10 REQUIRED COMPONENTS OF SCHOOLWIDE PLANNING

1. **Comprehensive Needs Assessment** All data were reviewed for all students and student groups to identify areas of strength and areas of need in terms of student achievement, staff development, and parent involvement in relation to the state academic content standards and the state student academic achievement standards. PL 107-110 §1114(b)(1)(A) ; PL 107-110 §1115(d)(2)(A)

   - Briefly summarize your campus’ needs as identified in your Comprehensive Needs Assessment:

   The data used for our needs assessment is derived from the results of our STAAR-EOC, AP, PSAT, SAT, ACT, TEA Accountability tables, AEIS, data from PEIMS, HISD Chancery and from the “Your Voice” and Title 1 surveys. All PLC groups worked to analyze the student data provided, following departmental discussions 5 Smart Goals were drafted and two campus initiative plans were formulated: i.e., Integration of technology in all classes and the implementation of a campus-wide **Character Education program** to be conducted during the Advocacy period in every home room.

   DHSHP proposes 5 annual Smart Goals:

   1) To improve reading comprehension, vocabulary usage and timed writing across all disciplines and grade levels thru a year-long focused initiative and increasing PSAT Reading scores from 59.8 to 65.0 and SAT Reading scores from 615 to 620 in 2016.

   2) Increase student achievement in mathematics by infusing math concepts across all disciplines (100% participation) and increasing PSAT Math (from 62.8 to 64.8) and SAT (from 655 to 660), scores by 2%.

   3) Improve STAAR EOC Level III test performance in all 5 EOC exams and all subgroups by 2%: English 1 from 68% to 70%, English 2 from 56% to 58%, Algebra 1 from 77% to 79%, Biology from 76% to 78% and US History from 88% to 90%, respectively.

   4) Increase student achievement on AP examinations by requiring 100% test participation and a 3% increase in overall passing scores, from 94.9% to 97%.

   5) To improve Campus Safety, Public Support and Confidence enforcement of school discipline will be fair and consistently applied. Resulting In raising our campus VOICE survey rating from a “B+” score to an “A” score in 2016.
2. **Schoolwide Reform Strategies** List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on scientifically-based research to increase achievement for each sub-group on state tests. PL 107-110 §1114(b)(1)(B) ; PL 107-110 §1001(9)

DeBakey High School proposes four campus wide reforms:

1) Each Professional Learning Community (PLC) at DeBakey High School for Health Professions reviewed all 2014-2015 standardized test data to identify areas of weakness involving literacy: reading, writing, listening, speaking and digital literacy. Each PLC departmental group drafted a Departmental Reading Plan to include a: Reading, Writing, Listening, Speaking and Technology Goal. Each goal included specific strategies, objectives, grade levels, resources, timelines and an evaluation protocol. See individual PLC Departmental Reading Plan Worksheets is attached.

**Summary of Literacy Plan:**

   A. The DeBakey High School areas of focus are: Close reading, Vocabulary usage and timed writing skills across all disciplines and grade levels thru a year-long focused initiative.

   B. Strategies to improve are: Think-a-louds, scrutinizing excerpts, interactive reading, pair sharing, incorporate reading test strategies, read high lexile scientific literature and identify unfamiliar non-scientific terms, reinforce vocabulary building, listening components and student oral reports.

   C. Monitoring improvement to literacy weaknesses are: Use common grading policies, incorporate common readings, note-taking and vocabulary skills building, continue common assessments and promote use of essays to improve writing. Student directed presentations, debates and speeches will address weaknesses in speaking skills. Technology will be incorporated to support improvements in all literacy areas. An Instructional technologist will play a key role.

2) **The Mathematics Department proposes 9 strategies to increase student achievement across all grade levels.**

   A. Provide professional development for all Advanced Placement teachers.
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10 REQUIRED COMPONENTS OF SCHOOLWIDE PLANNING

B. Enhance HISD curriculum at all levels by infusing AP style preparation and assessments at all grade levels.
C. Complete curriculum by April in all AP courses.
D. Provide test practice sessions and Saturday review sessions prior to exam administration and tutorials after school.
E. Provide mock PSAT and SAT exams on Saturday.
F. Administer diagnostic tests and assessments for Algebra 1 students.
G. Provide STAAR EOC tutorials for Algebra 1 students.
H. Enhance curriculum by including more rigorous problems and supplemental materials.
I. Provide STAAR training for EOC teachers.

