

Grand Prairie Independent School District

Dubiski Career High School

2024-2025 Campus Improvement Plan



DUBISKI

Career High School

Mission Statement

We ensure student success by engaging minds and capturing hearts.

Vision

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

John A. Dubiski Career High School is a public high school of choice within the Grand Prairie Independent School District that focuses on equipping students with the skills they need for 21st-century professions. Students choose a sequential course of study designed to prepare them for a 2-year, 4-year, or technical college. In addition to their high school diploma, students are also eligible to complete programs that award them advanced certifications, industry training, internships and career-field experiences. Dubiski offers House Bill 5 endorsements, including STEM, Business & Industry, and Public Service.

With an enrollment of 1581 students, DCHS has a diverse student population with 75.4 percent Hispanic students, 9.55 percent Black/African American students, 6.83 percent Asian students, 6.33 percent White students, 1.45 percent two or more races, 0.38 percent American Indian students, and 0.06 percent Pacific Islander students. The socioeconomic status of our students is 67.43 percent eligible for free or reduced-price lunch. 1.52 percent of students are coded “homeless” and fall within various categories. Students coded homeless may live in doubled-up homes with another family, in shelters, unsheltered (i.e., living in a vehicle), or in substandard housing. Additionally, 12.96 percent of Dubiski’s students receive special education or are served by 504 plans, and 46.62 percent are English language learners (ELLs). For the 2024-2025 school year, 10.18 percent of Dubiski’s students are identified as gifted and talented and receiving services aligned with their needs. Currently, 163 students are in at least one dual credit course and 434 students are in a dual enrollment/OnRamps course. In the 2023-2024 school year, 388 students completed at least one AP course. This was an increase of 300 students over the prior year.

In the 23-24 school year, 1474 discipline referrals were given at Dubiski. The top three incidents were tardies, dress code, and excessive tardies. A total of 15 alternative school placements occurred in the 23-24 school year. The most common reason for alternative school placement involved controlled substances.

According to the most recent Texas Accountability Data, the class of 2023 graduation rate is 99.7% with a drop out rate of 0%. The 2023-2024 attendance rate stands at 95.8%. Enrollment has shown a slight increase at Dubiski. Teacher turnover remains low. For the 2023-2024 school year, Dubiski lost 6 teachers to retirement/resignation but hired 10 total with 4 new positions. As of September 27th, we still have one position unfilled and are in need of two more teachers.

Demographics Strengths

Demographics Strengths

- Diverse population
- 171 students identified as gifted and talented
- 23-24 Advanced Placement Recognitions:
 - 58 Total Awardees
 - 32 AP Scholars
 - 11 AP Scholars with Honors
 - 15 AP Scholars with Distinction
- 23-24 National Merit Semi-Finalist – for the 2nd year in a row the only campus in the district with a Semi-Finalist
- 4-year graduation rate over the Region 10 and State average
- Consistently among the highest attendance rate in GPISD (top 3)

Problem Statements Identifying Demographics Needs

Problem Statement 1: The district's total student enrollment has significantly declined over the past five years, impacting both funding and resource allocation. However, Dubiski's enrollment has steadily grown over the past two years. **Root Cause:** The declining student enrollment has caused the district to cut resources and FTEs (teachers) allocated to Dubiski even though student growth is occurring at Dubiski.

Problem Statement 2: Enhanced communication is needed for families about services provided by the district and campus. **Root Cause:** A community of diverse learners also includes families and students who speak more languages, and resources need to be provided in a way they all can consume.

Student Learning

Student Learning Summary

2024 State Achievement Summary

The STAAR (State of Texas Assessments of Academic Readiness) exam, is a series of standardized tests used in the state of Texas to assess the academic achievement of public school students from grades 3 through 12. These exams are an integral part of the accountability system monitored by the Texas Education Agency (TEA) and play a significant role in measuring student academic performance, student academic growth, evaluating school accountability, and informing educational policies. Dubiski students take STAAR End of Course (EOC) exams yearly in Algebra I, Biology, English I, English II, and US History. Dubiski's results for 2024 in each subject area can be found below.

Algebra I EOC Exam Performance	DCHS Approaches	GPISD Approaches	State Approaches	DCHS Meets	GPISD Meets	State Meets	DCHS Masters	GPISD Masters	State Masters
2023	84	73	78	43	49	55	19	16	21
2024	77	68	74	31	44	53	13	15	22

- Approaches grade level: Dubiski saw a 7 percentage point difference that represents a 8% loss in student performance. The district saw a 5 percentage point difference that represents a 7% loss in student performance. The state saw a 4 percentage point difference representing a 5% loss.
- Meets grade level: Dubiski saw a 12 percentage point difference that represents a 28% loss in student performance. The district saw a 5 percentage point difference that represents a 10% loss in student performance. The state saw a 2 percentage point difference representing a 4% gain.
- Masters grade level: Dubiski saw a 6 percentage point difference that represents a 32% loss in performance. The district saw a 1 percentage point difference that represents a 6% loss in student performance. The state saw a 1 percentage point difference representing a 5% gain.
- The chart shows Dubiski's progress related to GPISD and the state last year and this year. At each level we dropped in performance but exceeded the state and district at the approaches level. In 2024, we lagged behind the state and the district in meets and masters performance.

Biology EOC Exam Performance	DCHS Approaches	GPISD Approaches	State Approaches	DCHS Meets	GPISD Meets	State Meets	DCHS Masters	GPISD Masters	State Masters
2023	96	73	78	78	49	55	33	16	21
2024	97	68	74	69	44	53	20	15	22

- Approaches grade level: Dubiski saw 1 percentage point difference representing a 1% gain in student performance. The district maintained the same level of student performance. The state saw a 5 percentage point difference representing a 7% loss.
- Meets grade level: Dubiski saw a 9 percentage point difference representing a 12% loss in student performance. The district saw an 8 percentage point difference that represents an 18% loss in student performance. The state saw a 3 percentage point difference representing a 7% loss.
- Masters grade level: Dubiski saw a 13 percentage point difference representing a 39% loss in student performance. The district saw a 3 percentage point difference that represents a 20% loss in student performance. The state saw a 2 percentage point difference representing a 11% loss.
- The chart shows Dubiski's progress from last year to this year in relation to GPISD and the state. Dubiski exceeded the state and district in approaches and meets performance. However, from last year to this year, Dubiski dropped in meets and masters performance.

