Grand Prairie Independent School District

Dubiski Career High School

2025-2026 Campus Improvement Plan

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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

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 1554 students, DCHS has a diverse student population with 75.7 percent Hispanic students, 8.63 percent Black/African American students, 6.97 percent Asian students, 6.46 percent White students, 1.60 percent two or more races, 0.58 percent American Indian students, and 0.06 percent Pacific Islander students. The socioeconomic status of our students is 66.34 percent eligible for free or reduced-price lunch. 1.54 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, 13.32 percent of Dubiski’s students receive special education or are served by 504 plans, and 51.23 percent are English language learners (ELLs). For the 2025-2026 school year, 10.49 percent of Dubiski’s students are identified as gifted and talented and receiving services aligned with their needs. Currently, 610 students are either a dual credit or a dual enrollment/OnRamps course. In the 2024-2025 school year, 413 students completed at least one AP course. This was an increase of 25 students over the prior year.

In the 24-25 school year, 1639 discipline referrals were given at Dubiski. The top three incidents were excessive tardies, cell phone violations, and dress code. A total of 10 alternative school placements occurred in the 24-25 school year. The most common reason for alternative school placement involved inappropriate behaviors.

According to the most recent Texas Accountability Data, the class of 2024 graduation rate is 99.7% with a drop out rate of 0%. The 2024-2025 attendance rate stands at 95.8%. Enrollment has shown a slight increase at Dubiski. Teacher turnover remains low. For the 2024-2025 school year, Dubiski lost 7 teachers to retirement/resignation but hired 10 total with 3 new positions. As of October 2nd, we still have one position unfilled.

Strengths

Demographics Strengths

- Diverse population
- More students are taking AP, Dual Credit, and OnRamps courses every year
- 24-25 Advanced Placement Recognitions:
    - 88 Total Awardees
    - 56 AP Scholars
    - 14 AP Scholars with Honors
    - 18 AP Scholars with Distinction
- 24-25 National Merit Semi-Finalist – for the 3rd year in a row
- 4-year graduation rate over the Region 10 and State average
- Consistently among the highest attendance rate in GPISD (top 3)
- 327 out of the 336 graduates met College, Career, and Military Readiness (CCMR) criteria
- 27% of students who attend Dubiski are from out of district

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Student growth in English I, English II, and Algebra I STAAR was 69 out of 100 for the 24-25 school year. This means 69 out of 100 students achieved one year of academic growth in those content areas during last school year.	Instructional rigor in the classroom is lacking as well as the need for increased differentiated strategies for Emergent Bilinguals.
2	Gains are needed in writing.	Teachers may neglect to provide explicit, systematic instruction in writing techniques, grammar, and structure. Feedback may be vague or there may not be adequate time given to writing.
3 ★	Student achievement on AP exams, ACT, SAT, and TSI indicates students are underperforming on college entrance exams.	Classroom rigor is low in the classroom and not occurring at the level that fosters student growth.
4 ★	The percentage of students who progressed in overall composite score on TELPAS decreased from 2024 to 2025 from 43% to 38%	The demographics of Dubiski continues to shift with a larger percentage of EBs and a greater percentage of students who are new to the country (less than 3 years in the US). Teachers are not equipped with the skills necessary to meet the needs of students.

★ = Priority

Student Learning

Summary

2025 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 2025 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
2024	77	68	74	31	44	53	13	15	25
2025	78	69	76	40	38	47	15	21	29

- Approaches grade level: Dubiski saw a 1 percentage point difference that represents a gain in student performance.
- Meets grade level: Dubiski saw a 9 percentage point difference that represents a gain in student performance.
- Masters grade level: Dubiski saw a 2 percentage point difference that represents a gain in performance.
- The chart shows Dubiski's progress related to GPISD and the state last year and this year. At each level we gained in performance and exceeded the state and district at the approaches level.

Biology EOC Exam Performance	DCHS Approaches	GPISD Approaches	State Approaches	DCHS Meets	GPISD Meets	State Meets	DCHS Masters	GPISD Masters	State Masters
2024	97	68	74	69	44	53	20	15	22
2025	97	85	91	74	53	62	22	13	21

- Approaches grade level: Dubiski saw no change in performance. The district gained by 17 points in student performance. The state as saw a 17 point gain.
- Meets grade level: Dubiski saw a 5 percentage point gain in student performance. The district saw an 9 percentage point gain in student performance. The state also saw a 9 percentage point gain.

