



## **2025-2026 Action Plan**

**Energized for STEM Academy, Inc. Middle School**

**Principal: Ms. Lillian Conway**

**Deputy Superintendent: Dr. Shavon Clark**

**Founder and Head of Schools: Mrs. Lois Bullock**

<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>● By May 2026, at least 80% of teachers will earn a rating of Proficient or higher on campus-based SPOT observations, as verified through calibration with the Executive Director.</li> <li>● By January 2026, 70% of teachers will average 7 points or higher on the Instruction domain as measured by the MOY SPOT averages. By the end of the 2025–2026 school year, 85% of teachers will average 8 points or higher on the Instruction domain as measured by the EOY SPOT averages.</li> <li>● By the end of the 2025–2026 school year, at least 60% of students will meet or exceed their expected NWEA MAP growth target from MOY to EOY, as defined by NWEA norms.</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>● Facilitate training on the “Great 8” and "the Next 8" instructional strategies during August professional development and reinforce implementation through ongoing campus PD days throughout the school year.</li> <li>● Implement a tiered coaching model to provide regular, job-embedded support focused on best practices and identified trends across the campus. Coaching will be differentiated based on teacher needs, with intensive support for developing teachers, targeted feedback for progressing teachers, and refinement coaching for high-performing teachers.</li> <li>● Conduct weekly instructional leadership team calibrations to strengthen a shared instructional lens and ensure consistency in delivering high-impact coaching across the campus.</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>● Collaborate in weekly PLCs by analyzing student data, sharing best practices, and planning lessons that address identified gaps, with a focus on English, Math, and support for underserved student groups.</li> <li>● Use SPOT feedback and NWEA MAP results to adjust lesson plans, create small-group instruction, and apply targeted interventions that support student growth toward MOY and EOY benchmarks.</li> </ul>	



### Key Action One: Staff Development

Who:

What:

When:

Where:

### Key Action One: Budget

Proposed item	Description	Amount
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
<b>TOTAL</b>		

Funding sources:

<b>KEY ACTION TWO</b>	<b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i>
	Increase language proficiency and academic proficiency for Emergent Bilingual (EB) students.
	<b>Indicators of success</b> <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> <li>● By May 2026, at least 50% of students will demonstrate measurable language proficiency growth by increasing their TELPAS composite score by one or more levels compared to the previous year.</li> <li>● 100% of emergent bilingual students will engage weekly with their individual learning plan on Summit K12, as verified through platform usage reports starting in September 2025 until May 2026</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>● Review Summit K12 usage reports weekly to ensure 100% of emergent bilingual students are engaging with their individual learning plans. Provide targeted support to teachers when student engagement or progress falls below expectations.</li> <li>● Schedule and lead monthly PLC meetings focused on engagement strategies, scaffolds, and best practices in language acquisition. Use student work and platform data during these sessions to guide discussion and refine instructional approaches.</li> <li>● Implement ongoing coaching cycles with teachers that emphasize modeling, practicing, and refining scaffolding strategies. Provide actionable feedback during classroom observations to strengthen teachers’ ability to support emergent bilingual students in mastering content and language.</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>● Review Summit K12 usage reports weekly to ensure 100% of emergent bilingual students are engaging with their individual learning plans. Provide targeted support to teachers when student engagement or progress falls below expectations.</li> <li>● Schedule and lead monthly PLC meetings focused on engagement strategies, scaffolds, and best practices in language acquisition. Use student work and platform data during these sessions to guide discussion and refine instructional approaches.</li> <li>● Implement ongoing coaching cycles with teachers that emphasize modeling, practicing, and refining scaffolding strategies. Provide actionable feedback during classroom observations to strengthen teachers’ ability to support emergent bilingual students in mastering content and language.</li> </ul>	

**Key Action Two: Staff Development**

Who:

What:

When:

Where:

**Key Action Two: Budget**

<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
<b>TOTAL</b>		

Funding sources:

<b>KEY ACTION THREE</b>	<b>Key Action</b> <i>(Briefly state the specific goal or objective.)</i>
	Improve SPED accountability.
	<b>Indicators of success</b> <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> <li>● By the end of the 2025-2026 school year, 80% of SPED students will meet or exceed their district-required annual growth targets on the NWEA MAP Reading assessment, as measured from Beginning-of-Year (BOY) to End-of-Year (EOY).</li> <li>● By May 2026, 100% of IEPs will be complete and compliant, including standards-based, measurable annual goals with timeline, condition, behavior, and criteria that directly address the needs identified in the PLAAFP statement, resulting in an A rating.</li> <li>● By the end of the 2025–2026 school year, 100% of special education students will receive high-quality instruction with accommodations implemented consistently and documented on student assignments at least weekly, as verified through classroom observations and work sample</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>● Lead quarterly data meetings with special education and general education teachers to analyze NWEA MAP Reading results for SPED students. Ensure intervention plans are developed for students not on track to meet annual growth targets, and monitor implementation through progress checks every 4–6 weeks.</li> <li>● Ensure ongoing training and coaching for case managers on writing high-quality, standards-based goals, and establish compliance checkpoints to ensure all deadlines are met and the campus earns an “A” rating in IEP quality.</li> <li>● Establish a system for teachers to document accommodations on student assignments weekly, and review samples during classroom walkthroughs and SPED compliance checks.</li> <li>● Provide feedback to teachers during coaching cycles to strengthen the fidelity of accommodation use and ensure accommodations are embedded into lesson planning and delivery.</li> </ul>
<b>Specific actions – staff</b> <i>(What specific action steps will the staff take to accomplish the objective?)</i>	

- Integrate student-specific strategies and accommodations into daily instruction and lesson plans, ensuring they are visibly implemented in the classroom and documented weekly through annotated assignments or tracking logs.
- Analyze student performance on NWEA MAP and classroom assessments to adjust instruction and interventions.
- Track student progress toward IEP goals and report updates during data meetings and ARD committees.

### Key Action Three: Staff Development

Who:

What:

When:

Where:

### Key Action Three: Budget

Proposed item	Description	Amount
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
<b>TOTAL</b>		

Funding sources:

