2026-2027 Action Plan

Energized for Excellence Academy, Inc.
Middle School
101-912-342

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

- Energized for Excellence Academy, Inc. Middle School is focused on building a strong academic foundation that supports student achievement and long-term success. Based on current academic performance indicators and projected outcomes, the campus is anticipated to receive a/n "A" rating (91) for the 2025–2026 school year under the TEA accountability system.
- Assessment results indicate that targeted small-group instruction, intervention support, PLC planning cycles, data-driven instruction, and differentiated learning opportunities contributed positively to student academic growth outcomes.
- The data used for this needs assessment is derived from the results of the 2025–2026 STAAR assessments, TELPAS results, and NWEA MAP assessments.
    - STAAR Reading scores in grade 6 - increased by XX% from XX% to XX% passing at the Meets level.
    - STAAR Reading scores in grade 7 - increased by XX% from XX% to XX% passing at the Meets level.
    - STAAR Reading scores in grade 8 - increased by XX% from XX% to XX% passing at the Meets level.
    - STAAR Math scores in grade 6 - increased by XX% from XX% to XX%, passing at the Meets level.
    - STAAR Math scores in grade 7 - increased by XX% from XX% to XX% passing at the Meets level.
    - STAAR Math scores in grade 8 - increased by XX% from XX% to XX% passing at the Meets level.
- 2025-2026 TELPAS Proficiency XX%
- NWEA MAP End of Year (EOY '25 – '26) Reading indicated that:
    - XX% of students were in the (1st-21st) percentile;
    - XX% in (21st - 40th) percentile;
    - XX% in (41st – 60th) percentile;

- XX% in (61st – 80th) percentile;
- XX% in (81st to 99th) percentile.

- NWEA MAP End of Year (EOY '25 – '26) Math indicated that:
  - XX% of students were in the (1st-20th) percentile;
  - XX% in (21st - 40th) percentile;
  - XX% in (41st – 60th) percentile;
  - XX% in (61st – 80th) percentile;
  - XX% in (81st to 99th) percentile.
- Data analysis indicates a continued need for targeted intervention support, differentiated instruction, consistent implementation of high-quality Tier I instruction, and focused professional development aligned to reading comprehension, mathematical reasoning, emergent bilingual supports, and student engagement strategies.

Needs related to improving the quality of instruction

ROOT CAUSE

The data used for the quality of instruction needs assessment is derived from multiple sources of instructional and progress monitoring data, including STAAR assessment results, TELPAS data, NWEA MAP assessments, classroom walkthroughs, and the HISD SPOT form. Analysis of the data indicates a need for continued professional development focused on strengthening reading comprehension, mathematical reasoning, academic discourse, and high-quality Tier I instruction across all grade levels.

Additionally, the data reflects a need for targeted support in effectively serving special populations, including emergent bilingual students, students receiving special education services, and students identified as academically at-risk. Classroom observation trends also indicate a need for increased implementation of student engagement strategies, purposeful small-group instruction, active monitoring, differentiated instruction, and multiple response techniques to promote higher levels of student achievement and academic growth during instruction.

System evaluation (philosophy, processes, implementation, capacity)

The following processes are present in the action plan and help ensure accountability and drive data-driven decisions to support rapid improvement at Energized for Excellence MS.

- **Identifying Baseline Data:** By understanding the school's current performance, leaders can pinpoint specific areas that need improvement, such as low-test scores or poor attendance, directly aligning efforts with state standards the school needs to meet.
- **Setting Measurable Goals:** Clear, measurable goals focus the school's efforts on areas that directly affect meeting academic and operational standards, ensuring that every action taken contributes to progress.
- **Monitoring Implementation:** Regular monitoring ensures that turnaround strategies, like curriculum adjustments or training, are being properly executed. This prevents wasted time and resources, keeping the school on track to meet standards.
- **Measuring Progress:** By continually assessing student performance and teacher effectiveness, schools can track whether they are closing the gap between current performance and required standards.
- **Making Adjustments:** When evaluations show that strategies are not working as expected, adjustments are made. This flexibility allows schools to refine their approach, improving their chances of meeting or exceeding standards over time.

