

**Houston Independent School District**  
**026 DeBakey High School**  
**2023-2024 Campus Improvement Plan**



# Mission Statement

To provide a challenging, well-balanced college preparatory program which focuses on educational experiences in science and the health professions and to further an understanding of our diverse and multicultural community.

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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

1- Discuss how high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments are used daily. During Pre-service and in PLCs, teachers analyze national (AP, SAT, PSAT) state (STAAR 2.0) and district interim assessments (NWEA MAP, DLA) to identify areas of growth and develop instructional interventions. Teachers align the target TEKS with the scope and sequence, and these become the focus of PLC conferences. Additionally, PLCs collaborate to create formative assessments to monitor growth expectations throughout the cycle. They utilize material related to the learning objectives, and work products are designed to allow students to demonstrate content mastery. These are scaffolded to help students attain proficiency and, eventually, mastery. Teachers also employ DOLs as daily formative assessments for on-the-spot instructional adjustment. 2. Discuss what effective classroom routines and instructional strategies are used. Teachers use note-taking devices like Cornell notes, graphic organizers, and lesson guides that provide opportunities to engage students in lesson content. Teachers use digital tools such as Pear Deck and Quizizz to engage, evaluate, and provide immediate feedback. Other strategies include time-tested best practices such as Think/Ink-Pair-Share, Turn and Talk, Modified Whip-Around, Response Cards, and Whiteboard/Desktop Responses. Teachers model exemplary student work to demonstrate high expectations. In PLCs, teachers discuss the practical application of instructional strategies that support each specific TEK. 3. Provide examples of how data is used to drive instruction. In core subjects, such as ELA I & II, Algebra I, and Biology, teachers will use national (AP, SAT, PSAT) state (STAAR 2.0) and district interim assessments (NWEA MAP, DLA) to identify areas of growth and develop instructional interventions. Additionally, teachers are utilizing data from NWEA to help develop and implement tutorial interventions. Teachers align the target TEKS with the scope and sequence, and these become the focus of PLC conferences. Additionally, PLCs collaborate to create formative assessments (mid-cycle and interim) to monitor growth expectations throughout the cycle. Throughout the lessons, teachers use informal assessments/multiple response strategies (MRS) that allow them to adjust on the spot. Demonstrations of Learning (DOLs) evaluate whether students are meeting learning targets.

### Student Achievement Strengths

Based on a review of last year's student growth and achievement data, what are the areas of strength? English 1 STAAR - Students perform at high levels, with 97% meeting standard and 59% mastering. English 2 STAAR - Ninety-seven percent of English 2 testers met the standard, and 59% mastered it. Algebra 1 STAAR - Eighty-three percent of Algebra 1 testers met the standard, with 37% demonstrating mastery. Where academically did the campus improve over previous years? To what do you attribute the improvement? The percentage of students meeting Algebra 1 scores grew from 69% in 2022 to 83% in 2023. The growth can be attributed to consecutive years in school since the pandemic. According to the College Board, in 2023, 83% of students tested on an AP exam scored three or higher, compared to 2022, where 86% of students tested scored three or higher. One explanation for the slight decrease in performance could be because total mathematics participation increased by 12.5%. Did students excel in any particular area? If so, name areas. As set by the Texas Education Agency, we are exceeding our interim and long-term targets in Reading Language Arts (RLA) and Mathematics. RLA - all students 99% (Interim 44%, Long-term 72%) Algebra 1 - all students 82% (Interim 38%, Long-term 69%) We exceed our interim and long-term targets for our Emergent Bilingual students in TELPAS. TELPAS - all students 96% (Interim 34%, Long-term 40%) We exceed our interim and long-term targets for our African-American students in RLA and Math. English 1 and 2 - 95% (Interim 32%, Long-term 66%). We exceed our interim and long-term targets for Hispanic students in RLA and Math. English 1 and English 2 - 97% (Interim 36%, Long-term 68%)

### Problems of Practice Identifying Student Achievement Needs

**Problem of Practice 1:** Increasing student achievement in reading and writing in students arriving with low skills in reading and language arts requires a comprehensive plan. **Root Cause:** Incoming students arrive in high school with lower reading, comprehension, vocabulary, and writing skills.