English I EOC Exam Performance	DCHS Approaches	GPISD Approaches	State Approaches	DCHS Meets	GPISD Meets	State Meets	DCHS Masters	GPISD Masters	State Masters
2023	83	73	78	67	49	55	13	16	21
2024	78	68	74	61	44	53	14	15	22

- Approaches grade level: Dubiski saw a 5 percentage point difference that represents a 6% loss in student performance. The district maintained the same level of student performance. The state saw a 4 percentage point difference representing a 6% loss.
- Meets grade level: Dubiski saw a 6 percentage point difference that represents a 9% loss in student performance. The district saw a 4 percentage point difference that represents an 11% loss in student performance. The state saw a 5 percentage point difference also representing an 11% loss.
- Masters grade level: Dubiski saw a 1 percentage point difference that represents an 8% gain in student performance. The district saw a 2 percentage point difference that represents a 18% loss in student performance. The state saw a 3 percentage point difference representing a 17% loss.
- The chart shows Dubiski's progress from last year to this year in relation to GPISD and the state. At the approaches and meets levels, we

lost ground but performed higher than the district and the state. At the masters level, we saw an 8% gain in performance but performed at levels lower than the district and the state.

English II EOC Exam Performance	DCHS Approaches	GPISD Approaches	State Approaches	DCHS Meets	GPISD Meets	State Meets	DCHS Masters	GPISD Masters	State Masters
2023	88	73	78	72	49	55	9	16	21
2024	90	68	74	78	44	53	14	15	22

- Approaches grade level: Dubiski saw a 2 percentage point difference that represents a 2% gain in student performance. The district saw a 4 percentage point difference that represents a 6% gain in student performance. The state saw a 1 percentage point difference representing a 1% loss.
- Meets grade level: Dubiski saw a 6 percentage point difference that represents an 8% point gain in student performance. The district saw a 2 percentage point difference that represents an 4% gain in student performance. The state saw a 1 percentage point difference representing a 2% loss.
- Masters grade level: Dubiski saw a 5 percentage point difference that represents a 56% gain in student performance. The district saw a 1 percentage point difference that represents a 4% gain in student performance. The state saw a 1 percentage point difference representing a 4% loss.
- The chart shows Dubiski’s progress from last year to this year in relation to GPISD and the state. At all three levels, Dubiski saw gains. We outperformed the state and the district at the approaches and meets levels but lagged at the masters level. The masters level we saw the biggest gain with 56%.

History EOC Exam Performance	DCHS Approaches	GPISD Approaches	State Approaches	DCHS Meets	GPISD Meets	State Meets	DCHS Masters	GPISD Masters	State Masters
23	98	93	95	85	66	71	57	37	35
24	99	94	95	89	67	69	58	37	37

- Approaches grade level: Dubiski saw a 1 percentage point difference that represents a 1 % gain in student performance. The district saw a 1 percentage point difference that represents a 1% gain in student performance. The state saw no change in student performance.

- Meets grade level: Dubiski saw a 4 percentage point difference that represents a 5% gain in student performance. The district saw a 1 percentage point difference that represents a 2% gain in student performance. The state saw a 1 percentage point difference representing a 2% loss.
- Masters grade level: Dubiski saw a 1 percentage point difference that represents a 2% gain. The district saw no change in student performance. The state saw a 2 percentage point difference representing a 5% loss.
- The chart shows Dubiski's progress from last year to this year in relation to GPISD and the state. At all three levels, Dubiski saw gains. We outperformed the state and the district at all three levels.

2020-2024 College, Career, and Military Readiness (CCMR) Performance

The state of Texas measures CCMR performance in multiple ways designed to indicate a student's readiness for life beyond high school. The table below shows the percentage of graduating students meeting state criteria in each area for the last two years.

Percentages of Graduating Class Meeting Criteria	Dubiski	
	Class of 2022	Class of 2023
Year		
Met TSIA ELA	56	57
Met ACT ELA	2	6
Met SAT ELA	47	52
Met ELA College Prep	0	49
Total ELA TSI Criteria Met	56	84
Met TSIA Math	41	39
Met ACT Math	2	6
Met SAT Math	28	29
Met Math College Prep	0	48

Percentages of Graduating Class Meeting Criteria	Dubiski	
Total Math TSI Criteria Met	41	78
Total ELA and Math TSI Criteria Met	37	70
Dual Credit	32	35
AP/IB (3 or higher on one exam)	33	25
Associates Degree	0	0
OnRamps College Credit (Any)	38	35
Industry-Based Certifications (IBC)	36	14
IEP Workforce Readiness	0	0
Armed Forces or TX National Guard		
SPED Advanced Diploma Plan	4	4
Level I or II Certificate	0	0
CCMR Graduate	80	85

Percentages of Graduating Class Meeting Criteria	Dubiski	
CCMR Graduate Scaled	TEA Scale TBD	TEA Scale TBD

*Class of 2024 preliminary values will be available later this fall and will not be finalized until summer 2025.

2024 State TELPAS Performance Summary

TELPAS measures the progress that ELLs make in acquiring the English language. Title III, Part A of NCLB requires states to conduct annual statewide English language proficiency assessments for ELLs in grades K–12 in the language domains of listening, speaking, reading, and writing. For each language domain, TELPAS measures four levels, or stages, of increasing English language proficiency: beginning, intermediate, advanced, and advanced high. TELPAS measures learning in alignment with the Texas ELPS that are a part of the TEKS curriculum

For the 23-24 school year, a total of 675 EL students were administered the TELPAS at Dubiski Career High School. The results are found in the table below.

Percentage of Students at Each Performance Level (All District, All Students)	Listening	Speaking	Reading	Writing	Composite
Beginning	4	3	32	9	3
Intermediate	15	27	26	30	38
Advanced	50	31	37	37	39
Advanced High	31	39	4	23	19

Advanced Placement (AP) Performance Summary

The AP program consists of college-level courses and exams taken while in high school. Dubiski offers 12 AP courses and exams. The table below shows the percentage of students earning qualifying scores of 3, 4, or 5 for the 2022-2023 and 2023-2024 school years at DCHS:

AP Exam	2022-2023	2023-2024
Biology	24.0	22.5
Calculus AB	42.9	54.2
Calculus BC	63.6	63.2
English Language	29.9	16.1
English Literature	50.9	80.0
Macroeconomics	10.0	11.8
Physics I (Algebra-based)	32.6	20.3
Physics C (Mechanics)	N/A	72.7
Spanish Language	92.9	87.5
US Government	22.2	27.6
US History	22.0	57.0
World History	40.0	45.5

Student Learning Strengths

- Masters performance increased in English I, English II, and US History EOC
- English II and US History EOC saw gains at all three levels.
- AP Calculus AB, Government, US History, World History, and English Literature increased in the numbers of students earning qualifying scores of 3, 4, and 5 on AP exams
- Dubiski has a National Merit Semi-Finalist for the 2nd year in a row
- CCMR graduates increased from the class of 2022 to 2023.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Gains need to be made in advanced courses. **Root Cause:** Teachers need GT training and more support offering rigorous instruction and incorporating deep and critical thinking in the classroom.

Problem Statement 2 (Prioritized): Gains need to be made in writing. **Root Cause:** Teachers were not familiar with the new writing rubric from the state that was released late. Students need more practice writing by making a claim, using text-evidence, and explaining the reasoning of their claim based on the text-evidence.

Problem Statement 3 (Prioritized): The performance of our English language learner population falls below the performance of our other student populations. **Root Cause:** Our teachers need to gain proficiency using SIOP strategies, ELLevation, and other language supports for our EB students.

Problem Statement 4 (Prioritized): Gains need to be made in math achievement. **Root Cause:** Our teachers need more training and support with math content and pedagogy, including allowing discourse in the classroom, and allowing students to engage in productive struggle as defined by researched-based best mathematical practices.

School Processes & Programs

School Processes & Programs Summary

Dubiski is a school of choice that provides a unique learning opportunity for students in grades 9-12 seeking a non-traditional educational experience. Students apply to one of Dubiski's 15 programs of study to complete a specialized career pathway. Dubiski is considered a wall to wall career academy because all students are enrolled in a four year coherent sequence of Career courses within the same program of study. When students graduate from Dubiski, they are equipped with leadership skills and work experiences that translate into success and prepare them for 21st century professions.

Students participating in CTE Programs of Study can:

- Earn Industry-Based Certifications (IBCs)
- Obtain employment at paid/unpaid internships with community partners
- Network with professionals aligned with their chosen pathway
- Learn on state-of-the-art equipment
- Join and compete in Career and Technical Student Organizations (CTSOs)

Dubiski follows the career academy model. Career academies are designed to prepare students for both college and careers. They are schools within schools that link students with peers, teachers, and community partners in a structured environment that fosters academic success. The career academy concept has three key elements:

- A small learning community (SLC)
- A college-prep sequential curriculum with a career theme
- An advisory board that forges partnerships with employers, higher education institutions, and the community

Each program of study is arranged into one of three academies within Dubiski Career High School which are aligned with the U.S. Department of Labor Career Clusters All three of Dubiski's academies have achieved the designation of Model Academy with Distinction by the National Career Academy Coalition:

Academy of Business and Communications

- Accounting and Financial Services (Business Finance)
- Business Management
- Graphic Communications
- Networking Systems (Information Technology)
- Digital Communications (Media Technology)

Academy of Health Science and Engineering

- Architectural Design
- Dentistry
- Engineering
- Health Science (CMA, EMT, Phlebotomy, Pharmacy)

Academy of Human Services and Transportation

- Applied Agricultural Engineering
- Automotive (Collision)
- Automotive (Technology)
- Aviation
- Cosmetology and Personal Care Services
- Culinary Arts

PBIS and CKH

Dubiski Career High School was once designated as a Capturing Kids' Hearts (CKH) Showcase campus. GPISD participated in CKH district-wide but recently moved to a new system to build connections. Because of its history, Dubiski was allowed to continue to use CKH to build relational capacity with students and staff.

Dubiski also uses a system of PBIS rewards to highlight positive behavior such as perfect attendance, honor roll, character, meeting growth targets, etc. This system is used to create a positive campus culture.

School Processes & Programs Strengths

Strengths:

- 100% of Dubiski students will graduate as CTE completers
- Student participation in CTSOs is strong and competitive
- Dubiski continues to be a model campus and serves as a National tour site for career academies across the country

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Increase the number of IBCs available for all programs of study that count towards CCMR accountability. **Root Cause:** Funding is limited and the cost of some of the IBCs make it difficult to attain them for some programs.

Problem Statement 2: Increase the number of internship opportunities available in all programs of study. **Root Cause:** Limited providers available in programs such as business, engineering, architecture and aviation. Teachers are not making connections with industry professionals or industry professionals are hesitant to have student interns.

Problem Statement 3: Equipment in programs is outdated and needs to be updated to stay on par with industry. **Root Cause:** Funding is limited so access to updated technology, equipment, and supplies is limited.

Perceptions

Perceptions Summary

Panorama Student School Climate/SEL Screener Survey

Each year, students in Dubiski participate in the Panorama survey, which measures their perceptions of connection and belonging, as well as their strengths in self-efficacy, self-management, growth mindset, and social awareness. In Spring 2024, over 86% of Dubiski's students responded to the survey, marking a significant increase in participation year-over-year and ensuring a robust data set for analysis.

Student Competency and Well-Being Measures

In the Panorama Social-Emotional Learning: Student Competency & Well-Being Measures survey, students respond to questions about how they perceive their own social-emotional skills.

Topic	Percent Favorable	Compared to others nationally	Changes since Fall of 2023
Self-Management	72%	higher than the national average	3% decrease
Social Awareness	62%	Lower than the national average	1% decrease
Growth Mindset	51%	Lower than the national average	3% decrease
Self-Efficacy	41%	Lower than the national average	1% decrease

Student Supports and Environment

In the Panorama Social-Emotional Learning: Student Supports and Environment survey, students answered a series of questions about student supports, safety, and the school environment. The overall percent favorable for Spring 2024 was 82%, with 1% decrease from the Fall 2023 results.

Perceptions Strengths

- Students feel strongly supported and safe in the school environment.
- Students feel supported by teachers which reveals the strength of building relationships (82%).

- Students believe they are able to manage themselves

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Dubiski students have low confidence in their ability to succeed (self-efficacy) **Root Cause:** Dubiski students have lower confidence in their abilities because the classrooms are teacher centered and lack student choice.

Problem Statement 2: Dubiski students do not feel they have the potential to change factors that are central to their performance in school. **Root Cause:** Students feel they do not have a voice and autonomy in the classroom.

Priority Problem Statements

Problem Statement 1: Gains need to be made in advanced courses.

Root Cause 1: Teachers need GT training and more support offering rigorous instruction and incorporating deep and critical thinking in the classroom.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The performance of our English language learner population falls below the performance of our other student populations.

Root Cause 2: Our teachers need to gain proficiency using SIOP strategies, ELLevation, and other language supports for our EB students.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Gains need to be made in math achievement.

Root Cause 3: Our teachers need more training and support with math content and pedagogy, including allowing discourse in the classroom, and allowing students to engage in productive struggle as defined by researched-based best mathematical practices.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Gains need to be made in writing.

Root Cause 4: Teachers were not familiar with the new writing rubric from the state that was released late. Students need more practice writing by making a claim, using text-evidence, and explaining the reasoning of their claim based on the text-evidence.

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
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate 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

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
- 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.
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Teacher/Student Ratio

Parent/Community Data

- Parent surveys and/or other feedback

Priority Focus Areas


Revised/Approved: August 15, 2024


Priority Focus Area 1: Wellness and Safety-Social-Emotional Learning; Restorative Practices; Security, Emergency Preparedness


Measurable Objective 1: By June 2025, GPISD will see a 5% decrease in in-school suspension (ISS from 6953 to 6605), Out of school suspension (OSS from 739 to 702), and Disciplinary Alternative Education Program (DAEP from 661 to 628) placements by implementing positive behavioral interventions, providing mental health services, fostering strong student-staff relationships, and utilizing restorative discipline practices.


Evaluation Data Sources: Skyward discipline data

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Positive Behavioral Interventions & Supports (PBIS) and Capturing Kids' Hearts (CKH) and provide professional development and targeted training for staff. Establish goals for discipline and monitor implementation of PBIS and CKH to ensure fidelity. Engage all stakeholders (parents, students, staff) and regularly celebrate successes to promote consistency and maintain momentum.</p> <p>Strategy's Expected Result/Impact: By June 2025, Dubiski will see a 5% decrease in in-school suspension (ISS from 256 to 206), Out of school suspension (OSS from 1 to 0), and Disciplinary Alternative Education Program (DAEP from 15 to 13) placements by implementing positive behavioral interventions, providing mental health services, fostering strong student-staff relationships, and utilizing restorative discipline practices.</p> <p>Staff Responsible for Monitoring: Campus behavior coordinator, administrators, counselors, social worker</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Priority Focus Area 1: Wellness and Safety-Social-Emotional Learning; Restorative Practices; Security, Emergency Preparedness

Measurable Objective 2: By June 2025, the students' and family's perception of the physical and psychological safety on campuses will improve 10% from Fall survey data by maintaining successful annual TEA safety audits and 100% campus compliance with district-required safety measures.

Evaluation Data Sources: TEA safety audits; campus safety audits/tracking; survey data





Strategy 1 Details	Reviews			
<p>Strategy 1: Dubiski will complete 100% of the required emergency drills as set by state mandates, complete 100% of weekly door checks with 0% human error, maintain secure exterior doors and locked classroom doors resulting in zero findings or notations in TEA audits. Staff will complete required training to ensure a safe and supportive learning environment.</p> <p>Strategy's Expected Result/Impact: By June 2025, the students' and family's perception of the physical and psychological safety on campuses will improve 10% from Fall survey data by maintaining successful annual TEA safety audits and 100% campus compliance with district-required safety measures.</p> <p>Staff Responsible for Monitoring: Campus safety coordinator, behavior threat assessment team, principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Address StopIt reports within 48 hours. Close out all open Stopit reports within 5 school days</p> <p>Strategy's Expected Result/Impact: Increase school safety. Improve school climate and culture. Respond to student social- emotional needs as needed.</p> <p>Staff Responsible for Monitoring: DCHS administrators.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 1: By June 2025, GPISD will increase the number of students that perform at Meets grade level or above on STAAR/EOC reading by 4% (from 44% to 48%) through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices.

High Priority

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Dubiski will emphasize enhancing opportunities for students to engage in rigorous academic discourse in the classroom and to increase writing across content areas. Teachers will receive targeted professional development through professional learning communities (PLCs), lunch and learns, and campus-led after school professional development. Additionally, teachers will receive immediate feedback on instructional practices and coaching. Teachers will have students track their target scores after each quarter assessment to measure their growth.</p> <p>Strategy's Expected Result/Impact: By June 2025, Dubiski will elevate the number of students that perform at Meets grade level or above on English I and English II EOC by 6% (from 44% to 50%) through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Targeted students will complete 15 or 30 hours, as applicable, in IXL Reading Program to address academic gaps in response to failing 8th Grade Reading STAAR , STAAR English I EOC, or STAAR English II EOC.</p> <p>Strategy's Expected Result/Impact: Upon completion of the 15 or 30 hours of intervention, student will show growth in mid year quarter and MAP assessments.</p> <p>Staff Responsible for Monitoring: administrators, teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Measurable Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Gains need to be made in advanced courses. **Root Cause:** Teachers need GT training and more support offering rigorous instruction and incorporating deep and critical thinking in the classroom.





Problem Statement 2: Gains need to be made in writing. **Root Cause:** Teachers were not familiar with the new writing rubric from the state that was released late. Students need more practice writing by making a claim, using text-evidence, and explaining the reasoning of their claim based on the text-evidence.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 2: GPISD will improve early childhood literacy proficiency. The number of third graders who achieve or surpass the "meets grade level" category on STAAR reading will increase from 35% to 38% by June of 2025. (HB3 Goal)

HB3 Priority Focus Area





Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: This HB3 goal applies to 3rd grade only. This does not apply to Dubiski.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 3: By June 2025, GPISD will elevate the number of students that perform at Meets grade level or above on STAAR/EOC mathematics by 3% (from 35% to 38%) through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices.

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Dubiski will emphasize enhancing opportunities for students to engage in rigorous academic discourse in the classroom. Teachers will receive targeted professional development such as building thinking classrooms through professional learning communities (PLCs), lunch and learns, and campus-led after school professional development. Additionally, teachers will receive immediate feedback on instructional practices and coaching. Teachers will receive support with following PLC protocols, internalizing lessons, and utilizing high-quality instructional materials (HQIM). Teachers will have students track their target scores after each quarter assessment to measure their growth.</p> <p>Strategy's Expected Result/Impact: By June 2025, GPISD will elevate the number of students that perform at Meets grade level or above on Algebra I EOC by 9% (from 31% to 40%) through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction</p> <p>Problem Statements: Student Learning 4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Targeted students will complete 15 or 30 hours, as applicable, in IXL Math Program to address academic gaps in response to failing 8th Grade Math STAAR , STAAR Algebra I. Utilize Delta Math to provide math students with additional practice to improve math performance.</p> <p>Strategy's Expected Result/Impact: Upon completion of the 15 or 30 hours of intervention, student will show growth in mid year quarter and MAP assessments.</p> <p>Staff Responsible for Monitoring: administrators, teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Measurable Objective 3 Problem Statements:

Student Learning





Problem Statement 4: Gains need to be made in math achievement. **Root Cause:** Our teachers need more training and support with math content and pedagogy, including allowing discourse in the classroom, and allowing students to engage in productive struggle as defined by researched-based best mathematical practices.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 4: GPISD will improve early childhood mathematics proficiency. The number of third graders who achieve or surpass the "meets grade level" category on STAAR math will increase from 34% to 37% by June of 2025. (HB3 Goal)

HB3 Priority Focus Area

Evaluation Data Sources: STAAR Data





Strategy 1 Details	Reviews			
Strategy 1: The HB3 goal applies to third grade only. This does not apply to Dubiski.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 5: By June 2025, the percentage of students identified as economically disadvantaged in the Closing the Gaps domain that perform at Meets grade level or above on STAAR/EOC reading and math will increase by 3% (Reading: from 39% to 42%; Math: 30% to 33%).

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will maximize instructional time during the school day and provide resources to students in various formats as needed. Teachers will utilize small group instruction to have targeted and individualized instruction within the classroom.</p> <p>Strategy's Expected Result/Impact: By June 2025, the percentage of students identified as economically disadvantaged in the Closing the Gaps domain that perform at Meets grade level or above on STAAR/EOC reading and math will increase by 4% in Reading from 66% to 70% and 5% in Math from 35% to 40%.</p> <p>Staff Responsible for Monitoring: principal, dean of instruction, teachers</p> <p>Problem Statements: Student Learning 1, 2, 4</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Measurable Objective 5 Problem Statements:

Student Learning
<p>Problem Statement 1: Gains need to be made in advanced courses. Root Cause: Teachers need GT training and more support offering rigorous instruction and incorporating deep and critical thinking in the classroom.</p>
<p>Problem Statement 2: Gains need to be made in writing. Root Cause: Teachers were not familiar with the new writing rubric from the state that was released late. Students need more practice writing by making a claim, using text-evidence, and explaining the reasoning of their claim based on the text-evidence.</p>
<p>Problem Statement 4: Gains need to be made in math achievement. Root Cause: Our teachers need more training and support with math content and pedagogy, including allowing discourse in the classroom, and allowing students to engage in productive struggle as defined by researched-based best mathematical practices.</p>

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 6: By June 2025, the percentage of Special Education students in the Academic Achievement component that meet the performance targets in the areas of reading and mathematics will increase by 4% (from 36% to 40%).

Evaluation Data Sources: STAAR/EOC Data


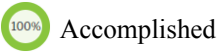
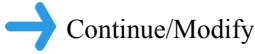

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure Special Education staff are implementing targeted interventions for students. Professional development to ensure general education and special education staff have a good working relationship (co-teaching model) in the classroom. Small group instruction. Ensure IEPs are being implemented and progress monitor and adjust instruction based on data.</p> <p>Strategy's Expected Result/Impact: By June 2025, the percentage of Special Education students in the Academic Achievement component that meet the performance targets in the areas of reading and mathematics will increase by 4% (from 14% to 18% and from 18% to 22%, respectively)</p> <p>Staff Responsible for Monitoring: special education staff, teachers, administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 7: By June 2025, the percentage of Emergent Bilingual students in the Academic Achievement component that meet the performance targets in the areas of reading and mathematics will increase by 4% (from 60% to 64%).

