



## **2025-2026 Action Plan**

**Energized for Excellence Academy, Inc.**

Early Childhood Center (ECC)

**Adrienne Henderson**

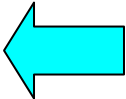
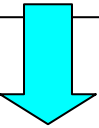
# School Action Plan – Needs Assessment

District philosophy and guiding framework:

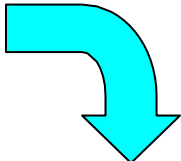
**Core Beliefs**

**Vision**

**Theory of Action**



**Parameters  
and metrics  
established by  
the district**



## **Needs related to student achievement data**

Based on 2024-2025 Circle Data our scholars need to improve in the following areas:

1. Students being able to rote count from 1-30
2. Students being able to produce letter sounds
3. Students being able to transfer skills to other instructional areas and environments (school, home, etc.)
4. Students engaged in reading, writing, speaking, and listening daily

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

1. Teachers following district curriculum and internalizing the lesson
2. Teachers utilizing Engagement Strategies appropriately for PreK students
3. Teachers knowing and understanding the PreK guidelines
4. Collaborating with Early Childhood Department to strengthen our program

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

1. Student report data
2. Sped Audit and Easy IEP Reports
3. Parent and family attendance/participation
4. Campus, unit, and district reports

Key Actions

- 1) Improve staff capacity to provide high quality instruction
- 2) Improve campus culture
- 3) Improve SPED accountability

## **School Action Plan Template**

<b>KEY ACTION ONE</b>	<b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i>
	Improve staff capacity to provide high quality instruction
	<b>Indicators of success</b> <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> <li>● In January 2026, 80% of the teachers will average a combine score of 7 points or higher in the Instructional Section of the SPOT form and will increase to 8 points by May 2026.</li> <li>● 75% or more students in Math (Rote Counting) will receive OnTrack measure as defined by Circle EOY.</li> <li>● 75% or more students in Literacy (Rapid Vocabulary) will receive OnTrack measure as defined by Circle EOY.</li> </ul>
	<b>Specific actions – school leaders</b> <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> <li>● Train teachers on the HISD specific student engagement strategies including but not limited to: Think-Pair-Share, White Board, Table Talk, Response Card, Whip Around, Modified Whip Around, Oral-Choral Response, and Quick Response.</li> <li>● Facilitate training for teachers on delivering targeted interventions in Math, focusing on strengthening rote counting skills.</li> <li>● Provide training for teachers on effectively incorporating rapid vocabulary strategies into workstation (center) activities to enhance student learning.</li> </ul>
	<b>Specific actions – staff</b> <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> <li>● Implement strategies and techniques provided in PD to improve instruction</li> <li>● Teachers will collaborate to design a structured routine aimed at improving students' rote counting skills.</li> <li>● Teachers will implement the strategies learned during training to increase the number of students who are OnTrack in Literacy, specifically focusing on rapid vocabulary development.</li> </ul>

### Key Action One: Staff Development

Who: Administrator(s) and teachers

What: Professional Development, Participate in Circle Assessment Training, Pre-K Instructional Strategies

When: HISD Professional Development Days, Weekly PLCs

Where: On Campus

### Key Action One: Budget

Proposed item	Description	Amount
Staff development	-Based on scores below 50% -As needed (based on Data)	
Materials/resources	Instructional Materials	\$1,500.00
Purchased services		
Other		
Other		
<b>TOTAL</b>		\$1,500.00

