

2025-2026 Action Plan



**Eastwood Academy High School
Principal Natasha Cruz-Jefferson**

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

In the 2024–2025 school year, Eastwood Academy focused significant efforts on improving student outcomes in three priority areas: Algebra I performance, AP exam readiness, and college, career, and military readiness (CCMR). While this work yielded some gains—particularly in AP participation and an overall 100% CCMR rate for the Class of 2025—a deeper data review revealed persistent challenges in math proficiency across the board, not just in Algebra I.

Despite targeted interventions for Algebra I, math remains the primary barrier to TSI readiness. Only 64% of the Class of 2025 met the TSI benchmark, with TSI Math performance being the most common area of deficiency. This suggests that while students may be graduating with a CCMR indicator, foundational math skills are not strong enough to support long-term college success, especially for those entering postsecondary institutions requiring placement exams.

Additionally, while roughly half of students pass at least one AP exam, subject-specific pass rates vary widely. This highlights the need for greater alignment between daily instruction and AP expectations, including deeper use of exam-style questions, written responses, and time-bound practice. Formative data—such as AP progress checks, teacher-created exams, and mock assessments—is not consistently used to adjust instruction or reteach misconceptions in real time.

Lastly, our internal walkthrough data and classroom observations suggest a need to raise the rigor of instruction schoolwide. While student culture remains collaborative and safe, students are not consistently engaged in higher-order thinking, independent problem-solving, or sustained academic discourse. Strengthening the use of rigorous questioning and transferring the cognitive lift to students will help ensure mastery not only on STAAR but also on AP exams and college-readiness metrics.

Needs related to improving the quality of instruction

Eastwood Academy has made notable strides in instructional quality. By the end of the 2023–2024 school year, our highest IRT score was a 9.58. This school year, we achieved a new high of 11.08, signaling measurable gains in lesson planning, delivery, and student engagement. With the majority of teachers returning for the 2025–2026 school year, we anticipate continued growth in instructional effectiveness and campuswide coherence.

Despite this progress, there remain key areas for improvement to ensure instructional quality is both rigorous and consistent across classrooms. While approximately 40% of teachers are scoring a 6 out of 10 or higher in Domain 2 (Engage & Deliver and Monitor & Adjust) on monthly SPOT observations, this level of performance is not yet universal. To address this, we must deepen our implementation of district-aligned practices and the four shared principles of Pre-AP instruction—close observation and analysis, evidence-based writing, higher-order questioning, and academic conversation. These principles should be embedded across Pre-AP, AP, and on-level courses to create a coherent and challenging learning environment for all students.

Additionally, there is a need to strengthen the use of gradual release models that strategically shift cognitive lift to students. While scaffolds are present, they are not always purposefully faded, which can limit opportunities for independent thinking and deep conceptual understanding. Teachers also need more support in crafting questions and prompts that drive rigorous discourse.

Finally, instructional alignment remains an area of concern. Although teachers engage in regular planning, vertical and horizontal alignment—especially between Pre-AP and AP courses—is still developing. Ensuring that curriculum, assessments, and classroom tasks are consistently aligned to both state standards and college-readiness expectations

will be key to sustaining long-term success.

System evaluation (philosophy, processes, implementation, capacity)

This year, Eastwood Academy began with strong momentum in collaborative instructional planning through content-based PLCs. However, as the school year progressed and instructional demands increased, the focus shifted from structured collaboration to more immediate, side-by-side lesson planning and direct support from administrators. While this pivot helped improve lesson quality and real-time planning, it limited opportunities for deeper collaboration, reflection, and collective capacity-building.

To sustain and elevate the instructional gains made this year, we must reinvigorate our PLC structures with clear norms, consistent protocols, and a focus on lesson internalization and rehearsal. Embedding rehearsal protocols will allow teachers to receive peer feedback before delivering instruction and will help improve pacing, rigor, and responsiveness. Additionally, we want to increase the frequency and intentionality of learning walks so that teachers can see high-leverage practices in action and build a shared instructional vision across departments.

A major next step in our system development is to shift professional development from being primarily administrator-led to teacher-led, creating more avenues for teacher leadership. This includes identifying strong instructional leaders to model best practices during PD, facilitate learning walks, and lead content-specific deep dives. These efforts will support the development of a sustainable and growth-oriented professional culture rooted in shared ownership of instructional improvement.

By enhancing these systems—PLCs, rehearsals, peer learning, and teacher-led PD—we aim to move from compliance to authentic collaboration, ensuring long-term improvement in instructional practice across the campus.

Key Actions

At Eastwood Academy, we will...