Key Actions (Focus Areas)

- Improve academic achievement and English language development for Emergent Bilingual students
- Improve SPED instruction, service delivery, and outcomes
- Improve campus culture

KEY ACTION ONE	Key Action (Briefly state the specific goal or objective.)
	Improve academic achievement and English language proficiency for Emergent Bilingual students through targeted instructional support, differentiated instruction, and language development strategies.
	Indicators of success (Measurable results that describe success.)
	• By January 2027, 70% of Emergent Bilingual students will meet or exceed their projected growth target on NWEA MAP Reading assessments. This percentage will increase to 85% by EOY May 2027. • By EOY May 2027, TELPAS proficiency scores for Emergent Bilingual students will increase by at least 7% in the listening, speaking, reading, and writing domains. • By January 2027, 90% of classrooms serving Emergent Bilingual students will demonstrate implementation of language objectives, student discourse strategies, and differentiated supports as measured through SPOT observations and classroom walkthroughs. This percentage will increase to 95% by EOY. • By EOY May 2027, Emergent Bilingual students will increase STAAR Reading and Math performance at the Meets Grade Level standard by at least 10% compared to the previous school year. • By January 2027, 100% of teachers will consistently implement small-group instruction and targeted language supports aligned to student data and instructional needs.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	• Leaders will conduct weekly classroom walkthroughs focused on language objectives, student engagement, and instructional support for Emergent Bilingual students. • Leaders will facilitate monthly data meetings to analyze Summit K12 and classroom assessment data to identify intervention needs and instructional next steps. • Leaders will coach teachers on implementing multiple response strategies, active monitoring, and purposeful small-group instruction to support language development.

- Leaders will ensure teachers have access to instructional resources and intervention materials that support English language acquisition and academic achievement.

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

- Teachers will provide structured opportunities for students to listen, speak, read, and write in English across all content areas.
- Teachers will utilize differentiated instruction, scaffolds, sentence stems, visuals, and academic vocabulary strategies to support Emergent Bilingual students.
- Teachers will execute daily monitoring to prioritize EB students' quality of student work and overall English language proficiency.
- Teachers will incorporate multiple response strategies, student discourse routines, and active monitoring during daily instruction.
- Teachers will analyze student performance data during PLC meetings and adjust instructions to address identified language and academic gaps.
- Teachers will maintain ongoing communication with families regarding student progress, language development, and intervention supports.

Key Action One: Staff Development

Who: Instructional Leaders

What: Provide quality PD sessions, on the spot coaching, daily planning, PLCs, and Demo days.

When: Daily & Weekly

Where: Campus & District Sites

Key Action One: Budget

Proposed item	Description	Amount
Staff development	Teachers will participate in targeted PD focused on using the campus Lesson Internalization framework with a focus on differentiating and	0

	scaffolding their lessons to meet the needs of EB students.	
Materials/resources	Curriculum documents Lead4ward documents Ontrack reports SPOT form Lesson internalization document	0
Purchased services	NA	
Other		
	TOTAL	0
Funding sources:		

KEY ACTION TWO	Key Action (Briefly state the specific goal or objective.)
	Improve academic achievement and instructional support for Special Education students
	Indicators of success (Measurable results that describe success.)
	• The percentage of "instructionally proficient" special education student folder compliance, as measured by a rubric and reviewed by an independent team from the Special Education Department, will be at 70% or higher and increase to at least 90% by May 2027. • By January 2027, 90% of all classrooms will demonstrate implementation of accommodations, scaffolds, and differentiated instructional strategies as measured through SPOT observations and classroom walkthroughs. This percentage will increase to 95% by EOY. • By January 2027, the percentage of SpEd scholars scoring in the 61st percentile (or higher) on NWEA MAP will increase from XX% to XX% as compared to January 2026 data. The percentage of SpEd scholars scoring in the 61st percentile (or higher) on NWEA MAP will increase from XX% to XX% as compared to May 2026 data. • By the end of the first semester 100% of campus ARDS will be held on or before the TEA deadline. This percentage will remain constant at 100% by EOY June 2027. • By EOY May 2027, 100% of IEP accommodations and modifications will be consistently documented and implemented across all instructional settings.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	• Leaders will facilitate monthly data meetings to review multiple layers of SpEd compliance: ARDS, IEPs, Accommodations, Progress Monitoring, 504, Dyslexia, and Documentation. • Leaders will coach staff on high quality instruction/support during 1st and 2nd teach, with a focus on differentiation and scaffolding to meet the needs of Tier 2/3 and SpEd scholars.

