Michael E. DeBakey High School for Health Professions

2026-27 Action Plan

Dr. Jesse Herrera

Comprehensive Needs Assessment (CNA) Meeting

MINUTES FORM

CAMPUS NAME: A.1.2.2 - Minutes 5.26.26 DeBakey High School Revised May CIP Summative Mtg

MEETING LOCATION: Virtual, (TEAMS)

DATE AND TIME: Tuesday, May 26, 2026, 3:30 pm to 4:36 pm

PERSON RECORDING MINUTES: Dean Shargey

MINUTES:

The CIP Summative meeting was opened at 3:22 pm on May 26, 2026 Virtually via TEAMS by Dr Jesse Herrera with 11 members in attendance. Dr Herrera discussed the drafting of the 2026-2027 CIP (Action Plan), process, timeline and requirements. The key points to the CIP are: campus needs assessment, stakeholder input, Title 1 funding. DeBakey receives 127,000 Title 1 funds annually to suplement instructional resources, tutorials, mock testing and academic interventions.

Discussions: strong STAAR scores, increased Industry Based Certifications (IBC). Unfortunately, AP, TSI and other assessments are not complete to review with the required early submission of the CIP/Action Plan. Members are concerned about the inability to seek teacher feedback prior to the required due date.

Other concerns not directly addressed in the CIP discussed were: Early morning versus Mid-day tutorials. The group feels that early morning nor prior to dismissal were good times to hold mandatory tutorials. Restricting students from requesting schedule changes after classes begin is not helpful to students deciding that adjustments are needed before the semester ends. Parents are concerned about clinical rotations for the students and advocate for expanded opportunities.

Next steps, members should review all documents provided and send comments or recommendations to Dr Herrera. He stated atat further input would be available after the summer. Dr Herrera closed the meeting at 4:36 pm and "Thanked all."

PARENT SUGGESTIONS/RESPONSES:

Parents are concerned about expanding their students exposure to healthcare. They know DeBakey High School is a great school academically, but their children came to DeBakey High School for health care experiences.

NAME OF INTERPRETER (IF PRESENT): None

SIGNATURE OF PRESENTER: Dr Jesse Herrera

DATE: 5/26/2026

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs **Vision** **Theory of Action**

Needs related to student achievement data

- DeBakey HS HP is projected to receive an "A" rating (99) for the 2025-2026 school year, according to the TEA rating system.
- The data used for this needs assessment is derived from the results of the 2024-2025 STAAR tests.
  - STAAR Reading scores in English I - maintain at 99% from 99% to passing at the Meets level.
  - STAAR Reading scores in English II - decreased by 03% from 100% to 97% passing at the Meets level.
  - STAAR Math scores in Algebra I - increased by 19% from 63% to 82% passing at the Meets level.
  - STAAR scores in Biology - increased by 9% from 90% to 99% passing at the Meets level.
  - STAAR scores in US History - maintain at 99% from 99% passing at the Meets level.
- 2024-2025 SAT/ACT Meets Level 96%
- 2024-2025 AP Passing Rate 92.1 %
- 2024-2025 IBC earn 55% (96 out of 176 Seniors)

Needs related to improving the quality of instruction

ROOT CAUSE

Areas of Need:

Increase English II STAAR scores back to 100% at the Meets level

Increase the Algebra I from current 90% Meets level

Increase Industry-Based Certification attainment from 55% of seniors (96 out of 176)

Increase the level of student engagement through the use of exemplars (IRT Scores)

Increase the proficiency of SPED monitoring and documentation (Sped Audit)

Contributing Factors:

The identified needs may be influenced by variations in instructional alignment, differences in student readiness levels entering courses, and access to targeted academic supports. For IBC attainment, potential contributing factors may include scheduling constraints, awareness of certification opportunities, and alignment between coursework and certification requirements.

Priority Needs:

- Sustain high performance in Reading, Biology, and U.S. History through continued instructional alignment and data monitoring
- Strengthen English II literacy outcomes to restore and maintain 100% Meets performance
- Continue targeted math interventions and supports to increase Algebra I performance toward 90%+ Meets
- Expand access to and completion of Industry-Based Certifications, with a focus on increasing senior attainment rates
- Maintain and enhance college readiness outcomes (SAT/ACT and AP) through continued rigorous instruction and support systems

Conclusion:

DeBakey High School for Health Professions demonstrates a strong foundation of academic excellence, as reflected in its projected "A" rating. By addressing targeted gaps in English II performance, Algebra I achievement, and IBC attainment, the school can further strengthen outcomes and ensure all students graduate fully prepared for college and career success.

KEY ACTION ONE	**Key Action:** Improve the number of students who obtain TSI readiness for CCMR.
	Indicators of success:
	• By December 2026, 90% of senior students will meet their individual growth in CCMR by SAT, TSI assessment or passing an AP exam with a 3, 4, or 5. • By May 2027, there will be a 5% increase in the number of senior students who obtain an IBC. • By May 2027, 75% of junior students will meet TSI readiness through SAT or AP testing.
	Specific actions – school leaders
	• Leaders and school counselors will analyze student data from the previous year to identify the number of students who still need TSI credit in reading and math. • Leaders will assign senior students who need support to pass TSI , in school tutorials in either reading or math based on need. All sophomore students will be tested in TSI during the fall semester Monthly review of student data tracker on English II and Algebra I to target specific students who still need to pass TSI.
	Specific actions – staff
	• Math teachers will provide support to students, who need to pass TSI in math in Algebraic Reasoning during mid-day tutorials. • Reading teachers will provide support to students who need to pass TSI reading, in reading comprehension, inference and author purpose during mid-day tutorials. •Students who need additional support in math will be assigned to the algebraic reasoning course during their sophomore year in addition to algebra 2. • Engage in PLCs with a focus on SCR and ECR in English for students who still need to meet TSI in reading.

Key Action One: Staff Development
Who: Instructional Leaders

What: Provide quality PD sessions, on Algebraic Reasoning and Reading Comprehension		
When: Monthly		
Where: Campus & District Sites		
Key Action One: Budget		
Proposed item	Description	Amount
Staff development	Teachers will participate in targeted PD focused on using the campus Lesson Internalization framework with a focus on author purpose, analysis of literary text as well as argumentative and informational text.	
Staff Development-Rice University AP Summer Training	AP COllege Board Certification	$2400
Materials/resources	Curriculum documents Lead4ward documents Ontrack HISD Curriculum Supplemental reading materials HISD Curriculum and Math supplemental resources.	$ 400
Purchased services	TSI Assessment Units	$4000
IBC Registration Fees		3000
Other		
	TOTAL	$9400
Funding sources: General Funds Funding Source: CTE Dept Funding		

KEY ACTION TWO	**Key Action:** **Improve the Quality of Instruction**
	Indicators of success
	• By May 2027, Algebra I meets performance will increase from 82% to 90% • By March 2027, 80% of teachers will score proficient or higher on Domain II indicators aligned to exemplars and monitoring/adjusting in Spot Observations.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	• Leaders will review 6 weeks Algebra data and MOY interim assessment data to track student's progress toward goals. • Monthly calibration walks with appraisers to solidify look for in exemplars and monitoring/ adjusting. • Appraisers will facilitate demo lessons during PLC time for teachers to model lessons. • Appraisers will train teachers how to effectively monitor and adjust during lesson delivery.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	• Internalization of the lesson plan through the writing of the use of exemplars in the lessons. • Teachers will identify and analyze student work samples to use for exemplars for final products. • Teacher designs and provides a teacher exemplar for students to view during the lesson. • Teacher implements strategies for monitoring and adjusting student learning during the instructional period. • Teachers participate in PLCs and Demo Days weekly to practice upcoming lessons, give and receive peer feedback, reflect on practices, and improve the delivery of instruction to ensure scholars master LOs

Key Action TWO: Staff Development
Who: District Leadership Development Team (Curriculum) & Campus Leaders
What: Provide professional development sessions: On the spot coaching, daily planning, PLCs, and Demo Days
When: Daily & Weekly
Where: Campus

Key Action TWO: Budget		
Proposed item	Description	Amount
Staff development	Professional Development -The great 8 MRS strategies - Lesson Calibrations	0
Materials/resources	School Informational materials Student planning calendars	$1000
Purchased services	NA	
Other		
	TOTAL	1000

Funding sources: General Funds

KEY ACTION THREE	Key Action: Improve student achievement for Special Education students.
	Indicators of success:
	• The percentage of "instructionally proficient" special education student folder compliance, as measured by a rubric and reviewed by an independent team from the Special Education Department, will be at 70% or higher and increase to at least 90% by May 2027. • By January 2027, 80% of special education students' accommodations will be documented on Power Schools, and up to 90% by May 2027 based on the Special Education Dept. Campus Audit. • By May 2027, 90 % of Special Education students will pass their STAAR test. • By the end of the first semester 90% of campus ARDS will be held on or before the TEA deadline. This percentage will remain constant at 100% by EOY June 2027..
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	• Perform campus based monthly SpEd folder audits, reviewing 20% of all SpEd folders each time, with a focus on Quality of IEPs using the Office of Special Education Services Folder Audit Rubric. • Meet with SpEd Department Chair and SpEd support bi- weekly to review multiple layers of SpEd compliance: ARDS, IEPs, Accommodations, Progress Monitoring, 504, Dyslexia, and Documentation. • Coach staff on high quality instruction/support during 1st teach, with a focus on differentiation and scaffolding to meet the needs of SpEd scholars.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	• Teachers will document all SpEd. scholar accommodations and/or modifications in PowerSchool, as reflected by the 3 week grading benchmarks. • Complete all required paperwork for ARD meetings and documentation of IEP implementation. • Implement instructional best practices providing during professional development sessions and on the spot coaching to ensure high quality differentiated and scaffolded instruction, daily, to scholars. • Conduct block-to-block and daily data sorts to determine trends and the highest leverage gap in special education student performance. • Implement high-quality instructional look fors based on the district specialty guidance for Special Educations teachers, with a targeted focus on Domain 2 Instruction.

Key Action THREE: Staff Development

Who: Instructional leaders and Special Education Department Chair

What: Accurately identify and create a plan to implement special education student needs, based on students' IEPs. Additionally, Provide professional development session on the following: On the spot coaching, daily planning, PLCs, and Demo days.

When: Daily and Weekly

Where: District and campus locations

Key Action THREE: Budget

Proposed item	Description	Amount
Staff development	Teachers will participate in professional development focused on increasing instructional rigor while incorporating effective scaffolds to ensure special education students can access grade-level content and apply higher order thinking skills.	0
Materials/resources	Curriculum documents, IEPs, OnTrack and data reports Colored Folders	$250
Purchased services	NA	
Other		
Other		
	TOTAL	$250

Funding sources:

	Key Action:

KEY ACTION FOUR	Improve campus culture
	Indicators of success
	• By the MOY campus culture survey, 70 % of teachers will agree or strongly agree to the following statement, "the instructional feedback I get helps me improve the quality of my instruction". This percent will increase to 80% by the EOY campus culture survey. • By the MOY campus culture survey , 70% of teachers will agree or strongly agree to the following statement, "My school has an effective instructional team". This percent will increase to 80% by the EOY campus culture survey. • By January (MOY) 2026, staff attendance will be at 96% or higher. This percentage will be at 95% or higher by EOY June 2026. • By January (MOY) 2026, an average of 75% of families will answer Yes to being 'Happy' or 'Mostly Happy' with their child's campus experience, based on the Parent 'Possip' sentiment report. By May (EOY) 2026 this average will increase to 80% of families.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	• Participate in PTO meetings with parents every month. • Plan and execute at least ten parent engagement events by End of year.. • Provide daily on-the-job coaching that aligns with written feedback, shared at least bi-weekly using the Spot Observation form. • Conduct at least 2 semester of campus listening tours to effectively collect and respond to qualitative feedback on campus culture data. • Scheduled campus presentations and tours for parents on a weekly basis. • Execute monthly campus team(s) gratitude moments/notes. (leaders will rotate teams to ensure equity in the moments of gratitude) • Set up and monitor parent connections on Parent Square, ensuring 100% of families are connected by October of the new school year. (and ongoing as new families enroll)
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	• Teachers will participate in a minimum of two campus wide events centered on family engagement, such as Open House and Freshman and Magnet night. • Reflect on instructional feedback and improve the delivery of instruction as appropriate. • Engage in daily structured planning that is both leader and teacher led, to effectively customize lessons to reflect the rigor of the TEKS and unique needs of all students.

	• Experience and receive moments of gratitude from leaders. • Ensure 100% of families are connected to **Parent Square** and positively communicate at least weekly with families on the **Parent Square** application.

Key Action FOUR: Staff Development

Who: Campus leadership team and staff

What: Professional Development: Set Up and Follow up Parents Connecting on Parent Square, High Quality Instruction, and Community Circles

When: Daily, Weekly and during monthly campus PD days

Where: District and campus locations

Key Action FOUR: Budget

Proposed item	Description	Amount
Staff development		0
Materials/resources	Recruiting Materials	$2000
Purchased services	NA	
Other		
Other		
	TOTAL	$2000

Funding sources: Magnet Funds