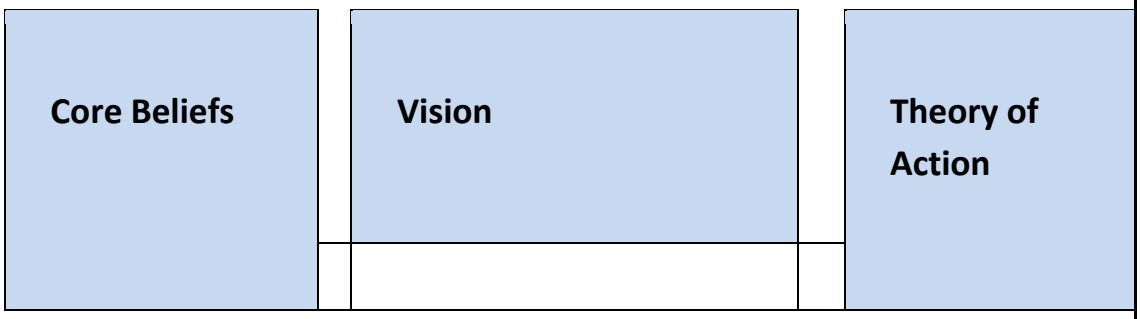
2025-2026 Action Plan

Energy Institute High School

Lori Lambropoulos

Student Action Plan – Needs Assessment

District Philosophy and guiding framework:



Needs related to student achievement data

2025 Accountability

Overall Rating: A (97)

Domain 1: Student Achievement 96/A

- STAAR Component: 78
- CCMR Component: 100
- Graduation Rate Component: 99

Domain 2: Academic Growth 97/A

- Academic Growth: 82
- Relative Performance: 97
- Economically Disadvantaged Students: 46%

Domain 3: Closing Gaps: 98/A

English and Math Performance

- 2024 English I EOC: 85% passed, 46% Meets, 32% Masters
- 2025 English I EOC: 96% passed, 88% Meets, 39% Masters
- 2024 English II EOC: 93% passed, 66% Meets, 20% Masters
- 2025 English II EOC: 92% passed, 84% Meets, 19% Masters
- 2024 Alg I EOC: 89% passed, 28% Meets, 37% Masters
- 2025 Alg I EOC: 98% passed, 58% Meets, 34% Masters
- 2024 Biology EOC: 98% passed, 46% Meets, 37% Masters
- 2025 Biology EOC: 99% passed, 88% Meets, 46% Masters
- 2024 US History EOC 100% passed, 27% Meets, 67% Masters
- 2025 US History EOC 98% passed, 87% Meets, 56% Masters

Special Programs

- All students met standard or above: English 85%; Math 58%

- Economically Disadvantaged:
  77% met standard or above in English
  65% met standard or above in Math
- Emergent Bilingual:
  63% met standard or above in English
  65% met standard or above in Math
- 2024 Special Education:
  43% met standard or above in English
  41% met standard or above in Math

The Class of 2029 has 190 students: however, we have many students who have not taken a STAAR exam. Consequently, we need to assess incoming students who have enrolled without STAAR assessment data (due to opt out, private and homeschool students coming back to public school).

EIHS Must work to close the learning gaps for students in special populations by ensuring all students have the necessary support in place to succeed.

50% of our STAAR English team is new to our campus, and 50% of our STAAR Math team is new. These teachers will need help using HISD's data programs to pull student data and support analyzing assessment data to determine instructional next steps.

Our EB students will need individualized language support and assessment to help move them to their next level of proficiency. Our professional development plan must ensure all teachers are equipped with tools to support our EB students so they can be successful in their classes as well as on state assessments.

Needs related to improving the quality of instruction (new info for 2025/2026)

Increased number of students in Special Education necessitates the need for targeted teacher training regarding scaffolds and effective accommodations.

Because of high teacher turnover, STAAR tested subjects will need more targeted interventions and trainings provided for new teachers especially in English II and Alg 1.

Onboarding 17 teachers (41% of our teaching staff) to HISD and Energy Institute instructional expectations: high quality instruction and high-quality project based learning.

New teachers need "on the spot" coaching to support classroom management needs.

Instructional leaders need to learn and coach higher level questioning strategies in the classroom.