	• Leaders will conduct weekly classroom walkthroughs focused on differentiated instruction, accommodations, student engagement, and implementation of IEP supports. • Leaders will provide ongoing professional development on inclusive instructional practices, scaffolding strategies, progress monitoring, and Special Education compliance requirements.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	• Teachers will document all SpEd accommodations and/or modifications in PowerSchool, as reflected by the 3-week grading benchmarks. • Teachers will implement all required accommodation and modifications aligned to student IEPs during daily instruction and assessments. • Teachers will utilize differentiated instruction, scaffolds, small-group instruction, and intervention strategies to address individual student needs. • Teachers will conduct regular progress monitoring and maintain accurate documentation of student performance and intervention support. • Teachers will collaborate during PLC meetings to analyze student data, review instructional strategies, and identify next steps for intervention.

Key Action TWO: Staff Development
Who: Instructional leaders and Special Education Department Chair
What: Accurately identify and create a plan to implement special education student needs, based on students' IEPs. Additionally, Provide professional development session on the following: On the spot coaching, daily planning and during PLCs.
When: Daily and Weekly
Where: District and campus locations

Key Action TWO: Budget		
Proposed item	Description	Amount

Staff development	Teachers will participate in professional development focused on increasing instructional rigor while incorporating effective scaffolds to ensure special education students can access grade-level content and apply higher order thinking skills.	0
Materials/resources	Curriculum documents, IEPs, OnTrack data reports	0
Purchased services	NA	
Other		
Other		
	TOTAL	0
Funding sources:		

KEY ACTION THREE	Key Action (Briefly state the specific goal or objective.)
	Improve campus culture by fostering positive relationships, increasing student and staff engagement, promoting consistent schoolwide expectations, and strengthening family and community involvement.
	Indicators of success (Measurable results that describe success.)
	• By May 2027, student attendance will increase by at least 2% compared to the previous school year. • By the end of each semester, 90% of students and staff surveyed will report on a positive and supportive campus environment. • By October 2026, 100% of classrooms will implement consistent routines, procedures, and positive reinforcement systems. • By May 2027, family participation in campus events and engagement activities will increase by at least 25%.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	• Conduct regular climate and culture walkthroughs to monitor student engagement and classroom environment. • Provide professional development on relationship-building, restorative practices, and positive behavior supports. • Recognize students and staff regularly through campus celebrations, incentives, and acknowledgment programs. • Increase opportunities for family engagement through campus events, literacy nights, and parent meetings to at least once monthly. • Monitor attendance and behavior data weekly to identify trends and implement intervention supports.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	• Establish and maintain consistent classroom routines and expectations. • Build positive relationships with students through daily interactions and restorative conversations. • Implement positive reinforcement strategies to encourage appropriate behavior and engagement.

	• Communicate regularly with families regarding student progress, attendance, and behavior. • Participate in campus culture activities and collaborate with colleagues to promote a positive learning environment.

Key Action THREE: Staff Development

Who: Campus leadership team and staff

What: Professional Development: Set Up and Follow up Parents Connecting on Parent Square

When: Daily, Weekly and during monthly campus PD days

Where: District and campus locations

Key Action THREE: Budget

Proposed item	Description	Amount
Staff development		0
Materials/resources		0
Purchased services	NA	
Other		
Other		
	TOTAL	0

Funding sources: