# 2024-2025 Action Plan

## DeBakey High School for Health Professions

## Jesse Herrera

**School Action Plan – Needs Assessment**

District philosophy and guiding framework:

**Theory of Action**

**Vision**

**Core Beliefs**

**Needs related to student achievement data**

Review of STAAR Interim Data:

Biology shows us at Did not meet 6%, Approaches 67%. Meets 23% and Masters at 5%.

Algebra the data shows us at Did not meet 22%. Approaches 36%. Meets at 25% and Masters at 17%

Our Emergent Bilingual students have double in numbers from 27 in 2022-23 school year to 56 for the 2023-24 school year.

**Needs related to improving the quality of instruction**

We have two brand new teachers in Algebra and one new teacher in biology.

Our teacher specialist and appraisers have been providing on-going instructional coaching based on Spot and Observation data by our leadership team and IRT team.

Based on IRT feedback, focus on student engagement strategies (MRS) that increase student participation.

**System evaluation (**philosophy, processes, implementation, capacity)

Administrators (appraisers) will ensure that PLCs meet weekly to:

1. Create TEKS aligned assessment on OnTrack (test bank only, not AKO or any other format).
2. Disaggregate assessment data.
3. 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.

**School Action Plan**

|  |  |
| --- | --- |
| **KEY ACTION ONE** | **Key Action** *(Briefly state the specific goal or objective.)*  Enrollment of Emergent Bilingual students in secondary English class for Language development. |
| **Indicators of success** *(Measurable results that describe success.)* |
| * By January 2025, 70% of 9th grade emergent bilingual students will earn a semester average of 70 or higher by the end of the fall semester. * By January 2025, 100% of all 9th grade emergent bilingual students will earn Approaches or higher on the Interim STAAR English 1 EOC. * By January 2025, at least 20% of 9th grade emergent bilingual students will remain in a Pre-AP English 1 in the second semester. |
|  |
|  |
| **Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish the* |
| *objective?)*   * Administer Las Links to all identified entering 9th graders within the first four weeks of school to determine emergent bilingual status eligibility. * Distribute EB accommodations and rosters to teachers by the third week of school. * Create weekly EB PLC agendas to discuss student progress and best practices. * Develop an incentive to motivate EB students to actively participate in English classes. * Create a goal setting lesson for students to guide them in developing their personal learning goals. |
| **Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*   * Use a DDI protocol during PLCs to increase focus and efficiency. * Use instructional strategies targeted to support EB students. * Check EB students’ English grades weekly and intervene to support student success. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Key Action One:** Enrollment of Emergent Bilingual students in secondary English class for Language development. | | |
| **Staff Devel.** | Who: Assigned LPAC administrator, ESL lead teacher | | |
| What: Inform teachers about 2024 EB performance, SY 2025 goals, EB PLC meeting expectations, instructional strategies that support English language learners | | |
| When: August 2024 | | |
| Where: DeBakey HSHP campus | | |
| **Budget** | **Proposed item** | **Description** | **Amount** |
| Staff development | General Staff Meeting | $0 |
| Materials/resources | Camera, computer, certificates, time to unload signage folder | $0 |
| Purchased services | Printing of certificates | $100 |
| Other |  |  |
| Other |  |  |
| **TOTAL** | | $100 |
| Funding sources: | | |

