachers have little experience in teaching and managing a full class of in-person students. **Root Cause**: Several are still developing skills, while others are simply new to the education profession, and need tools and strategies to help implement great classroom instruction.

Goal 2: Recruitment, Support and Retention of Personnel: GPISD will increase retention rate by 3% of employees from prior year data as reported in the annual Texas Academic Progress Report (TAPR) and/or district data. Measurements: Retirement data, promotion data, resignation data and exit survey data, Leadership program participation/advancement, recruitment data, retention rates, training records, classroom walkthroughs, student growth data, teacher/staff evaluations. (TEA Strategic Priority 1)

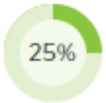
Performance Objective 3: Provide ongoing technical assistance to teachers and staff for connecting analysis of student achievement data to effective classroom interventions for all students (SPED, EL, GT, migrant, and at-risk students as identified) in all subject areas. (ESSA requirement)

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Build a master schedule that provides Academy time, that allows staff to immerse within the CTE and Academic courses. **Strategy's Expected Result/Impact:** More collaboration between core and CTE. **Staff Responsible for Monitoring:** Dean of Instruction **Problem Statements:** Student Learning 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Participate in staff development, training, conferences, etc. that center on research based practices related to our student population. **Strategy's Expected Result/Impact:** Improved learning environment. **Staff Responsible for Monitoring:** Teachers Administrators **Problem Statements:** Student Learning 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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. **Strategy's Expected Result/Impact:** Increased awareness of student performance and needs **Staff Responsible for Monitoring:** Administration **Title I:** 2.6 **Problem Statements:** Demographics 2 - Student Learning 3 - School Processes & Programs 4				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Monthly meetings with Special Education Case Managers to review program data and information with a focus on student achievement. **Strategy's Expected Result/Impact:** Increased awareness of student performance and needs **Staff Responsible for Monitoring:** Administration **Title I:** 2.6 **Problem Statements:** Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Due to our Emergent Bilingual population, all teachers should have additional EB training and EB certification for best meeting those unique learning needs. **Root Cause**: Our population of Emergent Bilingual students have grown. We have provided minimal training to support teachers in supporting those students.

Student Learning
Problem Statement 1: Decrease in the student performance for SAT, AP, and Algebra I EOC exams. **Root Cause**: The learning gap increased due to COVID-19 where authentic teaching and learning were declined. More than half of the students were virtual and several of these students were not participating via our virtual LMS. Returning to classroom instruction provided improvement, but gap is still evident. Lesson planning and evidence of rigorous instructional practices are not evident.
Problem Statement 2: We have several 1st and 2nd-year teachers including DOI that have less experience in the classroom as a result of the pandemic. Now, these teachers have little experience in teaching and managing a full class of in-person students. **Root Cause**: Several are still developing skills, while others are simply new to the education profession, and need tools and strategies to help implement great classroom instruction.
Problem Statement 3: Due to our Emergent Bilingual population, all teachers should have additional EB training and EB certification for best meeting those unique learning needs. **Root Cause**: Our population of Emergent Bilingual students have grown. We have provided minimal training to support teachers in supporting those students.

School Processes & Programs

Problem Statement 4: Due to our Emergent Bilingual population, all teachers should have additional EB training and EB certification for best meeting those unique learning needs.
Root Cause: Our population of Emergent Bilingual students have grown. We have provided minimal training to support teachers in supporting those students.

Goal 3: Parent/Community Engagement: By August 2024, all campuses will implement the documented parent/family engagement plan that will engage parents/families and provide opportunities to support student learning. Measurements: Parent/community engagement meetings, community partnerships/ organizations, EIC and CIC meetings, parent workshops/training, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (TEA Strategic Priorities: 2, 3, 4; Local Strategic Priority 6)

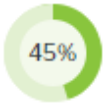
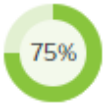
Performance Objective 1: Provide effective programs and initiatives to promote and support parent and family engagement to strengthen the home and school connection. (ESSA requirement)

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Maintain a current CIC roster that will review and edit the Needs Assessment, goals, objectives, and strategies for improvement. **Strategy's Expected Result/Impact:** Monthly and annual compliance. An effective action plan for the campus. **Staff Responsible for Monitoring:** Administration				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Communicate all school activities with BBComm messages and social media sites. **Strategy's Expected Result/Impact:** Increased parental involvement. **Staff Responsible for Monitoring:** Administration Office Staff **Title I:** 4.1, 4.2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Refer families to GPISD Migrant Recruiter. Implement TX Migrant supplemental services. **Strategy's Expected Result/Impact:** Increased awareness for parents. **Staff Responsible for Monitoring:** Administration				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Host parent meetings centered on instruction and instructional expectations, student successes, college and career readiness, and state assessment and accountability through the year. **Strategy's Expected Result/Impact:** Increased parental awareness. **Staff Responsible for Monitoring:** Administration Teachers Counselors **Title I:** 4.2				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Instructional Technology: By August 2024, instructional technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments supporting the student achievement goal of 3% STAAR and district assessment performance increase in core content areas. Measurements : Staff/teacher/parent training resources, lesson plans, technology inventory, campus needs assessment, student growth data, usage logs. (TEA Strategic Priorities 1, 2 ,3 ,4) (Local Strategic Priority 5)

Performance Objective 1: Continue to update, expand, and improve technology hardware and software applications for teaching and learning and data retention as defined in the GPISD Technology Plan and/or needs assessment.