1. Accelerate Student Achievement in Priority Content Areas

- a. Strengthen math proficiency and academic rigor across all content areas by embedding high-leverage instructional practices, deepening alignment to standards, and using formative data to drive timely reteach and intervention.

2. Advance Postsecondary Readiness through Targeted Support

- a. Increase the number of students demonstrating college readiness—particularly through SAT, TSIA, and AP success—by enhancing instruction, scheduling strategically, and implementing targeted supports aligned to CCMR indicators.

3. Build Instructional Capacity through Teacher Leadership and Collaboration

- a. Improve instructional consistency and quality by strengthening PLC structures, expanding the use of lesson rehearsal and peer observation, and cultivating teacher leaders to design and facilitate professional development.

School Action Plan Template

KEY ACTION ONE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Increase Student Outcomes in Critical Areas
	Indicators of success <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> ● Math Instruction <ul style="list-style-type: none"> ○ By March 2026, 75% of students taking Algebra I STAAR Interim will meet their growth goal established based on previous STAAR performance and formative data up to September, 2025. ○ By December, 2025, 80% of the Senior cohort who attend the semester 1 bootcamps at least 4/5 Saturdays will improve their SAT Superscore by 5% from their first administration on April 2, 2025. ● AP Exam Success <ul style="list-style-type: none"> ● By May 2026, 56% of students will earn a 3 or higher on AP exams, up from 54% in May 2025. [May 2024: 51%] ● By May 2026, Eastwood will see a 2% increase in performance across all AP subjects, as measured by the percentage of AP exams earning scores of 3+. ● By February 2026, 100% of AP teachers will have analyzed their AP Progress Check data and submitted an instructional response plan to address content gaps ahead of AP exam administration.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> ● Math Instruction: <ul style="list-style-type: none"> ○ Schedule Algebra I students in a double-block structure from the start of the year to increase instructional time and reinforce foundational skills. ○ By July 2025, identify students eligible to concurrently enroll in Geometry and Algebra II to accelerate their math pathway toward AP Calculus. ○ Implement a system to monitor Khan Academy and Texas College Bridge usage for all TSI-targeted students, reviewing usage weekly. ○ Host data reflection meetings with Algebra I and Geometry teachers at the end of each cycle to review assessment trends and adjust intervention plans. ○ Coordinate SAT Boot Camps for juniors and seniors, ensuring content is aligned to key SAT domains and TSI-readiness expectations. ● AP Exam Success: <ul style="list-style-type: none"> ○ Use AP Potential data by July 2025 to align student schedules with courses that reflect their predicted success and academic interests. ○ Track AP Classroom Progress Checks and completion rates each cycle; hold 1:1 check-ins with AP teachers to review results and identify reteach needs. ○ By January 2026, coordinate and publish the schedule for targeted AP Saturday tutorials, ensuring teacher assignments and content focus areas are confirmed. ○ Provide mock AP exam materials and scoring protocols by March 2026 to all AP teachers, with expected submission of student score trends and post-mock reteach plans. ○ Build AP teacher capacity by identifying and connecting them to College Board training opportunities and peer coaching support.
Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>	

- **Math Instruction:**
 - Regularly analyze student performance data on unit and benchmark assessments to identify content gaps and plan targeted reteach.
 - Integrate spiraled SAT/TSI practice items into instruction weekly for students not yet meeting college readiness benchmarks.
 - Assign differentiated Khan Academy practice for SAT/TSI prep and monitor student progress, intervening with support where needed.
 - Participate in data-driven PLCs each cycle to refine instructional strategies and share best practices to improve mastery.
- **AP Exam Success:**
 - Administer AP Progress Checks and review data with students in small groups or tutorials to identify areas for growth.
 - Submit an instructional response plan by February 2026 based on AP Progress Check results, identifying TEKS or skills that need reinforcement.
 - Incorporate at least one FRQ (CER-type question) into every major milestone and provide students with rubrics and feedback aligned to College Board expectations.
 - Maintain up-to-date AP Classroom assignments and monitor student completion rates, following up with students not engaging.
 - Actively promote and encourage participation in Saturday AP tutorials, ensuring students understand the focus and benefit of each session.
 - Give a mock AP exam to all AP students by February to support instructional response plan with data.

Key Action One: Staff Development

Who:	New Staff	All Staff
What:	AP Summer Institute	AP Alignment Exercises
Where:	Rice University	Campus
When:	Summer, 2025	Monthly during PLCs, Professional Development, and other opportunities.