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will attend multiple SIOP professional development sessions and embed SIOP strategies in weekly lessons. Monitor lesson design, identify SIOP strategies in lesson plans, provide feedback and coaching.</p> <p>Strategy's Expected Result/Impact: By June 2025, the percentage of Emergent Bilingual students in the Academic Achievement component that meet the performance targets in the areas of reading and mathematics will increase by 4% (from 58% to 62% and 30% to 34%, respectively).</p> <p>Staff Responsible for Monitoring: BIL/ESL staff, administrators</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Jan	Mar	June





Measurable Objective 7 Problem Statements:

Student Learning
<p>Problem Statement 3: The performance of our English language learner population falls below the performance of our other student populations. Root Cause: Our teachers need to gain proficiency using SIOP strategies, ELLevation, and other language supports for our EB students.</p>

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 8: By June 2025, the percentage of GPISD students that meet their growth targets in the areas of reading and mathematics will increase by 3% (Reading: from 60% to 63%; Math from 53% to 56%).

Evaluation Data Sources: STAAR/EOC Data


Strategy 1 Details	Reviews			
<p>Strategy 1: Dubiski students will track their target scores after each quarter assessment using a student tracking sheet, reflect, and set goals. Teachers will be supported through PLCs to incorporate rigorous and engaging lessons that incorporate academic discourse. They will receive one to one coaching and professional development.</p> <p>Strategy's Expected Result/Impact: By June 2025, the percentage of Dubiski students that meet their growth targets in the areas of reading and mathematics will increase by 3% (Reading: from 71% to 74%; Math from 53% to 56%).</p> <p>Staff Responsible for Monitoring: principal, dean of instruction, teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				


Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs


Measurable Objective 9: By June 2025, the percentage of Special Education students in the Student Growth component that meet their growth targets in the areas of reading and mathematics will increase by 7% (from 65% to 72%).


Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Dubiski students will track their target scores after each quarter assessment using a student tracking sheet, reflect, and set goals. Special Education teachers will progress monitor students and will provide specially designed instruction based on each students IEPs to ensure they are meeting their goals. Teachers will be supported through PLCs to incorporate rigorous and engaging lessons that incorporate academic discourse. They will receive one to one coaching and professional development.</p> <p>Strategy's Expected Result/Impact: By June 2025, the percentage of Special Education students in the Student Growth component that meet their growth targets in the areas of reading and mathematics will increase by 7% (from 53% to 60% in reading and 85% to 92% in math).</p> <p>Staff Responsible for Monitoring: principal, dean of instruction, teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify


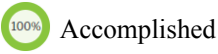
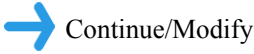

 Discontinue

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 10: By June 2025, all Emergent Bilinguals will demonstrate a 7% (from 75% to 82%) increase of academic progress in the areas of reading and mathematics.

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Plan and deliver lessons that incorporate SIOP strategies that support the acquisition of the English language and incorporate the English Language Proficiency Standards (ELPS). Ensure teachers are planning for and providing accommodations to improve student language acquisition.</p> <p>Strategy's Expected Result/Impact: By June 2025, all Emergent Bilinguals will demonstrate a 7% (from 70% to 77% in reading and 51% to 58% in math) increase of academic progress in the areas of reading and mathematics.</p> <p>Staff Responsible for Monitoring: administrators, teachers</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Jan	Mar	June

Measurable Objective 10 Problem Statements:

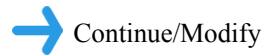
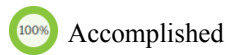
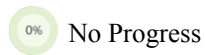
Student Learning
<p>Problem Statement 3: The performance of our English language learner population falls below the performance of our other student populations. Root Cause: Our teachers need to gain proficiency using SIOP strategies, ELlevation, and other language supports for our EB students.</p>

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 11: By June 2025, at least 30% English Learners will advance by at least one level of TELPAS composite rating (from 25% to 30%).

Evaluation Data Sources: TELPAS Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Plan and deliver lessons that incorporate SIOP strategies that support the acquisition of the English language and incorporate the English Language Proficiency Standards (ELPS).</p> <p>Strategy's Expected Result/Impact: By June 2025, at least 30% English Learners will advance by at least one level of TELPAS composite rating (from 43% to 56%).</p> <p>Staff Responsible for Monitoring: administrators, teachers</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Jan	Mar	June







Measurable Objective 11 Problem Statements:

Student Learning
<p>Problem Statement 3: The performance of our English language learner population falls below the performance of our other student populations. Root Cause: Our teachers need to gain proficiency using SIOP strategies, ELLevation, and other language supports for our EB students.</p>

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 12: GPISD will implement best instructional practices for specialized programs by ensuring that 100% of instructional staff and leaders are trained to support students receiving specialized services as documented by training logs.





Evaluation Data Sources: Department Training Logs; Campus and District Professional Development Plans

Strategy 1 Details	Reviews			
<p>Strategy 1: Dubiski will implement best instructional practices for specialized programs by ensuring that 100% of instructional staff and leaders are trained to support students receiving specialized services as documented by training logs.</p> <p>Strategy's Expected Result/Impact: Students within specialized programs will show academic growth on district and MAP exams.</p> <p>Staff Responsible for Monitoring: principal, dean of instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 13: By June 2025, GPISD will elevate the number of students that perform at Meets grade level or above on STAAR/EOC science by 3%, from 31% to 34% through the use of high quality instructional materials and standards-aligned curriculum grounded in phenomena-driven instruction guided by data-driven practices.





Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will incorporate hands-on activities and inquiry based learning into the science classroom to increase the rigor. Activities will be more student-centered and will include opportunities for authentic academic discourse and writing. Teachers will have a structured PLC to support the development of lessons and the use of high-quality instructional materials (HQIM) guided by data-driven practices and standards-based curriculum.</p> <p>Strategy's Expected Result/Impact: By June 2025, GPISD will elevate the number of students that perform at Meets grade level or above on STAAR/EOC science by 3%, from 69% to 72% .</p> <p>Staff Responsible for Monitoring: principal, dean of instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 14: By June 2025, GPISD will elevate the number of students that perform at Meets grade level or above on STAAR/EOC social studies by 3% (from 70% to 73%) through the utilization of high-quality instructional materials, engaging research-based instructional practices, and a standards-aligned curriculum.





Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will focus on increasing the use of more rigorous academic strategies including analyzing reading, visual artifacts (photos, graphs, etc.), and various other mediums in relation to social studies. Instruction will include primary and secondary sources and will have students regularly write short constructed responses. Teachers will have a structured PLC to support the development of lessons that utilize high-quality instructional materials, engaging research-based instructional practices, and a standards-aligned curriculum.</p> <p>Strategy's Expected Result/Impact: By June 2025, GPISD will elevate the number of students that perform at Meets grade level or above on STAAR/EOC social studies by 3% (from 89% to 92%).</p> <p>Staff Responsible for Monitoring: principal, dean of instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority Focus Area 3: Family and Community Involvement- Home to School Connections; Diverse Communication

Measurable Objective 1: By June 2025, GPISD will increase overall family engagement participation by 20% (from 38,284 in attendance to 45,940) for district and campus events by implementing family engagement initiatives and strategies.





Evaluation Data Sources: Family Engagement Attendance Logs

Strategy 1 Details	Reviews			
<p>Strategy 1: We will solicit feedback to determine ways we can engage parents and the community more in campus activities. When implementing community engagement activities and strategies, we will monitor attendance. We will increase our presence on social media and will use a student leadership team (but adult monitored) to produce and generate content to appeal to a targeted audience to increase interest in social outlets so events can be vastly communicated.</p> <p>Strategy's Expected Result/Impact: By June 2025, Dubiski will increase overall family and community engagement participation by 20% for campus events.</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority Focus Area 3: Family and Community Involvement- Home to School Connections; Diverse Communication

Measurable Objective 2: By June 2025, there will be a 3% increase in the number of GPISD high school students who report through annual surveys that district and campus communication is both clear and timely and is delivered through diverse communication methods that give students the opportunity to share their perspectives.





Evaluation Data Sources: Survey data

Strategy 1 Details	Reviews			
<p>Strategy 1: Canvas is used for parent and student communication. There is a parent newsletter as well as a wide use of social media and BBComms.</p> <p>Strategy's Expected Result/Impact: By June 2025, there will be a 3% increase in the number of Dubiski students who report through annual surveys that campus communication is both clear and timely and is delivered through diverse communication methods that give students the opportunity to share their perspectives.</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority Focus Area 4: Technology- Instructional Support and Cybersecurity

Measurable Objective 1: GPISD will increase the frequency of student-centered, engaging, and differentiated classroom experiences by integrating instructional technology based on real-world learning and to check for understanding. By June 2025, the average percent of students reporting weekly engagement in each of the four C's (communication, collaboration, creativity, and critical thinking skills) will increase from 31% to 40% as measured by BrightBytes survey data.





Evaluation Data Sources: Survey Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize campus technology personnel to assist teachers with incorporating technology in the classroom. Promote Apple Vanguard professional development. Highlight instructional strategies or tips teachers can use in the classroom to assist with creating a supportive and innovative environment.</p> <p>Strategy's Expected Result/Impact: By June 2025, the average percent of students reporting weekly engagement in each of the four C's (communication, collaboration, creativity, and critical thinking skills) will increase from 31% to 40% as measured by BrightBytes survey data.</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority Focus Area 4: Technology- Instructional Support and Cybersecurity

Measurable Objective 2: By June 2025, GPISD will implement research-based best strategies in cybersecurity and data loss prevention in order to decrease risk by 10% and reach a target of 60% risk reduction and increase staff cybersecurity training compliance to 100%.

Evaluation Data Sources: Training Logs; Risk Assessment Data





Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure staff completes cybersecurity training. Utilize the campus cyber safety champion. Follow district protocols to get software approved.</p> <p>Strategy's Expected Result/Impact: By June 2025, Dubiski will implement research-based best strategies in cybersecurity and data loss prevention in order to decrease risk by 10% and reach a target of 60% risk reduction and increase staff cybersecurity training compliance to 100%.</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 1: For the Class of 2025, the number of graduates who meet the CCMR criteria for A-F accountability will increase from 76% to 80% (HB3 Goal).

HB3 Priority Focus Area





Evaluation Data Sources: THECB, College Board, ACT, University of Texas, TSDS/PEIMS, and TEAL Submission Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure transcripts are coded correctly for TXCB courses. Reward students who complete TXCB. Develop CCMR plans for seniors and track their progress. Ensure students have access to take the TSIA exam in Math and Reading.</p> <p>Strategy's Expected Result/Impact: For the Class of 2025, the number of graduates who meet the CCMR criteria for A-F accountability will increase from 85% to 90% (HB3 Goal).</p> <p>Staff Responsible for Monitoring: counselors, dean of instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 2: By June 2025, the percentage of GPISD CTE "completers" who earn a state-accountable industry-based certification (IBC) will increase by 3% (from 32% to 35%).





Evaluation Data Sources: PEIMS

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop plans for students to complete IBCs and track their progress. Ensure accurate coding in skyward and timelines are met. Provide professional development for CTE teachers to support classroom instruction aligned to their program of study IBC.</p> <p>Strategy's Expected Result/Impact: By June 2025, the percentage of Dubiski CTE "completers" who earn a state-accountable industry-based certification (IBC) will increase by 3% (from 36% to 39%).</p> <p>Staff Responsible for Monitoring: principal, teachers, district CTE admin</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 3: By June 2025, the number of 7th and 8th grade students enrolled in a CTE elective will increase by 4% (from 36% to 40%).





Evaluation Data Sources: PEIMS

Strategy 1 Details	Reviews			
Strategy 1: This applies to middle school only. This does not apply to Dubiski.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 4: By June 2025, GPISD will increase the percentage of students meeting college readiness standards in both Math and ELA by 3% (from 17% to 20%).





Evaluation Data Sources: ACT, SAT, and TSIA2 Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Train teachers on Mastery Prep to assist with preparing students for ACT and TSI testing. Offer TSI and ACT school day testing. Have students complete TXCB in reading and math and reward students who stay on track.</p> <p>Strategy's Expected Result/Impact: By June 2025, Dubiski will increase the percentage of students meeting college readiness standards in both Math and ELA by 3% (from 17% to 20%).</p> <p>Staff Responsible for Monitoring: dean of instruction, principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 5: By June 2025, GPISD will increase the percentage of graduates that enroll in college the following fall semester by 3% (from 57% to 60%).

Evaluation Data Sources: National Student Clearinghouse Research Center Data


Strategy 1 Details	Reviews			
<p>Strategy 1: Develop individualized plans with seniors. Invite colleges and universities on campus to assist with registration and enrollment. Provide timelines for students to ensure they meet application and registration deadlines. Utilize Xello to find best fit college matches for students. Assist students with Financial Aid application completion.</p> <p>Strategy's Expected Result/Impact: By June 2025, Dubiski will increase the percentage of graduates that enroll in college the following fall semester by 3% (from 75% to 77%).</p> <p>Staff Responsible for Monitoring: college advisor, counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				


Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness


Measurable Objective 6: By June 2025, the percentage of graduates earning 3 college hours in ELA or Math or 9 hours in any other course will increase by 3% (from 17% to 20%).


Evaluation Data Sources: PEIMS

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase student testing in TSI at the 10th grade level by having them participate in Mastery Prep. Train 10th grade English and Math teachers on Mastery Prep so they can assist students with preparing for TSI so students can qualify to take dual credit. Have regular check ins with students who are taking Dual credit classes to ensure they are staying on track with their courses.</p> <p>Strategy's Expected Result/Impact: By June 2025, the percentage of graduates earning 3 college hours in ELA or Math or 9 hours in any other course will increase by 3% (from 17% to 20%).</p> <p>Staff Responsible for Monitoring: dean of instruction, teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished





 Continue/Modify

 Discontinue

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 7: By June 2025, the percentage of students earning a score of 3 or higher on any subject AP exam will increase by 3% (from 11% to 14%).





Evaluation Data Sources: College Board

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure teachers have attended APSI and are accessing AP classroom for released tests and tracking data. Have teachers work with Teaching and Learning to ensure AP classes are at the appropriate rigor.</p> <p>Strategy's Expected Result/Impact: By June 2025, the percentage of students earning a score of 3 or higher on any subject AP exam will increase by 3% (from 11% to 14%).</p> <p>Staff Responsible for Monitoring: dean of instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority Focus Area 6: Personnel and Financial Support- Recruit, Support, and Retain Personnel; Fiscal Responsibility

Measurable Objective 1: GPISD will increase the retention rate of teachers that receive the Teacher Incentive Allotment (TIA) designation by 3% (from 93% to 96%) as reported in annual TIA data.





Evaluation Data Sources: Annual TIA Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure teachers have opportunities for collaboration. Empower teachers to lead professional development to share best practices. Incorporate a survey to determine factors that contribute to teacher retention.</p> <p>Strategy's Expected Result/Impact: Dubiski will increase the retention rate of teachers that receive the Teacher Incentive Allotment (TIA) designation by 3% (from 93% to 96%) as reported in annual TIA data.</p> <p>Staff Responsible for Monitoring: principal, administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority Focus Area 6: Personnel and Financial Support- Recruit, Support, and Retain Personnel; Fiscal Responsibility

Measurable Objective 2: GPISD will maintain an annual rating of an A for superior achievement as measured by the Financial Integrity Rating System of Texas (FIRST) while strategically allocating resources to support GPISD's strategic priorities.





Evaluation Data Sources: TEA

Strategy 1 Details	Reviews			
<p>Strategy 1: Dubiski will follow all district protocols regarding purchases and will allocate expenses appropriately within the parameters of the budget.</p> <p>Strategy's Expected Result/Impact: GPISD will maintain an annual rating of an A for superior achievement as measured by the Financial Integrity Rating System of Texas (FIRST) while strategically allocating resources to support GPISD's strategic priorities.</p> <p>Staff Responsible for Monitoring: principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority Focus Area 6: Personnel and Financial Support- Recruit, Support, and Retain Personnel; Fiscal Responsibility

Measurable Objective 3: By June 2025, GPISD will increase overall ADA from 93% to 94% and maintain a student enrollment of at least 26,461 in order to meet the annual fiscal enrollment and attendance goals.

Evaluation Data Sources: PEIMS

Strategy 1 Details	Reviews			
<p>Strategy 1: Dubiski will implement PBIS incentives quarterly to reward students who maintain perfect attendance. Students will be placed on attendance contracts to monitor high absences. Admin will utilize Attend software to monitor and track absences and communicate with parents. Counselors will be activated in cases of chronic absenteeism.</p> <p>Strategy's Expected Result/Impact: By June 2025, GPISD will increase overall ADA from 93% to 94% and maintain a student enrollment of at least 26,461 in order to meet the annual fiscal enrollment and attendance goals. Dubiski will increase overall attendance to 96%.</p> <p>Staff Responsible for Monitoring: administrators, counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention		8/17/2023	Holly Mohler	5/24/2024
Child Abuse and Neglect			Holly Mohler	5/24/2024
Decision-Making and Planning Policy Evaluation		6/1/2023	Holly Mohler	5/24/2024
Disciplinary Alternative Education Program (DAEP)		11/7/2023	Holly Mohler	5/24/2024
Pregnancy Related Services		7/20/2022	Holly Mohler	5/24/2024
Job Description for Peace Officers, Resource Officers & Security Personnel		8/17/2023	Holly Mohler	5/24/2024