|  |  |
| --- | --- |
| **KEY ACTION TWO** | **Key Action** *(Briefly state the specific goal or objective.)*  To Increase student achievement in **Biology** by improving the quality of instructional delivery practice using data-driven instructional planning. |
| **Indicators of success** *(Measurable results that describe success.)* |
| * By June 2025, 100% of students will be at Approaches level in Biology * By June 2025, at least 95% of students will be at the Meets level in Biology * By June 2025, at least 60% of students will be at the Masters level in Biology |
|  |
|  |
| **Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish* |
| *the objective?)*  Administrators (appraisers) will ensure that PLCs meet weekly to:   1. Create TEKS aligned assessment on OnTrack (test bank only, not AKO or any other format). 2. Disaggregate assessment data. 3. 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. |
| **Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*    Deliver common instruction to all 9th grade students using the same pacing calendar base on needs assessment concepts.  Administering common assessments on a 6-week basis.  Provide mid-day tutorials/ afterschool/ Saturday tutorials.  Full participation in mandatory and optional professional development opportunities provided for student engagement strategies.  Participation and attendance at PLC meetings (Grade Level and Department).  Administer Interim STAAR Biology assessment. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Key Action Two:** | | |
| **Staff Devel.** | Who: Testing Coordinator- B. Shargey and S. Rodriguez | | |
| What: Staff Training | | |
| When: August 2024 | | |
| Where: Room 148 | | |
| **Budget** | **Proposed item** | **Description** | **Amount** |
| Staff development | PD in Science Best Practices |  |
| Materials/resources |  |  |
| Purchased services |  |  |
| Other | Tutorials | $5000 |
| Other |  |  |
| **TOTAL** | | $ 5,000 |
| Funding sources: Title 1 | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **KEY ACTION THREE** | **Key Action** *(Briefly state the specific goal or objective.)*  The principal consistently provides on-the -job coaching and feedback at a minimum monthly. | | |
| **Indicators of success** *(Measurable results that describe success.)* | | |
| * A structured weekly schedule will be developed and implemented to ensure each special education teacher receives at least one dedicated coaching session per week. Coaching sessions will result in 1-2 actions steps agreed upon between teacher and administrator. * By the end of the 2024-2025 school year, each special education teacher will receive at least one classroom observation per week and feedback will align in part to the previous week’s coaching action step(s). * By June 2024-2025, the principal will conduct follow-up checks within one week after each feedback session, ensuring that teachers implement actionable recommendations a minimum of 80%, thereby promoting the effective application of feedback and continuous instructional improvement. | | |
|  | | |
|  | | |
| **Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish* | | |
| *the objective?)*  Administrators (appraisers) will ensure :   * Align teacher and staff schedules to the student’s IEP. * Observe and ask for work samples to document the use of accommodations and/or modifications. * Utilize Special Education specialty guidance located in HISD SY24-25 Spot Observation Guide. | | |
| **Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)* | | |
|  | **Key Action Three:** | | |
| **Staff Devel.** | Who: J. Herrera | | |
| What: Facilitate PD on how Implement IEPS.  Facilitate PD on how to provide instructional support  Facilitate PD on how to successfully document student success. | | |
| When: PLC Meetings | | |
| Where: Mr. Le’s room 229 | | |
| **Budget** | **Proposed item** | **Description** | **Amount** |
| Staff development | General Staff Meeting/ PLC/ PD in Math | $0 |
| Materials/resources | Digital resources in Algebra 1 District resources | $0 |
| Purchased services |  |  |
| Other | Tutorials | $0 |
| Other |  |  |
| **TOTAL** | | $0,000 |
| Funding sources: Title 1 | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **KEY ACTION FOUR** | **Key Action**  Raise the level of student-teacher engagement, especially the use of scaffolding (such as: visual aids, sentence stems, anchor charts, etc.) | | |
| **Indicators of success** *(Measurable results that describe success.)*  Student-teacher engagement will improve each quarter as measured by SPOTs and IRT ratings.  Out of 80 spot observations of classrooms in October 2024, by the building leadership team, 80% of teachers receive a “2” or higher on the use of scaffolding. By March 2025, by building leadership team, 80% of teachers receive a “4” or higher on the use of scaffolding.  Show growth from fall to spring semester on IRT rating. | | |
| **Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish the objective?)*  2-Week professional development outlining preferred student engagement strategies.  24 total evaluator Spot Checks per month to monitor and score use of various student engagement strategies outlined at the start of the year. | | |
| **Specific actions** – *staff (What specific action steps will the staff take to accomplish the objective?)*  Full participation in mandatory and optional professional development opportunities provided for student engagement strategies.  Participation and attendance at PLC meetings (Grade Level and Department) | | |
|  | **Key Action Two:** | | |
| **Staff Development** | Who: J. Herrera, C. Tapia, P. Alexander | | |
| What: Staff Training | | |
| When: August 2024 | | |
| Where Room 148 | | |
| Budget | **Proposed Item** | **Description** | **Amount** |
| Staff Development | PD in engagement strategies / scaffolding |  |
| Materials/ resources |  |  |
| Purchased services |  |  |
| Other |  |  |
| Other |  |  |
| **TOTAL** | |  |