- Masters grade level: Dubiski saw a 5 percentage point gain in student performance. The district saw a 9 percentage point difference that represents a gain in student performance. The state saw a 1 percentage point 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. Dubiski also grew slightly 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
2024	78	68	74	61	44	53	14	15	22
2025	73	57	66	56	43	51	12	11	16

- Approaches grade level: Dubiski saw a 5 point loss in student performance. The district and state performance dropped as well.
- Meets grade level: Dubiski saw a 9 point loss in student performance.The district and state also dropped in performance but not as such a drastic rate.
- Masters grade level: Dubiski saw a 2 percentage that represents a loss in student performance. The district and state performance dropped as well.
- The chart shows Dubiski's progress from last year to this year in relation to GPISD and the state. We are lagging behind the state at the meets and masters levels, however we outperformed GPISD at those same levels.

English II EOC Exam Performance	DCHS Approaches	GPISD Approaches	State Approaches	DCHS Meets	GPISD Meets	State Meets	DCHS Masters	GPISD Masters	State Masters
2024	90	68	74	78	44	53	14	15	22
2025	83	58	71	65	41	56	8	4	9

- Approaches grade level: Dubiski saw a 7 percentage point difference that represents a loss in student performance. The district saw a 10 percentage point loss in student performance. The state saw a 3 percentage point difference representing a loss.
- Meets grade level: Dubiski saw a 13 percentage point difference that represents a loss in student performance.The district saw a 3 percentage point loss in student performance. The state saw a 3 percentage point gain.
- Masters grade level: Dubiski saw a 5 percentage point loss in student performance. The district saw a 11 percentage point loss in student performance. The state saw a 13 percentage point 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 losses. We outperformed the state and the district at the approaches and meets levels but lagged at the masters level behind the state.

US History EOC Exam Performance	DCHS Approaches	GPISD Approaches	State Approaches	DCHS Meets	GPISD Meets	State Meets	DCHS Masters	GPISD Masters	St ate

									Masters
2024	99	94	95	89	67	69	58	37	37
2025	98	93	94	85	64	68	56	35	37

- Approaches grade level: Dubiski saw a 1 percentage point loss in student performance. The district and state saw a 1 percentage point loss in student performance.
- Meets grade level: Dubiski saw a 4 percentage point loss in student performance. The district saw a 3 percentage point loss in student performance. The state saw a 1 percentage point loss.
- Masters grade level: Dubiski and the district saw a 2 percentage point difference that represents a loss. The state performance did not change.
- The chart shows Dubiski's progress from last year to this year in relation to GPISD and the state. At all three levels, Dubiski dropped in performance but we outperformed the state and district at all 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**	
Year	**Class of 2024**	**Class of 2025**
Met TSIA ELA	57	21
Met ACT ELA	6	52
Met SAT ELA	52	173
Met ELA College Prep	49	226
Total ELA TSI Criteria Met	84	306
Met TSIA Math	39	57
Met ACT Math	6	48
Met SAT Math	29	89
Met Math College Prep	48	259
Total Math TSI Criteria Met	78	327
Total ELA and	70	298

Math TSI Criteria Met		
Dual Credit	35	121
AP/IB (3 or higher on one exam)	25	68
Associates Degree	0	0
OnRamps College Credit (Any)	35	106
Industry-Based Certifications (IBC)	14	149
IEP Workforce Readiness	0	0
Armed Forces or TX National Guard	0	1
SPED Advanced Diploma Plan	4	13
Level I or II Certificate	0	0
CCMR Graduate	85	327
CCMR Graduate Scaled	TEA Scale TBD	TEA Scale TBD

*Class of 2025 preliminary values will be available later this fall and will not be finalized until fall 2026.

2025 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 24-25 school year, a total of 674 EL students were administered the TELPAS at Dubiski Career High School. The results are found in the table below.

	Listeni	Speaki	Readi	Writi	Compo

Percentage of Students at Each Performance Level (All District, All Students)	ng	ng	ng	ng	site
Beginning	4	60	30	6	1
Intermediate	17	30	31	37	32
Advanced	47	10	28	45	15
Advanced High	31	2	39	11	2

Advanced Placement (AP) Performance Summary

The AP program consists of college-level courses and exams taken while in high school. Dubiski offers 13 AP courses and exams. The table below shows the percentage of students earning qualifying scores of 3, 4, or 5 for the 2023-2024 and 2024-2025 school years at DCHS:

AP Exam	2024-2025	2025-2026
Biology	22.5	27
Calculus AB	54.2	69
Calculus BC	63.2	84
English Language	16.1	38
English Literature	80.0	27
Macroeconomics	11.8	30
Physics I (Algebra-based)	20.3	39
Physics C (Mechanics)	72.7	30
Spanish Language	87.5	95
Statistics	NA	8
US Government	27.6	37
US History	57	44
World History	45.5	40

Strengths

- Masters performance increased in Algebra I
- Meets performance far exceeded the performance of the state and district in Algebra, Biology, and US History
- Algebra I saw gains at all three levels.
- Saw gains in the numbers of students earning qualifying scores of 3, 4, and 5 on AP exams except for Phys C, World History, US History, and English Literature.
- Dubiski has a National Merit Semi-Finalist for the 3rd year in a row
- CCMR graduates increased from the class of 2024 to 2025.
- Our percentage of students who earned an IBC increased from 14% to 44%
- 35% gain in TELPAS reading.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Gains need to be made in advanced courses.	Teachers need GT training and more support offering rigorous instruction and incorporating deep and critical thinking in the classroom.
2 ★	Gains need to be made in writing.	Teachers may neglect to provide explicit, systematic instruction in writing techniques, grammar, and structure. Feedback may be vague or there may not be adequate time given to writing. Students need more practice writing by making a claim, using text-evidence, and explaining the reasoning of their claim based on the text-evidence.
3 ★	Student growth in English I, English II, and Algebra I STAAR was 69 out of 100 for the 24-25 school year. This means 69 out of 100 students achieved one year of academic growth in those content areas during last school year.	Instructional rigor in the classroom is lacking as well as the need for increased differentiated strategies for Emergent Bilinguals.
4	Gains need to be made in ELA achievement.	Our teachers need more training and support with ELA content and pedagogy, including allowing discourse in the classroom, and incorporating small group instruction as defined by research-based strategies
5 ★	Student achievement on AP exams, ACT, SAT, and TSI indicates students are underperforming on college entrance exams.	Classroom rigor is low in the classroom and not occurring at the level that fosters student growth.

6 ★

The percentage of students who progressed in overall composite score on TELPAS decreased from 2024 to 2025 from 43% to 38%

The demographics of Dubiski continues to shift with a larger percentage of EBs and a greater percentage of students who are new to the country (less than 3 years in the US). Teachers are not equipped with the skills necessary to meet the needs of students.

★ = Priority

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 3C's

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. Some staff members are still utilizing the CKH model. However, we are transitioning to 3C's.

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.

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
- Dubiski has 3 model academies with distinction as awarded by the National Career Academy Coalition (NCAC)

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Increase the number of IBCs available for all programs of study that count towards CCMR accountability.	Funding is limited and the cost of some of the IBCs make it difficult to attain them for some programs.
2	Increase the number of internship opportunities available in all programs of study.	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.
3	Equipment in programs is outdated and needs to be updated to stay on par with industry.	Funding is limited so access to updated technology, equipment, and supplies is limited.
4	Student recognition is not as widespread as it should be.	Campus-wide expectations for PBIS needs to become a part of the campus culture to reward students for positive behavior.

★ = Priority

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.

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	Root Cause
1	Dubiski students have low confidence in their ability to succeed (self-efficacy)	Dubiski students have lower confidence in their abilities because the classrooms are teacher centered and lack student choice.
2	Dubiski students do not feel they have the potential to change factors that are central to their performance in school.	Students feel they do not have a voice and autonomy in the classroom.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Gains need to be made in advanced courses.	Teachers need GT training and more support offering rigorous instruction and incorporating deep and critical thinking in the classroom.
2 ★	Student growth in English I, English II, and Algebra I STAAR was 69 out of 100 for the 24-25 school year. This means 69 out of 100 students achieved one year of academic growth in those content areas during last school year.	Instructional rigor in the classroom is lacking as well as the need for increased differentiated strategies for Emergent Bilinguals.
3 ★	Gains need to be made in writing.	Teachers may neglect to provide explicit, systematic instruction in writing techniques, grammar, and structure. Feedback may be vague or there may not be adequate time given to writing. Students need more practice writing by making a claim, using text-evidence, and explaining the reasoning of their claim based on the text-evidence.
4 ★	Student achievement on AP exams, ACT, SAT, and TSI indicates students are underperforming on college entrance exams.	Classroom rigor is low in the classroom and not occurring at the level that fosters student growth.
5 ★	The percentage of students who progressed in overall composite score on TELPAS decreased from 2024 to 2025 from 43% to 38%	The demographics of Dubiski continues to shift with a larger percentage of EBs and a greater percentage of students who are new to the country (less than 3 years in the US). Teachers are not equipped with the skills necessary to meet the needs of students.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 CCMR goals**
- [x] **Campus/District improvement plans (current and prior years)**

Accountability Data

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

Student Data: Assessments

- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **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**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**

- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Gifted and talented data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Enrollment trends**

Employee Data

- [x] **Teacher/Student Ratio**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

Priority Focus Areas

Priority Focus Area 1

GPISD will ensure student success through engaging learning experiences, collaborative leadership, and a focus on maximizing student achievement.

Measurable Objective 1

☑ High Priority ☑ HB3 Priority Focus Area

Early Childhood Literacy Proficiency: The percentage of 3rd grade students scoring Meets grade level or above on STAAR Reading will increase from 38% to 48% by June 2030. (HB3 Goal)

Evaluation Data Source: STAAR Reading Data & MAP Data

Strategy 1

This does not apply to Dubiski

Formative Reviews

Discontinue

November	January	March	June

Measurable Objective 2

☑ High Priority ☑ HB3 Priority Focus Area

Early Childhood Mathematics Proficiency: The percentage of 3rd grade students scoring Meets grade level or above on STAAR Math will increase from 38% to 53% by June 2030. (HB3 Goal)

Evaluation Data Source: STAAR Math Data & MAP Data

Strategy 1

This does not apply to Dubiski

Formative Reviews

Discontinue

November	January	March	June

Measurable Objective 3

☑ High Priority

8th Grade Reading Proficiency: The percentage of 8th grade students scoring Meets or above on STAAR

Reading will increase from 38% to 48% by June 2030

Evaluation Data Source: STAAR Reading Data & MAP Data

Strategy 1

This does not apply to Dubiski

Formative Reviews

Discontinue

November	January	March	June

Measurable Objective 4 ☑ High Priority

Student Discipline: GPISD will see a 5% decrease in in-school suspension (ISS from 5279 to 5,015), out-of-school suspension (OSS from 399 to 379), and Disciplinary Alternative Education Program (DAEP from 570 to 542) placements by June 2030.

Evaluation Data Source: Skyward Discipline Data

Strategy 1

Dubiski will see a 5% decrease in in-school suspension (ISS from 261 to 248), out-of school suspension (OSS from 0 to 0), and Disciplinary Alternative Education Program (DAEP from 10 to 9) placements by June 2030 by implementing positive behavior interventions and supports, building strong relationships through CKH, improving parent communication and outreach, and utilizing restorative practices.

Strategy's Expected Result/Impact: incremental decreases from present to June 2030.

Staff Responsible for Monitoring: Campus Behavior Coordinator, Principal, Counselors, Academy Principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

November	January	March	June

Measurable Objective 5 ☑ High Priority

Family Engagement: GPISD will demonstrate continuous growth in family engagement participation by increasing attendance at district and campus events by 5% (from 39,155 to 41,113) through ongoing family engagement initiatives and strategies by June 2030.

Evaluation Data Source: Survey Data & Sign-In Documents

Strategy 1

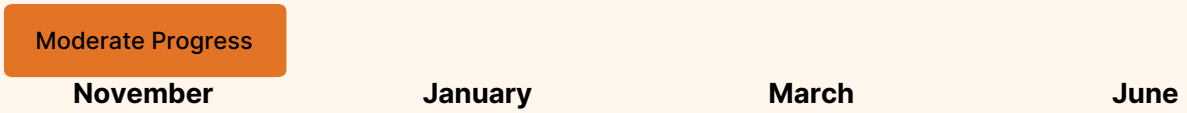
Dubiski will increase family engagement participation by increasing attendance at campus events by 5% from beginning of the year to June 2030.

