2025-2026 Action Plan

Energized for Excellence Academy, Inc.

Elementary School

101-912-364

Principal: Ms. Arlene Kho

Deputy Superintendent: Dr. Shavon Clark

Founder and Head of Schools: Mrs. Lois Bullock

School Action Plan – Needs Assessment

District philosophy and guiding framework:

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

Needs related to student achievement data

Needs related to improving the quality of instruction

System evaluation (philosophy, processes, implementation, capacity)

Parameters and metrics established by the District

Key Actions

KEY ACTION ONE

Key Action ***(Briefly state the specific goal or objective.)***

Improve staff capacity to provide high-quality instruction.

Indicators of success ***(Measurable results that describe success.)***

- By January 2026, 50% of SPOT Observation scores will be proficient or higher and will increase to 70% by May 2026.
- By May 2026, 70% of teachers will achieve an average score of at least 7 points or higher on the Instructional section of the SPOT form.
- By the end of the school year, 3rd grade students will reach the 50th percentile in Reading, and Kinder students will reach the 50th percentile in Math on the NWEA MAP assessment, demonstrating measurable academic growth.

Specific actions – school leaders ***(What specific action steps will the building leaders take to accomplish the objective?)***

- Train teachers on the "Great 8 and the Next 8" during August professional development and reinforce these practices throughout the year during campus PD days.
- Provide regular on-the-job coaching focused on best practices in the instructional section of the SPOT form.
- Conduct weekly calibration sessions with the instructional leadership team to ensure consistent instructional leadership and impactful coaching.

Specific actions – staff ***(What specific action steps will the staff take to accomplish the objective?)***

- Participate weekly in effective PLCs focused on lesson planning, data analysis, and the implementation of the "Great 8 and Next 8" strategies.
- Consistently plan and apply engagement strategies and aggressive monitoring techniques in daily instruction.
- Demonstrate openness and responsiveness to on-the-job coaching during both in-the-moment and planning/implementation phases

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		
	TOTAL	

Funding sources:

KEY ACTION TWO

Key Action ***(Briefly state the specific goal or objective.)***

Increase English language proficiency and academic achievement for Emergent Bilingual (EB) students.

Indicators of success ***(Measurable results that describe success.)***

- By the end of the 2025-2026 academic year, 55% of students will increase their TELPAS composite proficiency level by at least one level compared to their previous year's score, demonstrating measurable language proficiency growth.
- By the end of the 2025-2026 academic year, the percentage of 5th-grade Emergent Bilingual students reclassified from EB to Monitored status, according to TEA Reclassification Criteria, will increase from 29% in 2024-2025 to 35%.
- By the end of the 2025-2026 academic year, at least 70% of Emergent Bilingual students will meet or exceed their individual growth targets in NWEA MAP from BOY to EOY.

Specific actions – school leaders ***(What specific action steps will the building leaders take to accomplish the objective?)***

- Facilitate professional development sessions on utilizing Summit K12 as a digital tool to enhance English language acquisition for Emergent Bilinguals (EBs).
- Monitor the implementation of Summit K12 to ensure effective use and to support the language development goals of Emergent Bilinguals (EBs).
- Ensure all staff are trained on the TEA reclassification criteria and procedures.

Specific actions – staff ***(What specific action steps will the staff take to accomplish the objective?)***

- Participate actively in professional development sessions on Summit K12 and apply the digital tool effectively to support English language acquisition for Emergent Bilinguals (EBs) in daily instruction.
- Use Summit K12 consistently in the classroom, provide feedback on its effectiveness, and align instructional activities with the language development goals of Emergent Bilinguals (EBs).
- Familiarize themselves with TEA reclassification criteria and procedures, monitor student progress accordingly, and collaborate with specialists to support students' path toward reclassification.

Key Action Two: Staff Development
Who:
What:
When:
Where:

Key Action Two: Budget		
Proposed item	**Description**	**Amount**
Staff development		
Materials/resources		
Purchased services		
Other		
Other		
	TOTAL	

Funding sources:

KEY ACTION THREE

Key Action ***(Briefly state the specific goal or objective.)***

Ensure high-quality instruction, compliance with IEPs, and equitable academic and behavioral outcomes for students receiving special education services

Indicators of success ***(Measurable results that describe success.)***

- By the end of the first semester, 100% of campus ARD meetings will be conducted on or before their scheduled deadlines to ensure timely compliance.
- By the time of the Spring Folder Review, 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.
- 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).

Specific actions – school leaders ***(What specific action steps will the building leaders take to accomplish the objective?)***

- Monitor the ARD calendar and timelines regularly, provide reminders and support to ensure all ARDs are scheduled promptly, and address any barriers to timely compliance.
- Conduct regular audits of IEPs to ensure completeness and compliance prior to the Spring Folder Review.
- Analyze MAP Reading data to identify student progress and provide targeted instructional support where needed.

Specific actions – staff ***(What specific action steps will the staff take to accomplish the objective?)***

- Prepare and submit required documentation and student progress information promptly to support ARD meetings.
- Implement accommodations and modifications as outlined in the IEP to support student success.
- Integrate strategies and accommodations from the IEP to support reading growth in the general education setting.

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		
	TOTAL	
Funding sources:		