**Problem of Practice 2:** Increasing student achievement in Math in students who arrive with low Math skills requires a comprehensive plan of infusing math concepts across all. **Root Cause:** Many students enter with low math skills and are unprepared for the rigor of an Advanced Placement math program.

**Problem of Practice 3:** We have a small number of students who did not meet the more stringent standards, including taking an AP exam but not earning a qualifying score of 3 or better or not taking an Industry-Based Certification (IBC) exam. **Root Cause:** We needed a better understanding of the way CCMR was tabulated.

# School Culture and Climate

## School Culture and Climate Summary

1. Both students and teachers find the environment rigorous but fulfilling. While the courses are challenging, the school engages students in activities that nurture their social and emotional needs, such as the Fall Festival and Talent Show. Additionally, there are over 56 student-run clubs to cater to a variety of student interests. 2. Yes, discipline data and climate data align. Disciplinary referrals are low. The faculty and staff have high expectations for students, and the students rise to the occasion. 3. There are no suspensions so far this year. The vast majority of the referrals come from tardies, dress codes, and other Level 1 offenses. 4. Parents participate in Student Council events and school dances. They manage uniform sales and distribution. They coordinate extra-curricular volleyball and soccer. They host spirit nights at local restaurants. They are on campus daily and in communication with faculty and administrators. They are our advocates and push us to continue to meet the needs of our students. 5. Parents report selecting DeBakey HSHP as a school of choice because it is perceived as a safe place. The police officer performs door sweeps weekly. The custodial staff and campus administrators communicate consistently about safety drills. 6. Spot observation forms indicate that most students behave as expected during instruction and that teachers spend time on instruction, teaching, and assessing learning. When compared to achievement data, the observations align with student performance.

## School Culture and Climate Strengths

Based on the data, several notable areas of strength exist to consider. One area is in our robust community and parent involvement. Our documentation demonstrates that our community partners actively engage in many initiatives with our school. The data shows that our PTO plays a vital role in fostering a strong sense of community, as evidenced by the increased attendance to said meetings and the support of sports programs and other student organizations and educational initiatives (buying books).

At least one student perception data response indicated a change in the environment after the pandemic, stating that school administrators were not as strict as before. The school has added a full-time wraparound specialist to connect students to resources to support themselves and their families. Yoga was added to the curriculum to help students manage stress. Students continue to participate in planning annual school events like Fall Festival, Talent Show, International Festival, Winter Ball, Spirit Week, and Field Day.

## Problems of Practice Identifying School Culture and Climate Needs

**Problem of Practice 1:** At-risk and Economically Disadvantaged students had lower attendance rates than other groups for the first three reporting periods of the SY 2022-2023.

**Root Cause:** While factors vary, parent illness and work avoidance due to excessive advanced course enrollments are two variables that have been identified.

**Problem of Practice 2:** At DeBakey High School for Health Professions, providing accommodations and documenting their implementation for Special Education students continue to be a campus focus. **Root Cause:** We want to ensure our students have the support they need to succeed academically, and we want to maintain high levels of compliance.

**Problem of Practice 3:** At DeBakey High School for Health Professions, providing accommodations and documenting their implementation for 504 students remain a campus focus.

**Root Cause:** We want to ensure our students have the support they need to succeed academically, and we want to maintain high levels of compliance.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

For information about this area, please refer to the district improvement plan.

### Staff Quality, Recruitment, and Retention Strengths

For information about this area, please refer to the district improvement plan.

### Problems of Practice Identifying Staff Quality, Recruitment, and Retention Needs

**Problem of Practice 1:** For information about this area, please refer to the district improvement plan. **Root Cause:** For information about this area, please refer to the district improvement plan.

# Parent and Community Engagement

## Parent and Community Engagement Summary

We are fortunate to have a highly engaged and supportive PTO. This dynamic group of families and community members actively participates in various meaningful activities that significantly bolster our students' learning experiences. Some of the notable activities include organizing and participating in school fundraisers (50th Anniversary, uniform sales), volunteering at school (Magnet Open House, SDMC), offering academic support to students (Physics lecturers, tutors), and hosting informative workshops on various educational topics (Food Nutrition, College Life from DeBakey Alumni). We have seen an increase in the quantity and quality of engagement. There are some barriers to greater parent involvement, including time constraints and long commutes, as we are not a neighborhood school. Local community partners, medical organizations, and educational institutions actively collaborate with us to provide opportunities for mentorships/internships and access to real-world experiences (rotations). Michael E. DeBakey Veterans Affairs Hospital will be offering rotations to our students in November in various departments within the hospital. Baylor College of Medicine will offer some summer internships to our students to shadow Surgeons throughout the day in the hospitals where they work. The Women's Hospital of Houston will open its doors this spring semester to provide rotation for our students.

## Parent and Community Engagement Strengths

Based on the data, several notable areas demonstrate a successful engagement with parents and the surrounding community. One area is in our robust community and parent involvement. Regular meetings, events, and open communication ensure that our parents and community members are well-informed and actively involved. We have established a range of communication channels, including social media (Twitter "X," Facebook, Instagram, Canvas), a dedicated school and PTO website, which all serve as powerful tools to keep parents and the community updated on school events, achievements, and opportunities for involvement. The school also hosts various inclusive events and workshops such as college fairs, Magnet, and Baylor Open House. The positive impact of parent involvement is reflected in our high attendance rate; the strength of our current programs and their effects on involvement and student performance is noteworthy. Through fundraising efforts and the procurement of valuable resources, we've enhanced educational programs, expanded extracurricular opportunities, and created a more stimulating atmosphere for our students. Our current programs have cultivated a strong sense of community. Parents and community members are not just observers but active participants in our school's mission. This shared commitment to our students' success fosters a sense of belonging and encourages a collaborative approach to education.

## Problems of Practice Identifying Parent and Community Engagement Needs

**Problem of Practice 1:** There are some barriers to greater parent involvement, including time constraints and long commutes, as we are not a neighborhood school. **Root Cause:** DeBakey HSHP does not have a zoned population. Therefore, families travel from all over the Houston area, which can pose challenges with transportation, child care, and work schedules.

**Problem of Practice 2:** A problem of lack of parent participation during the year. **Root Cause:** Sixty percent of our parents are affluent and professional and are not available during hours to participate.

**Problem of Practice 3:** There is a miscommunication of important school information and events. **Root Cause:** While diversity can benefit our cultural education, it creates a language and cultural barrier.



# Priority Problems of Practice

# Comprehensive Needs Assessment Data Documentation

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

## **Accountability Data**

- Federal Report Card and accountability data

## **Student Data: Assessments**

- State and federally required assessment information

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups





# Key Actions

**Key Action 1:** Increase student annual attendance from 97.3 to 98% for the 2023-24 school year.

**Strategic Priorities:**

Transforming Academic Outreach

**Indicator of Success 1:** 20% reduction in chronic absences as compared to School Year (SY) 2023

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> School leaders and teachers will monitor attendance and identify and act on patterns.</p> <p><b>School Leaders' Actions</b></p> <p>Monitor the attendance verification report weekly starting from the second day of the school.</p> <p>Remind teachers to post attendance every class period, including double-blocked health science teachers.</p> <p>Identify chronically absent students (defined as students with more than three absences during SY 2023) from each grade level.</p> <p><b>Staff Actions</b></p> <p>Take attendance every class period.</p> <p>Continue to report chronically absent students to the attendance clerk and the attendance administrator.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> </div>				

**Key Action 1:** Increase student annual attendance from 97.3 to 98% for the 2023-24 school year.

**Indicator of Success 2:** Increase in student attendance percentage rate by 6 week cycle compared to 2022-23 cycles.

Specific Action 1 Details	Reviews			
<b>Specific Action 1:</b> School leaders and teachers will set goals for students to attend school and keep track of them.  <b>School Leaders' Actions</b>  Confer with parents about chronically absent students.  Set attendance goals with students and parents, if possible.  Identify attendance incentives with students and parents, if possible. If poor attendance is linked to poor academic performance or stress related to academic scheduling: (1) Identify the barriers to high academic performance with students and parents, if possible; (2) Identify strategies to overcome barriers to high academic performance with students and parents, if possible.  <b>Staff Actions</b>  If students miss school to delay major assignments or tests, be prepared to: 1. Show students how to pace work products to complete major assignments or tests on time. 2. Probe students for missing prerequisite knowledge and supply it. 3. Make tutorial appointments for students and notify parents.	Formative			Summative
	Feb	Mar	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Key Action 1:** Increase student annual attendance from 97.3 to 98% for the 2023-24 school year.

**Indicator of Success 3:** 10% reduction in NGs ( No Grade )

**Key Action 2:** Increase schools CCMR for the 2023-24 school year.

**Strategic Priorities:**

Transforming Academic Outreach

**Indicator of Success 1:** CCMR from 96.3 % to 100% for the 2023-24 school year.

**Key Action 2:** Increase schools CCMR for the 2023-24 school year.

**Indicator of Success 2:** TSI Assessments results for Seniors.

Specific Action 1 Details	Reviews			
<b>Specific Action 1:</b> School leaders will administer and keep track of TSI Assessments.  <b>School Leaders' Actions</b>  Administer TSI Assessment to all incoming 9th. Grade students (Fall)  Administer TSI Assessment to all Seniors who have not earned a pint for CCMR through SAT, ACT or earning of Industry based certification (Fall)	Formative			Summative
	Feb	Mar	Apr	June
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**Key Action 2:** Increase schools CCMR for the 2023-24 school year.

**Indicator of Success 3:** SAT Results form 2022-23.



**Key Action 2:** Increase schools CCMR for the 2023-24 school year.

**Indicator of Success 4:** ACT Results from Summer 2023.

**Key Action 2:** Increase schools CCMR for the 2023-24 school year.

**Indicator of Success 5:** IB (Industrial Based) Certification results from 2022-23.

Specific Action 1 Details	Reviews			
<b>Specific Action 1:</b> Teachers will administer exams.  <b>Staff Actions</b>  CTE- Health Science teacher administer IBC exams (Medical Assistant, Patient Care, Pharmacy)	Formative			Summative
	Feb	Mar	Apr	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div>				

**Key Action 2:** Increase schools CCMR for the 2023-24 school year.

**Indicator of Success 6:** AP exam results from 2023-24.

Specific Action 1 Details	Reviews			
<b>Specific Action 1:</b> School leaders will monitor AP exams.  <b>School Leaders' Actions</b>  Administer of AP exams (April)	Formative			Summative
	Feb	Mar	Apr	June
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**Key Action 3:** To increase student achievement in Algebra 1

**Strategic Priorities:**  
Transforming Academic Outreach

**Indicator of Success 1:** Increase STAAR Alg I - Approaches Level from 97 to 100%.

Specific Action 1 Details		Reviews			
<b>Specific Action 1:</b> School leaders will monitor Professional Learning Communities meetings and the data. Teachers will use the data.  <b>School Leaders' Actions</b>  Administrators (appraisers) will ensure that PLCs meet weekly to: A. Create TEKS aligned assessment on OnTrack (test bank only, not AKO or any other format). B. Disaggregate assessment data. C. Discuss spiraling instructional strategies  Administrators (appraisers) will ensure that PLC agenda includes the TEKS objectives. Teacher specialist will support PLCs with PD to create OnTrack assessments (Test Bank, TEKS aligned) Teacher specialist will facilitate data disaggregation meetings and instructional strategies meeting. Teacher specialist will provide assessment (data analysis) reports for PLCs.  <b>Staff Actions</b>  Alg I PLC - Meet weekly to A. Create TEKS aligned assessment on OnTrack (test bank only, not AKO or any other format). B. Disaggregate assessment data. C. Discuss spiraling instructional strategies.		Formative			Summative
		Feb	Mar	Apr	June
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**Key Action 3:** To increase student achievement in Algebra 1

**Indicator of Success 2:** Increase STAAR Alg I - Meets Level from 75 to 80 %.

Specific Action 1 Details		Reviews			
<b>Specific Action 1:</b> School leaders will monitor Professional Learning Communities meetings and the data. Teachers will use the data.  <b>School Leaders' Actions</b>  Administrators (appraisers) will ensure that PLCs meet weekly to: A. Create TEKS aligned assessment on OnTrack (test bank only, not AKO or any other format). B. Disaggregate assessment data. C. Discuss spiraling instructional strategies  Administrators (appraisers) will ensure that PLC agenda includes the TEKS objectives. Teacher specialist will support PLCs with PD to create OnTrack assessments (Test Bank, TEKS aligned) Teacher specialist will facilitate data disaggregation meetings and instructional strategies meeting. Teacher specialist will provide assessment (data analysis) reports for PLCs.  <b>Staff Actions</b>  Alg I PLC - Meet weekly to A. Create TEKS aligned assessment on OnTrack (test bank only, not AKO or any other format). B. Disaggregate assessment data. C. Discuss spiraling instructional strategies.		Formative			Summative
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**Key Action 3:** To increase student achievement in Algebra 1

**Indicator of Success 3:** Increase STAAR Alg I - Masters Level from 37 to 45%.

Specific Action 1 Details		Reviews			
<b>Specific Action 1:</b> School leaders will monitor Professional Learning Communities meetings and the data. Teachers will use the data.  <b>School Leaders' Actions</b>  Administrators (appraisers) will ensure that PLCs meet weekly to: A. Create TEKS aligned assessment on OnTrack (test bank only, not AKO or any other format). B. Disaggregate assessment data. C. Discuss spiraling instructional strategies  Administrators (appraisers) will ensure that PLC agenda includes the TEKS objectives. Teacher specialist will support PLCs with PD to create OnTrack assessments (Test Bank, TEKS aligned) Teacher specialist will facilitate data disaggregation meetings and instructional strategies meeting. Teacher specialist will provide assessment (data analysis) reports for PLCs.  <b>Staff Actions</b>  Alg I PLC - Meet weekly to A. Create TEKS aligned assessment on OnTrack (test bank only, not AKO or any other format). B. Disaggregate assessment data. C. Discuss spiraling instructional strategies.		Formative			Summative
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**Key Action 4:** To increase student achievement in English II

**Strategic Priorities:**  
Transforming Academic Outreach

**Indicator of Success 1:** Increase STAAR EL II - Meets Level from 99 to 100%

Specific Action 1 Details	Reviews			
<b>Specific Action 1:</b> School leaders will keep track of PLCs meetings systems and teachers will monitor data and adjust instruction.  <b>School Leaders' Actions</b>  Administrators (appraisers) will ensure that PLCs meet weekly to: A. Create TEKS aligned assessment on OnTrack (test bank only, not AKO or any other format). B. Disaggregate assessment data. C. Discuss spiral instructional strategies  Administrators (appraisers) will ensure that PLC agenda includes the TEKS objectives. Teacher specialist will support PLCs with PD to create OnTrack assessments (Test Bank, TEKS aligned) Teacher specialist will facilitate data disaggregation meetings and instructional strategies meeting. Teacher specialist will provide assessment (data analysis) reports for PLCs.  <b>Staff Actions</b>  EL II PLC - Meet weekly to A. Create TEKS aligned assessment on OnTrack (test bank only, not AKO or any other format). B. Disaggregate assessment data. C. Discuss spiral instructional strategies.	Formative			Summative
	Feb	Mar	Apr	June
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**Key Action 4:** To increase student achievement in English II

**Indicator of Success 2:** Increase STAAR EL II - Masters Level from 48 to 53%

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> School leaders will keep track of PLCs meetings systems and teachers will monitor data and adjust instruction.</p> <p><b>School Leaders' Actions</b></p> <p>Administrators (appraisers) will ensure that PLCs meet weekly to: A. Create TEKS aligned assessment on OnTrack (test bank only, not AKO or any other format). B. Disaggregate assessment data. C. Discuss spiral instructional strategies</p> <p>Administrators (appraisers) will ensure that PLC agenda includes the TEKS objectives. Teacher specialist will support PLCs with PD to create OnTrack assessments (Test Bank, TEKS aligned) Teacher specialist will facilitate data disaggregation meetings and instructional strategies meeting. Teacher specialist will provide assessment (data analysis) reports for PLCs.</p> <p><b>Staff Actions</b></p> <p>EL II PLC - Meet weekly to A. Create TEKS aligned assessment on OnTrack (test bank only, not AKO or any other format). B. Disaggregate assessment data. C. Discuss spiral instructional strategies.</p>	Formative			Summative
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**Key Action 4:** To increase student achievement in English II

**Indicator of Success 3:** Results of NWEA MOY 10th. grade students 75%

Specific Action 1 Details	Reviews			
<b>Specific Action 1:</b> School leaders will keep track of PLCs meetings systems and teachers will monitor data and adjust instruction.  <b>School Leaders' Actions</b>  Administrators (appraisers) will ensure that PLCs meet weekly to: A. Create TEKS aligned assessment on OnTrack (test bank only, not AKO or any other format). B. Disaggregate assessment data. C. Discuss spiral instructional strategies  Administrators (appraisers) will ensure that PLC agenda includes the TEKS objectives. Teacher specialist will support PLCs with PD to create OnTrack assessments (Test Bank, TEKS aligned) Teacher specialist will facilitate data disaggregation meetings and instructional strategies meeting. Teacher specialist will provide assessment (data analysis) reports for PLCs.  <b>Staff Actions</b>  EL II PLC - Meet weekly to A. Create TEKS aligned assessment on OnTrack (test bank only, not AKO or any other format). B. Disaggregate assessment data. C. Discuss spiral instructional strategies.	Formative			Summative
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**Key Action 4:** To increase student achievement in English II

**Indicator of Success 4:** Results of NWEA EOY 10th. grade students 100%

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> School leaders will keep track of PLCs meetings systems and teachers will monitor data and adjust instruction.</p> <p><b>School Leaders' Actions</b></p> <p>Administrators (appraisers) will ensure that PLCs meet weekly to: A. Create TEKS aligned assessment on OnTrack (test bank only, not AKO or any other format). B. Disaggregate assessment data. C. Discuss spiral instructional strategies</p> <p>Administrators (appraisers) will ensure that PLC agenda includes the TEKS objectives. Teacher specialist will support PLCs with PD to create OnTrack assessments (Test Bank, TEKS aligned) Teacher specialist will facilitate data disaggregation meetings and instructional strategies meeting. Teacher specialist will provide assessment (data analysis) reports for PLCs.</p> <p><b>Staff Actions</b></p> <p>EL II PLC - Meet weekly to A. Create TEKS aligned assessment on OnTrack (test bank only, not AKO or any other format). B. Disaggregate assessment data. C. Discuss spiral instructional strategies.</p>	Formative			Summative
	Feb	Mar	Apr	June
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# State Compensatory

## Budget for 026 DeBakey High School

**Total SCE Funds:** \$18,004.00

**Total FTEs Funded by SCE:** 0

**Brief Description of SCE Services and/or Programs**

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