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Replace worn or aged technology as needed. **Strategy's Expected Result/Impact:** Increased availability of hardware and software applications throughout the campus. **Staff Responsible for Monitoring:** Administration IMS Teachers	N/A	45%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Instructional Technology: By August 2024, instructional technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments supporting the student achievement goal of 3% STAAR and district assessment performance increase in core content areas. Measurements : Staff/teacher/parent training resources, lesson plans, technology inventory, campus needs assessment, student growth data, usage logs. (TEA Strategic Priorities 1, 2 ,3 ,4) (Local Strategic Priority 5)

Performance Objective 2: GPISD will continue to design, implement, and monitor a comprehensive 1-to-1 student/device integration plan to increase student and staff learning.

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Technology specific professional development and training **Strategy's Expected Result/Impact:** More effective use of technology. **Staff Responsible for Monitoring:** Administration IMS Teachers	N/A	50%		

Strategy 2 Details	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	40%	65%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Safety and Well Being: By August 2024, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning resulting in increase of attendance rate and successful door check reports and decrease in discipline referrals and/or DAEP placements. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events.(Local Strategic Priority 7)

Performance Objective 1: Dubiski will continue to ensure the safety and well-being of students, staff, and parents, and community members.

Evaluation Data Sources: Incident reports. BOE report format.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Dubiski will follow all policy, procedures, and requirements for COVID-19 and other health-related protocols as outlined through district and state guidelines. **Strategy's Expected Result/Impact:** Increased student safety. **Staff Responsible for Monitoring:** Administration	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement best practices of the Capturing Kids' Hearts training and program centered on building authentic relationships. **Strategy's Expected Result/Impact:** increased student belonging and connectedness to the learning environment	30%	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Safety and Well Being: By August 2024, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning resulting in increase of attendance rate and successful door check reports and decrease in discipline referrals and/or DAEP placements. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events.(Local Strategic Priority 7)

Performance Objective 2: Provide an effective student management framework to reduce discipline referrals and increase attendance rates to ensure student success.

HB3 Goal

Evaluation Data Sources: Incident and attendance reports.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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	15%	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Safety and Well Being: By August 2024, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning resulting in increase of attendance rate and successful door check reports and decrease in discipline referrals and/or DAEP placements. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events.(Local Strategic Priority 7)

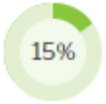
Performance Objective 3: Continue to expand and provide counseling services to provide structure, support, and training for social and emotional learning (trauma-informed care) for staff and students.

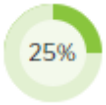
High Priority

Evaluation Data Sources: Counselor and Social Worker case management, campus counseling services lessons and documentation, PEIMS data sources & NearPod Social Emotional Learning curriculum usage report, documentation of social emotional learning occurring in classrooms, Staff wellness activities.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide weekly advisory lessons targeting students social-emotional needs. **Staff Responsible for Monitoring:** Lead Counselor				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Participate in the district's wellness initiatives on Wellness Wednesday. **Staff Responsible for Monitoring:** Social Worker				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Dating Violence is not tolerated in GPISD (Student Code of Conduct). Board Policy (FFH) and the Bullying Harassment & Dating Violence Report Flowchart outline procedures for reporting dating violence, notifying parents, and providing counseling supports. The GPISD Counseling Services website provides information on educational materials and resources used to teach students and parents about the dangers of Dating Violence. **Strategy's Expected Result/Impact:** Decrease in behavioral and discipline referrals. Support students' overall well-being **Staff Responsible for Monitoring:** Student Mental Health & Safety Advisor, Principals, Counseling Services, Student Support Services **Title I:** 2.6 **- Targeted Support Strategy - Additional Targeted Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Safety and Well Being: By August 2024, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning resulting in increase of attendance rate and successful door check reports and decrease in discipline referrals and/or DAEP placements. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events.(Local Strategic Priority 7)

Performance Objective 4: Provide continuous training, initiatives, and support to address bullying, suicide, teen dating violence, human trafficking, and drug prevention.

Evaluation Data Sources: Counselor and Social Worker case management, campus counseling services lessons and documentation, PEIMS data sources

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Counselors will provide ongoing staff and student activities to address bullying, suicide, and drug prevention.				

  No Progress Accomplished Continue/Modify Discontinue