EIHS will continue to build relationships with our CCMR, Multilingual, and Special Education departments to identify instructional best practices, plan professional development, train teachers, and deploy resources to students and teachers.

System evaluation (philosophy, processes, implementation, capacity)

Project-based-learning continues to provide students with real-world problem-solving experiences and increases engagement in content.

Current PD for incoming and returning teachers is pushing PBL practice to higher quality PBL standards. Weekly Spark Wednesdays provide teachers with the opportunity to collaborate in subject-specific PLCs while weekly Cohort Team Planning provides time for grade level PLCs.

Since 41% of our teaching staff is new to our campus (some new to HISD), we have work to do to increase instructional density in terms of objective-driven instruction and objective-driven projects.

Spot Observation practices are increasing instructional quality and providing instructional leaders with quality experiences with teachers. Intentional discussions and calibrations during Tuesday leadership meetings continue to help build leadership density.

KEY ACTION ONE	**Key Action** *(Briefly state the specific goal or objective.)*
	(HQI) Key Action 1: Project rubrics are created for project deliverables and are clearly aligned to targeted learning objectives.
	Indicators of success *(Measurable results that describe success.)*
	1. By June 2026, 100% of the PPGs for the 25-26 school year will include hyperlinked rubrics for project deliverables.
	2. The SpEd teacher will monitor documentation on PowerSchool to ensure the gen ed teachers are documenting accommodations in general and related to goal achievement.
	3. In the 2025-2026 school year, teachers will participate in 3 rubric tuning protocols to critique and refine project rubrics.
	4. In the 2025-2026 school year, the Instructional Leadership Team will calibrate monthly using the specialty guidance SPOT form, focusing on Domain 1: Planning rubric language.
	Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

1. Appraisers will meet each Monday in the AM to review teacher agenda slides. They will focus on the posted LO and also review the project rubrics of teachers whom they appraise.

2. Appraisers will visit one Team planning period per week to provide cohort teachers feedback on their LO's and project rubrics (among other supports).

3. Appraisers will provide specific feedback on spot observations each week directly related to praise or polish regarding LO alignment in Domain 1.

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

Staff will participate in Spark Wednesday PDs. Specific sessions will include topics like choosing priority TEKS as HQI LO's and creating high quality project rubrics. They will also learn how to write LO's and align their instruction to the verb in the LO.

Staff will be visited by their appraiser once a week to get coaching and feedback on their Domain 1 actions, agenda slides and project rubrics.

Staff will also use their spot observation feedback to improve their Domain 1 teacher actions.

	Who: Dean of Instruction, Principal, Leaders and Staff		
	What: Utilize Tuesday leadership meetings, Spark Wednesday professional development, and Monday Agenda Slides checks		
Staff Development BUDGET	When: August 2025 to June 2026		
	Where: Energy Institute HS		
	Proposed item		
	Staff development: In-House Spark Summit and Wednesday Sparks PD after school		
	Materials/resources: PBL Works, Knowledge of PBL and Spot Form Guidance and TES training		
BUDGET	Purchased services	**Description**	**Amount**
	Other		
	Other		
	TOTAL		$0.00

Funding sources:			

KEY ACTION TWO	**Key Action** *(Briefly state the specific goal or objective.)* **(CCMR) Key Action 2:** College Readiness: The campus increases the number of students who are college ready in both Math and English.[SAT Data]
	Indicators of success *(Measurable results that describe success.)*
	1. By July of 2026, 100% of the students in cohort 2026 will be college ready in English and Math (SAT/ACT/TSIA/TCB) – LEAD approved college metric 2. By July of 2026, 60% of the students in cohort 2027 will be college ready in English and Math (SAT/ACT/TSIA/TCB). 3. 100% of math teachers will incorporate TEK-aligned College Board SAT/PSAT Question Bank items 2 times each 6 weeks. 4. 100% of 9th-11th Grade cohorts will develop 3 targeted PSAT/SAT prep activities into their PBL Skills curriculum.

	Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)* An AP will oversee data regarding TSI performance for our 11th and 12th graders. That AP will schedule TSI bootcamps aligned to student needs and inform their deans of their students' performance. The AP over TSI will target 11th and 12th grade students who need the TSI will organize and administer the TSI exam 3 times during the 25/26 school year. Deans will assist with holding their students accountable for attending the TSI bootcamp. Principal will have English and math teachers trained in SAT and TSI.
	Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*
	Specific Math and English teachers will have SAT prep classes and TSI bootcamp classes during Saturday tutorials. Specific Math and English teachers will attend training for SAT and TSI skills needed to help them teach their classes. PBL Skills teachers in 10th and 11th grade will have students practicing Khan Academy for 20 hours per semester.
Staff Development	Who: Leaders and Staff
	What: Spark Wednesday PD's, Class time, special flex schedule, PBL Skills course curriculum, Saturday tutorials.

	When: August 2025 to June 2026		
	Where: Energy Institute HS		
	Proposed item		
BUDGET	Staff development	**Description**	**Amount**
	Materials/resources	TSI and SAT materials	$500
	Purchased services	Training	$4,000
	Other		
	Other		
	TOTAL		$4,500
	Funding sources:		GF1 or Title one

KEY CTION THRE E	**Key Action** *(Briefly state the specific goal or objective.)* **(CCMR) Key Action 3:** Ensure successful implementation and completion of CTE Program of Study to support CCMR outcomes, with a focus on POS programs.
	Indicators of success *(Measurable results that describe success.)*
	1. By June 2026, 65% of our cohort 2026 students will earn an Industry-Based Certification in an engineering-related IBC.
	2. By June of 2026, 80% of our cohort 2026 graduates will earn CTE completer status.
	3. By May of 2026, 100% of our engineering teachers will be trained on engineering-related IBC certification requirements and best instructional practices.
	Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

	AP/CTE coordinator will ensure that the engineering teachers are focused on our selected IBC's during class instruction. AP/CTE coordinator will support teachers with training if needed. AP's/Deans will schedule incoming 10th or 11th grade students into a 9th grade and or 10th grade engineering course. AP's/Deans will monitor their student's grades in engineering courses to provide interventions early to support passing grades in engineering content.

Staff Development	**Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)* Engineering teachers for 9th-12th grade will teach skills aligned to IBC certification exam. Engineering teachers who need training will receive IBC training in September. Engineering teachers will learn TEA accountability regarding IBC's and completer requirements. Engineering teachers will offer tutorials for students whose progress report averages are below a grade of 73.		
	Who: AP/CTE coordinator, Deans, Principal, Teacher specialist, engineering teaching staff		
	What: IBC's and Completer Data		
	When: August 2025 to June 2026		
	Where: Energy Institute ISD		
BUDGET	**Proposed item**	**Description**	**Amount**
	Staff development	In-House	$0.00

	Materials/resources	IBC cert costs, tutorial costs	$2,000
	Purchased services		
	Other		
	Other		
	TOTAL		$2,000
	Funding sources:		CTE fund

KEY ACTION FOUR	
	Key Action *(Briefly state the specific goal or objective.)* **(EB) Key Action 4:** Campus improves English proficiency for Emergent Bilingual students.
	Indicators of success *(Measurable results that describe success.)*
	1. By June 2026, 65% of students will grow one level of Proficiency, defined as SY24-25 composite to SY25-26 composite on TELPAS.
	2. By May of 2026, 75% percent of Emergent Bilingual students will meet the passing standard on their first attempt at STAAR English I or English II
	3. 100% of our EB students will complete a TELPAS bootcamp prior to the TELPAS assessment.

4. 100% of PBL Skills classes will incorporate 3 Energy Table Talks each six weeks as a way to provide authentic reading, writing, listening, and speaking opportunities aligned to global issues.

5. 100% of our teachers will upload evidence of prompt-based academic writing that includes content-specific vocabulary every 6 weeks.

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

Dean Harris and Dean Garcia will review EB TELPAS data in September.

They will support EBs with using their PBL Skills class to provide TELPAS bootcamp for individual EB goals.

Dean Harris will provide ESL PD for English STAAR teachers in October.

Leadership team and English teachers will attend Saturday tutorials with resources aligned to EBs needs.

	Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)* English 1 and II teachers will focus on grade level English 1 and II academic vocabulary and monitor progress of EB students particularly. All teaching staff will get Spark Wednesday training for TELPAS, EB needs and their subjects academic vocabulary strategies.		
STAFF DEVELOP.			
	Who: Dean of Instruction, Dean overseeing TELPAS, Principal, All Teachers		
	What: TELPAS PD for teachers, PD Academic Vocabulary, PD for English 1 and II teachers, leadership meetings to train appraisers		
	When: 2025 to June 2026		
	Where: Energy Institute HS		
BUDGET	**Proposed item**	**Description**	**Amount**
	Staff development		
	Materials/resources		
	Purchased services		

	Other		
	Other		
	TOTAL		$0.00
	Funding sources:		

KEY ACTION FIVE	**Key Action** *(Briefly state the specific goal or objective.)* **(STAAR) Key Action 5:** Campus will improve performance for STAAR English I & II EOC in achievement.
	Indicators of success *(Measurable results that describe success.)*
	1. By May 2026, 83% of our Class of 2029 (freshmen) and Class of 2028 (sophomores) will score a "meets standard" on the STAAR English I and English II EOC.
	2. By May of 2026, 75% percent of Emergent Bilingual students will meet the passing standard on their first attempt at STAAR English I or English II
	3. 100% of 9th-10th grade humanities teachers will incorporate and assess two evidence-based quick writes each six weeks.
	Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

Dean of Instruction will appraise all 10th grade cohort teachers to support EOC improvement in English II.

Assigned 9th grade cohort appraisers, Dean of Instruction and Principal will observe 9th grade cohort teachers and provide spot observation feedback and coaching in the moment.

Dean of Instruction will oversee targeted small group interventions.

Principal and leadership team will review spot scores every Monday morning for English 1 and II teachers.

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

9th grade and 10th grade cohort teachers will plan projects in core content that support English 1 and II TEKS focusing especially on academic vocabulary attainment and practice SCR and ECR writing skills.

English teachers will attend Lead Forward training in the Fall semester to support their objective driven learning skills.

Teachers will use interim data and grades to target small groups for intervention and will offer tutoring during a flex schedule and mandatory Saturday tutorials.

STAFF DEVELOP.			
	Who: Dean of Instruction, Principal, All leaders, All Teachers		
	What: STAAR English Trainings		
	When: 2025 to June 2026		
	Where: Energy Institute HS		
BUDGET	**Proposed item**	**Description**	**Amount**
	Staff development	During Spark Wednesdays and Team Planning Periods -in-house and Lead Forward	$0.00
	Materials/resources		
	Purchased services	Lead Forward Training	$0.00
	Other		
	Other		
	TOTAL		$0.00
	Funding sources:		

KEY ACTION SIX	**Key Action** *(Briefly state the specific goal or objective.)* **(STAAR) Key Action 6:** Campus will improve performance for STAAR Algebra I EOC in achievement.
	Indicators of success *(Measurable results that describe success.)*
	1. By May 2026, 63% of our Class of 2029 (freshmen) will score "meets standard" on the STAAR Algebra I EOC.
	2. 100% of our Algebra I teachers will plan at least three targeted small group interventions based on Interim STAAR data.
	3. 100% of our Algebra 1 teachers will integrate STAAR and/or PSAT-aligned assessment questions into every unit.
	Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

	Dean who appraises algebra 1 teachers will support with on-the-spot coaching in the moment especially in Domain 1 planning and Domain 2 Engage and Deliver. If needed, Dean of Instruction will provide coaching ans support to Algebra teachers once a month. Deans will oversee and support targeted small group interventions for students and/or Saturday tutorials. Principal and leadership team will review Algebra 1 data during Tuesday leadership meetings.
	9th grade Algebra 1 teachers will plan skill attainment and story problem practice in Algebra 1 content that focuses on Algebra 1 academic vocabulary attainment and problem-solving skills in each class period each day. Algebra 1 teachers will attend Lead Forward training in the Fall semester to support their objective driven learning skills. Teachers will use interim data and grades to target small groups for intervention and will tutor during a flex schedule and/or mandatory Saturday tutorials.

STAFF DEVELOP.			
	Who: Principal, All leaders, all math teachers		
	What: Improving math instruction		
	When: 2025 to June 2026		
	Where: Energy Institute HS		
BUDGET	**Proposed item**	**Description**	**Amount**
	Staff development	Spark Wednesday, Team planning, Lead 4Ward	$0.00
	Materials/resources	Lead 4Ward	
	Purchased services		

	Other		
	Other		
	TOTAL		$0.00
	Funding sources:		