

2025-2026 Action Plan



Energized for STEM Academy, Inc. High School

Principal Legatob

Updated

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

Energized for STEM Academy, Inc, High School prioritizes using student achievement data to guide all instructional decisions. This involves collecting relevant data from multiple sources, analyzing it to identify trends, and establishing clear instructional goals that align with student needs. Instructional strategies are customized to meet the diverse needs of students, including targeted interventions for those who are struggling. Progress is continuously monitored through ongoing assessments, and collaboration with colleagues ensures the effective utilization of data. Communication with stakeholders keeps them informed, and regular reflection fosters continuous improvement. This systematic approach empowers educators to make informed decisions that effectively support student success.

Needs related to improving the quality of instruction

Improving instructional quality and promoting high student engagement requires comprehensive and continuous coaching led by instructional leadership. This coaching will enhance teacher capacity in instructional delivery, ensuring instructors possess the necessary skills and support to create engaging learning experiences for students. This personalized and sustained engagement throughout the school year may entail one-on-one meetings, classroom observations, and feedback sessions focused on specific aspects of instructional practice. Through these interactions, instructional leaders will identify strengths and areas for growth, offering targeted resources and strategies to help instructors improve their teaching effectiveness.

System evaluation (philosophy, processes, implementation, capacity)

Energized for STEM Academy High School will expand its range of advanced academic classes while also increasing dual credit opportunities to bolster college readiness. Assessments will be utilized to gauge teaching effectiveness and inform interventions, with tutoring sessions and enrichment/remediation programs provided for support. Despite a diverse staff, recruitment of highly qualified teachers persists, with ongoing professional development centered on student needs and best practices. Training in instructional techniques like Pre-AP, Advanced Placement, Sheltered Instruction, Differentiated Instruction, and Special Education remains a priority through regular sessions and conferences.

School Action Plan Template

KEY ACTION ONE	<p>Key Action <i>(Briefly state the specific goal or objective.)</i></p> <p>"Improve Intervention Time/ Improve Second Teach (High-quality instruction)" during each cycle and semester to establish consistency with students' growth and mastery.</p>
	<p>Indicators of success <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> • At the end of each grading cycle, failures by subject area will be minimized to 5% due to the reteaching strategies in place based on the DOL outcomes. • By the end of the academic year, Spot scores for intervention or second teach instruction will meet or exceed 10.0. • After reteach DOL/assessment outcomes should consistently demonstrate growth and mastery.
	<p>Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> • Leaders will monitor the failure per subject area report. • Leaders will monitor student attendance in after school and Saturday school interventions. • Leaders will ensure teachers are notifying parents and documenting failures and next steps on intervention forms.
	<p>Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> • Teachers will ensure students participate in reteaching activities during class time, after school or at Saturday school. • Teachers will initiate intervention forms and meet with parents. • Teachers will discuss and develop plans during PLC to support students growth.

<p>"Improve Intervention Time/ Improve Second Teach (High-quality instruction)" during each cycle and semester to establish consistency with students' growth and mastery.</p>
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Staff Devel.	Who: All teachers		
	What:		
	When: Fall 2025 and Spring 2026		
	Where: Campus		
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.)*

"Improve EB Accountability (Evaluation & Accountability)" in context mastery, DOL and assessments.

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

- By the end of each grading cycle, EB students will demonstrate a 25% increase in proficiency in subject matter content.
- By the end of the academic year, 85% of students will grow at least one level of Proficiency, as defined by previous school year TELPAS composite to current school year TELPAS composite.
- Summit weekly assessment results.

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

- Leaders will ensure in the first 30 days of the school year; teachers develop individualized academic plans to address learning gaps.
- Leaders will ensure teachers are incorporating academic activities outside the classroom to build on student’s experiences and connections.
- Leaders will monitor PLC activities to ensure instruction and activities include the EB population.

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

- Teachers will develop individualized plans the first 30 days of the new school year.
- Teachers will utilize the weekly PLC meetings to discuss instruction and plan activities to support EB students’ growth.
- Teachers will track EB students’ growth weekly/ monthly on Summit.

	Key Action Two: "Improve EB Accountability (Evaluation & Accountability)" in context mastery, DOL and assessments.		
Staff Devel.	Who: All teacher		
	What:		
	When: Fall 2025 & Spring 2026		
	Where: Campus		
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.)*

"Improve CCMR (Evaluation & Accountability)" with students enrolled in college credit classes.

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

- At the end of S1 and S2 students will have earned CMR points at 50% for each semester.
- By the end of the academic year, campus will see a 80% increase in the number of students graduating with earned college credit in HCC Dual Credit, UT OnRamps, and Advanced Placement.
- At the end of each cycle, students will have an increase in mastery at 30% on DOL's and scheduled test.

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

- School admin team will establish a CCMR Committee that consists of school administrators, teachers, counselors, special education department, and the registrar.
- Increase dual credit course enrollment through UT OnRamps with the addition of US History.
- Increase out-of-classroom learning and provide opportunities for all juniors and seniors to experience college visits, career exploration, and military options.
- Provide individualized College & Career counseling at least once per semester.

	<p>Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <ul style="list-style-type: none"> Teachers will incorporate career exploration activities into the curriculum and invite guest speakers from different professions, organize field trips to local businesses, and facilitate discussions about career pathways and opportunities. Incorporate Texas College Bridge into Algebraic Reasoning and English 4 classes. The teacher of record for both classes will dedicate time each week, ensuring that students are successfully completing the course, scoring a minimum of 90%.
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Key Action Three: "Improve CCMR (Evaluation & Accountability)" with students enrolled in college credit classes.

Staff Devel.	Who: UT OnRamps Instructors, Dual Credit Liaison and Counselor
	What:
	When: Fall 2025 & Spring 2026
	Where: Campus

Budget	Proposed item	Description	Amount
	Staff development	UT OnRamps	
	Materials/resources	Collegebridge Math/English	
	Purchased services	TSI Test Units	
	Other		
	Other		
	TOTAL		

Funding sources:

KEY ACTION FOUR

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

"Improve CCMR (Evaluation & Accountability)" through student readiness in taking the TSI test.

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

- By the end of each grading cycle, students will demonstrate a 25% increase in TSI readiness for AP and Dual credit classes.
- By the end of academic year, campus will see a 60% increase in the number of students in cohort 2026 who are TSI ready in English and Math (SAR/ACT/TSIA/TCB).

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

- Leaders will ensure teachers are scheduling Khan Academy assignments to students weekly.
- Leaders will ensure students participate in HISD TSI Boot Camp activities for reinforcement and development of skills.
- Leaders will work with teachers at each grade level to develop a mini TSI Orientation Boot Camp by grade level.
- Professional development training for all teachers on TSI attainment.

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

- Teachers will attend TSI training to understand the benefits on the test.
- Teachers at all grade levels will assign students Khan Academy activities weekly to increase readiness.
- During PLC, teachers will identify intervention strategies for students who are not showing any positive gains.

	Key Action Four: "Improve CCMR (Evaluation & Accountability)" through student readiness in taking the TSI test.		
Staff Devel.	Who: Teachers		
	What:		
	When: Fall 2025 & Spring 2026		
	Where: Campus		
Budget	Proposed item	Description	Amount
	Staff development	Khan Academy	
	Materials/resources		
	Purchased services	Khan Academy	
	Other		
	Other		
	TOTAL		
Funding sources:			