3) To prepare for the End-of-Course Exams: Each department (English, Math, Science and Social science will conduct the following:

A. Administer diagnostic/ pre-test exams, analyze data of previous EOC scores and mimic testing style in classroom assessments.
B. Establish STAAR EOC tutorials as needed for at-risk students.
C. Enhance curriculum by including more rigorous test items and materials focusing on EOC items.
D. Practice questions on pre-tests and common assessments will be used to prepare for the English 1 and 2, Algebra 1, Biology and US History EOC.
E. Provide STAAR EOC training needed for all EOC teachers.

4) To prepare for all Advanced Placement Exams the following strategies are proposed:

A. Encourage 100% student participation in AP exams and receive a passing score of 3 or higher.
B. Reduce the non-qualifying AP test scores by 10% (students not scoring 3 or above) on all Advanced Placement exams.
C. Enhance HISD curriculum at all levels by infusing AP style preparation and assessments at all grade levels.
D. Provide professional development for all Advanced Placement teachers.
E. Complete all course curriculum by April in all AP courses in preparation for AP testing in May.

3. Instruction by Highly Qualified Teachers State the campus’ strategies to ensure that 100 percent of your teachers and paraprofessionals are highly qualified in core academic subject
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areas. The ESEA requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program school meet the qualifications required by section 1119. PL 107-110 §1119 ; PL 107-110 §1119(b)(1)(A)

- Strategies:
  One hundred percent of our teachers are certified for the position they hold. They have varying levels of experience, and support is given to less experienced teachers by their colleagues. Parents are notified if a teacher is not certified and the teacher must either be working toward certification or efforts continue to hire someone who is certified.

4. High-Quality and Ongoing Professional Development Explain the process to provide high-quality and ongoing professional development for teachers, paraprofessionals and other staff members. Professional development must include the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. PL 107-110 §3115(c)(2)(D) ; PL 107-110 §1114(b)(1)(D)

- Process of high-quality professional development:

  Lead Teachers who receive training during the summer and during the school year, provide on-site training and monitoring to assist in professional development. The Shared Decision-Making Committee identifies areas in which staff development is needed. Staff members participate in staff development offered by the District. Staff development may also be done on site by in-house instructional leaders and also by administrative district instructional support staff.

- Process of ongoing professional development:

  Annually the Instructional Team Leaders are asked to poll their departmental members to determine the most desired professional development trainings. All ITL responses are presented to the DHSHP administration for review. Selection of professional development offerings will consider HISD District annual initiatives and campus requested professional development.
5. Strategies to Attract and Retain High-Quality Qualified Teachers to High-Need Schools

Describe strategies used to retain and attract highly qualified teachers. PL 107-110 §2113(c)(4) ; PL 107-110 §1114(b)(1)(E)

- **Strategies to retain HQ teachers:**

  Retention of teachers who are certified for positions for which they are appropriately certified is ongoing. We closely work with our district’s HISD Personnel officer and network with other principals to help in this effort; our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.

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  Recruitment of teachers who are certified for positions for which they are appropriately certified is ongoing. We closely work with our district’s HISD Personnel officer and network with other principals to help in this effort; our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.

6. Strategies to Increase Parental Involvement

Identify at least four (4) strategies specific to your campus to increase parental involvement activities. PL 107-110 §1118

1) Communication: Grade Level Forums are held to increase parents in the school’s programs. Open Houses, frequent telephone contact and weekly website updates/newsletters are methods of recognizing parents as partners. In addition, parents are offered information sessions to meet their needs, for example AP and Accelerated Math information programs.

2) Involvement: Parents are invited to serve as a chaperones for campus-wide activities, PTA, fundraisers, uniform sales, grade level field lessons.

3) Recognition: Parents are recognized during PTA meetings, campus VIPS program participation and during campus visits to encourage all parents to become involved in their child's education.

4) Flexible meetings for working parents.

7. Ensure Smooth Transition for Students (PRIMARY/ES)

Explain plans for assisting preschool children in the transition from early childhood programs to local elementary school programs. (SECONDARY) Identify transition activities for students as they enter each level
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(intermediate, middle, high school) and as students exit special programs (e.g. Bilingual, ESL & Special Education) PL 107-110 §1114(b)(1)(G) ; PL 107-110 §1115(c)(1)(D)

- (PRIMARY/ES) Preschool transition:
- (SECONDARY) Transition activities:
  DeBakey High School hosts an annual Grade 8 Open House for prospective parents and students, an annual Back to School Open House for all current students and parents, a Baylor College of Medicine Ninth Grade Open House at Baylor College of Medicine and an annual Freshman (Fish) Camp for entering ninth grade students. Annually DHSHP hosts a Grade Level Forum for each grade level to ease with transition from grade level to grade level.

8. Measures to Include Teachers in Decisions Regarding the Use of Academic Assessments

In addition to state performance data, describe measures to include teachers in making decisions about academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. PL 107-110 §1114(a)(1)(H)

- Describe measures:

  Ongoing staff development is available on site to analyze assessment data, whether national, state or teacher produced, to use in making instructional decisions. Grade level or departmental meetings and the SDMC provide forums to discuss assessment issues.

9. Effective, Timely Additional Assistance

Address activities to identify and ensure effective, timely assistance for all students not meeting state standards. PL 107-110 §1115(b)(2)(B) ; PL 107-110 §1114(b)(1)(I)

- Process to identify students:

  The use of formative and summative assessments allow for individual student progress to be monitored at the teacher level, building and administrative district levels so that interventions and assistance will be provided in a timely manner.
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- **Activities to ensure effective and timely assistance:**
  Campus-wide tutorials are provided for all students before school, mid-day and after school tutorials are available. Students failing a six-week cycle are placed in mandatory mid-day tutorial.

10. **Coordination and Integration of Federal, State and Local Services Programs**

   State the strategies to coordinate programs/services/funds under NCLB to upgrade the entire educational program and increase student achievement while ensuring that the intent and purpose of each program has been met. PL 107-110 §1112(b)(1)(E) ; PL 107-110 §1114(b)(1)(J)

   - **Strategies to increase program effectiveness:**

At the building level, federal, state and local services and programs are coordinated to best address student needs; this coordination of services and programs is reflected in the activities listed in the campus goals and activities.
### Positions Funded Out of Title I Funds
(Please indicate the quantity of each position selected for the school year.)

<table>
<thead>
<tr>
<th>Positions Funded Out of Title I Funds</th>
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<tbody>
<tr>
<td>— Parent Engagement Rep</td>
<td>— Teacher, Intervention [General]</td>
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<tr>
<td>— <strong>Tutor, Academic (Hourly)</strong></td>
<td>All grade levels (Cannot be primary teacher of record)</td>
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<tr>
<td>— Tutor, Associate (Hourly)</td>
<td>— Teacher, Intervention [Math]</td>
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<td>— Tutor, Sr. Academic</td>
<td>All grade levels (Cannot be primary teacher of record)</td>
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<td>— Counselor (must have rationale that shows duties are supplemental to the regular school program)</td>
<td>— Teacher, Intervention [Reading]</td>
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<td>— Social Worker (must have rationale that shows duties are supplemental to the regular school program)</td>
<td>All grade levels (Cannot be primary teacher of record)</td>
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<td>— Coach, Graduation</td>
<td>— Teacher, Intervention [Science]</td>
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<tr>
<td>— Teacher, Intervention (Hourly)</td>
<td>All grade levels (Cannot be primary teacher of record)</td>
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<tr>
<td>All grade levels – [General]</td>
<td>— *Teacher, Class-Size Reduction [General]</td>
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<tr>
<td>— Teacher, Intervention (Hourly)</td>
<td>All elementary grade levels</td>
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<tr>
<td>All grade levels – [Math]</td>
<td>— *Teacher, Class-Size Reduction [Bilingual]</td>
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<tr>
<td>— Teacher, Intervention (Hourly)</td>
<td>All elementary grade levels</td>
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<tr>
<td>All grade levels – [Reading]</td>
<td>— *Teacher, Class-Size Reduction [ESL]</td>
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<td>— Teacher, Intervention (Hourly)</td>
<td>All elementary grade levels</td>
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<tr>
<td>All grade levels – [Science]</td>
<td>— *Teacher, Class-Size Reduction [All core content areas]</td>
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<tr>
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<td>All secondary grade levels</td>
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Agnes Perry, Principal

2015-2016 SCHOOL IMPROVEMENT PLAN (SIP)

PART 3: CAMPUS COMPLIANCE

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<table>
<thead>
<tr>
<th>Capital Outlay Requested (Y/N)?</th>
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<td>If yes, please list the items below:</td>
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<tr>
<td>No</td>
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<tr>
<td>Capital outlay materials have not been requested at this time.</td>
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