Strategy's Expected Result/Impact: increased parent engagement will positively impact student performance by strengthening the parent to school relationship. The expected result is improved student outcomes.

Staff Responsible for Monitoring: Principal, Dean of Instruction, Academy Principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Measurable Objective 6 ☑ High Priority

Student Attendance: GPISD will increase overall Average Daily Attendance (ADA) from 93.3% to 94% by June 2030

Evaluation Data Source: Skyward Attendance Data

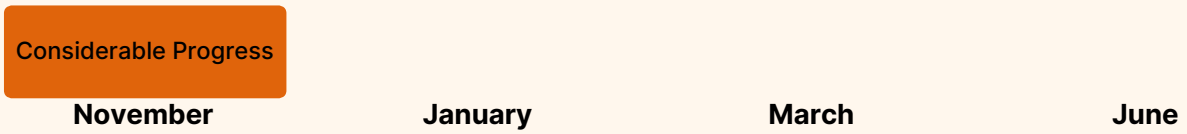
Strategy 1

Dubiski will achieve an overall Average Daily Attendance (ADA) of 96.5% annually through June 2030 through the use of PBIS incentives and attendance awards.

Strategy's Expected Result/Impact: Increased student attendance positively impacts student outcomes including student academic achievement.

Staff Responsible for Monitoring: Principal, Dean of Instruction, Academy Principal, Counselors, Social Worker

Formative Reviews



Measurable Objective 7 ☑ High Priority ☑ HB3 Priority Focus Area

College, Career, and Military Readiness (CCMR): The percentage of graduates that meet the CCMR criteria for A-F accountability will increase from 90% to 95% by August 2030. (HB 3)

Evaluation Data Source: EMS CCMR Dashboard Data & OnDataSuite Data

Strategy 1

The percentage of Dubiski graduates that meet the CCMR criteria for A-F accountability will increase from 97% to 100% by August 2030. Dubiski will focus on implementing and monitoring Mastery Prep usage in English 3, AP English Language, and Algebra 2 classes. Dubiski will also develop CCMR plans for all students so they can have a goal to obtain their CCMR point. The use of Texas College Bridge and other support programs will be used to prepare students for TSI (which will be given multiple times throughout the year) and ACT.

Strategy's Expected Result/Impact: The number of students who achieve their CCMR point will increase but they will also meet their TSI/SAT/ACT (HB3) requirement due to targeted intervention.

Staff Responsible for Monitoring: Dean of Instruction, Counselors, Principal

Problem Statements: Demographics 3 - Student Learning 5

TEA Priorities: Connect high school to career and college

Formative Reviews

	November	January	March	June
Moderate Progress				

Measurable Objective 7 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Student achievement on AP exams, ACT, SAT, and TSI indicates students are underperforming on college entrance exams.	Classroom rigor is low in the classroom and not occurring at the level that fosters student growth.

Measurable Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
5	Student achievement on AP exams, ACT, SAT, and TSI indicates students are underperforming on college entrance exams.	Classroom rigor is low in the classroom and not occurring at the level that fosters student growth.

Measurable Objective 8 ☑ High Priority

The percentage of students scoring Meets or above on English I and II STAAR will increase from 59% to 70% by June 2030.

Evaluation Data Source: MAP and STAAR EOC data

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 and will regularly conduct writing workshops. Students will receive instruction using grade level text with scaffolding to support differentiation.

Strategy's Expected Result/Impact: Reduce the number of students with 0s on their EOC writing; Improved performance on STAAR and increase in grade level performance (meets or above).

Staff Responsible for Monitoring: teachers, dean of instruction, academy principal, principal

Problem Statements: Student Learning 1, 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

	November	January	March	June
Moderate Progress				

Measurable Objective 8 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Gains need to be made in advanced courses.	Teachers need GT training and more support offering rigorous instruction and incorporating deep and critical thinking in the classroom.
2	Gains need to be made in writing.	Teachers may neglect to provide explicit, systematic instruction in writing techniques, grammar, and structure. Feedback may be vague or there may not be adequate time given to writing. Students need more practice writing by making a claim, using text-evidence, and explaining the reasoning of their claim based on the text-evidence.