Funding sources:  
General Funds

<b>KEY ACTION TWO</b>	<b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i>
	<b>Improve Campus Culture</b>
	<i>Indicators of success (Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> <li>● By the end of the academic year, 80% of teachers score 1 point on the campus culture participation indicator of the Planning and Professionalism rubric.</li> <li>● By the end of the academic year, 75% of the teachers will agree or strongly agree to the following statement from the Culture &amp; Climate Survey “Morale is generally good at my school.”</li> <li>● By the end of the academic year, 75% of the teachers will agree or strongly agree to the following statement from the Culture &amp; Climate Survey “I work in an environment of support and respect.”</li> </ul>
	<i>Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> <li>● The school leader will provide ongoing professional development and support for teachers to actively engage in campus culture-building activities, including setting clear expectations for participation, offering guidance on effective contributions, and conducting regular check-ins to track progress.</li> <li>● The school leader will organize regular team-building activities and staff appreciation events, create opportunities for open communication through surveys and focus groups, and actively address concerns to foster a positive school culture and improve teacher morale.</li> <li>● The school leader will implement a mentorship program, promote collaboration through peer observations and feedback sessions, and ensure that all staff members have access to necessary resources and professional support, while also modeling respectful communication and inclusive leadership practices.</li> </ul>
	<i>Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> <li>● Teachers will actively participate in campus culture-building initiatives by attending professional development sessions, contributing ideas during staff meetings, and collaborating with colleagues to enhance the overall school environment.</li> <li>● Teachers will contribute to fostering positive morale by supporting their peers through collaborative efforts, offering encouragement, and participating in school-wide events or celebrations that promote a positive and inclusive school culture.</li> <li>● Teachers will actively contribute to a supportive and respectful work environment by offering constructive feedback to colleagues, engaging in open and respectful communication, and seeking out or offering mentorship opportunities within the school community.</li> </ul>

## Key Action Two: Staff Development

Who: **Administrators, Teachers, and Staff**

What: Collaborate, plan, and align instructional practices/processes

When: Weekly Collaboration

Where: On Campus

## Key Action Two: Budget

Proposed item	Description	Amount
Staff development	PLC Planning	
Materials/resources	Instructional Materials	\$1500.00
Purchased services		
Other		
Other		
<b>TOTAL</b>		\$1500.00

Funding sources:  
General Funds

<b>KEY ACTION THREE</b>	<b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i>
	Improve SPED accountability
	<i>Indicators of success (Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> <li>● By the end of the first semester, 100% of campus ARDs are held on or before the deadline.</li> <li>● By the end of the academic year, 100% of IEPs will include specific, clear, and measurable goals tailored to each student’s unique needs, as verified through random quarterly reviews.</li> <li>● By the end of the first semester, the principal ensures that 90% or more of the tracked data points align with the goals and progress indicators specified in the IEPs.</li> </ul>
	<i>Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> <li>● The school leader and special education chair will schedule and review at least 25% of all campus IEPs quarterly with the rubric and checklist.</li> <li>● The school leader will ensure that special education staff attend professional development on how to write specific, clear, and measurable IEP goals. Additionally, the leader will conduct random quarterly reviews of IEPs to ensure they meet the required standards and provide feedback for improvement.</li> <li>● The Special Education Chair and School Leader will implement a systematic process for regularly tracking and reviewing student progress on IEP goals, ensuring that all relevant data points are consistently aligned with the goals. The leader will provide ongoing support and monitoring to ensure that progress reports are accurate and reflect the specified IEP objectives.</li> </ul>
	<i>Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)</i>
<ul style="list-style-type: none"> <li>● Staff will proactively prepare for ARD meetings by reviewing student records, collaborating with the special education team, and ensuring all necessary documentation and input are submitted ahead of the scheduled meeting. This will help ensure that all ARDs are held on or before the deadline.</li> <li>● Special education staff will collaborate to ensure that each student’s IEP contains goals that are specific, measurable, and tailored to their individual needs. Teachers will participate in ongoing training on writing effective goals and will review each IEP to confirm that goals are clear and measurable.</li> <li>● Staff will regularly track student progress by collecting relevant data aligned with the goals outlined in each student’s IEP. Teachers will ensure that data collection methods are consistent and accurately reflect the progress indicators and will collaborate with the principal to ensure alignment.</li> </ul>	

### Key Action Three: Staff Development

Who: **Sped Chair (Lead), Sped Teachers, Classroom Teachers, Teacher Aides**

What: ARD Documentation, IEP Accommodations, Annual ARD/IEP Meetings

When: As needed

Where: On Campus (unless otherwise notified)

### Key Action Three: Budget

Proposed item	Description	Amount
Staff development		
Materials/resources	Instructional Materials	\$1,000.00
Purchased services		
Other		
Other		
<b>TOTAL</b>		\$1,000.00

Funding sources:  
General Funds