Measurable Objective 9 ☑ High Priority

The percentage of students scoring Meets or above on Algebra I STAAR will increase from 46% to 60% by June 2030.

Evaluation Data Source: MAP and STAAR EOC data

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.

Strategy's Expected Result/Impact: Increase in grade level performance on STAAR assessment (meets or above)

Staff Responsible for Monitoring: teachers, dean of instruction, principal

Problem Statements: Student Learning 1, 3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

November	January	March	June

Measurable Objective 9 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Gains need to be made in advanced courses.	Teachers need GT training and more support offering rigorous instruction and incorporating deep and critical thinking in the classroom.
3	Student growth in English I, English II, and Algebra I STAAR was 69 out of 100 for the 24-25 school year. This means 69 out of 100 students achieved one year of academic growth in those content areas during last school year.	Instructional rigor in the classroom is lacking as well as the need for increased differentiated strategies for Emergent Bilinguals.

Measurable Objective 10

The percentage of students scoring Meets or above on Biology EOC STAAR will increase from 74% to 85% by June 2030.

Evaluation Data Source: MAP and STAAR EOC data

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 increase the use of SIOP strategies to support EBs.

Strategy's Expected Result/Impact: Increased grade-level performance on STAAR EOC (meets or above)

Staff Responsible for Monitoring: teachers, dean of instruction, academy principal, principal

Problem Statements: Student Learning 1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

November	January	March	June

Measurable Objective 10 Problem Statements Identifying Student Learning

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

Measurable Objective 11

The percentage of students scoring Meets or above on US History STAAR will increase from 84% to 90% by June 2030.

Evaluation Data Source: MAP and STAAR EOC data.

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. Practice ECRs regularly.

Strategy's Expected Result/Impact: Increased grade-level performance on STAAR EOC (meets or above)

Staff Responsible for Monitoring: teachers, dean of instruction, academy principal, principal

Problem Statements: Student Learning 1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

November	January	March	June

Measurable Objective 11 Problem Statements Identifying Student Learning

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

Measurable Objective 12 ☑ High Priority

By June 2026, the percentage of Dubiski students that meet their growth targets in the areas of reading and mathematics will increase by 3% (Reading: from 63% to 65%; Math from 75% to 77%).

Evaluation Data Source: STAAR EOC and MAP data

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.

Strategy's Expected Result/Impact: Increase the number of students growing an academic year in Reading and Math

Staff Responsible for Monitoring: teachers, dean of instruction, academy principal, principal

Problem Statements: Student Learning 1, 2, 3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	January	March	June
Some Progress			

Measurable Objective 12 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Gains need to be made in advanced courses.	Teachers need GT training and more support offering rigorous instruction and incorporating deep and critical thinking in the classroom.
2	Gains need to be made in writing.	Teachers may neglect to provide explicit, systematic instruction in writing techniques, grammar, and structure. Feedback may be vague or there may not be adequate time given to writing. Students need more practice writing by making a claim, using text-evidence, and explaining the reasoning of their claim based on the text-evidence.
3	Student growth in English I, English II, and Algebra I STAAR was 69 out of 100 for the 24-25 school year. This means 69 out of 100 students achieved one year of academic growth in those content areas during last school year.	Instructional rigor in the classroom is lacking as well as the need for increased differentiated strategies for Emergent Bilinguals.

Measurable Objective 13 ☑ High Priority

By June 2026, at least 30% English Learners will advance by at least one level of TELPAS composite rating (from 38% to 50%).

Evaluation Data Source: TELPAS data

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). Training provided through PLCs for English and Math every three weeks by district BIL/ESL department

Strategy's Expected Result/Impact: Students increasing proficiency in English language. Students having more opportunities to listen, speak, read, and write English in every class, every day.

Staff Responsible for Monitoring: teachers, dean of instruction, academy principal, principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	January	March	June
Considerable Progress			

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

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	--	5/5/2025	Holly Mohler	5/24/2024