Key Action One: Budget

Proposed item	Description	Amount
Staff development	AP Summer Institutes for teachers - covered through the district	\$0
Materials/ resources	Access to AP Classroom	\$0
Purchased services	Delta Math for math classes	\$2,000
Other	None	\$0.00
TOTAL		\$2,000.00

Funding sources: Title I Funds

KEY ACTION TWO	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Increase Post-Secondary Credentials/Access
	Indicators of success <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> ● By the end of academic year, Eastwood will see a 10% increase in the number of students in cohort 2026 (Seniors) who are TSI ready in English and Math through the SAT/ACT/TSIA exams, up from 45% in June 2025. ● By the end of the academic year, at least 50% of Eastwood Juniors will demonstrate college-readiness (CCMR) through the SAT or TSIA 2.0 test. ● By May, 2026, at least 40% of all IBC testers will earn a passing score on the IBC exams, up from 30% in 2025. ● By December 2025, at least 50% of Cohort 2026 will have met TSI readiness in English and/or Math through SAT, ACT, or TSIA, as measured by the mid-year diagnostic review. ● By February 2026, 100% of students enrolled in IBC-eligible courses will have completed a mock or practice certification aligned to their exam. ● By April 2026, 50% of students enrolled in SAT prep sessions will show a 50+ point increase in at least one section of the SAT based on PSAT-to-SAT, up from 45% in the previous year.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> ● Strengthen Tracking & Planning <ul style="list-style-type: none"> ○ Monitor student CCMR indicators monthly, and lead data huddles with our counselor to address gaps by student group. ○ Ensure counselor and admin meets quarterly to review senior postsecondary progress and readiness (TSI, FAFSA, ApplyTexas, IBCs, etc.). ● Enhance TSI Strategy <ul style="list-style-type: none"> ○ Ensure students flagged for Texas College Bridge are enrolled and progress is tracked via internal benchmarks or weekly check-ins. ● SAT Prep Infrastructure <ul style="list-style-type: none"> ○ Design and calendar a full-year SAT prep plan (bootcamp dates, registration support, proctored mock exams) by September 2025. ○ Track attendance and impact of SAT prep tutorials and revise groupings based on diagnostic data after each SAT administration. ● Industry Certifications <ul style="list-style-type: none"> ○ Ensure students in CTE/IBC courses have access to online prep platforms, tutorials, or study materials tied to the certification’s technical standards. ○ Partner with CTE leads to monitor course pacing and ensure adequate prep time before certification windows.
Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>	
<ul style="list-style-type: none"> ● CCMR Readiness Monitoring <ul style="list-style-type: none"> ○ Use the CCMR Tracker each semester to identify students not yet TSI-ready and adjust support (i.e., tutoring, embedded practice, targeted feedback). ● SAT & TSI Support in Instruction <ul style="list-style-type: none"> ○ Incorporate SAT- or TSI-style reading/math questions at least weekly into instruction or exit tickets, especially in core tested subjects. ○ For juniors and seniors, use Khan Academy assignments to reinforce tested skills and track student growth through class dashboards. 	

	<ul style="list-style-type: none"> ● Industry-Based Certifications <ul style="list-style-type: none"> ○ Collaborate with CTE teachers to review IBC performance data from prior years and scaffold technical vocabulary, concepts, and test prep across the year. ○ Prepare students for certification tests by integrating performance-based tasks and mock assessments that reflect certification content and format. ● Advisory & Postsecondary Counseling Support <ul style="list-style-type: none"> ○ Participate in at least one TSI/SAT prep or advisory push per semester to help students register, understand their scores, and set next steps for readiness.
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Key Action Two: Staff Development

Who:	Administrators, CTE Staff
What:	Admin will coordinate professional development to discuss how to integrate Khan Academy into the curriculum to support learning gaps and practice for SAT/TSIA. CTE teachers will engage in subject-specific trainings around the IBCs they are to administer so they can better support students as they work toward mastering the material.
Where:	Eastwood Commons
When:	Ongoing professional development

Key Action Two: Budget

Proposed item	Description	Amount
Staff development	Local TSI Readiness training - no cost since it's campus-lead	\$0.00
Materials/resources	Khan Academy Educator Accounts	\$0.00
Purchased services	TSI Credits to test for TSIA	\$1,000
Other	Student SAT Prep Materials or Mock Exams	\$1,000
Other	SAT tutorials 5 x 4 hour (fall & spring) \$50/hour teacher tutorials (approximately six teachers)	\$6,000
TOTAL		\$8,000

Funding sources: PTO and General Funds

KEY ACTION THREE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve the Quality of Instruction (Build Staff Capacity)
	Indicators of success <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> ● By the end of the academic year, 90% of teachers will agree or strongly agree to the following statement from the Culture & Climate Survey “Professional development opportunities and instructional training I receive help me become a more effective teacher.” ● By the end of December, the average score in the Instruction Domain in core classes will be 4/10. By May, 2026, the average score in the Instruction Domain in core classes will increase to 6/10, up from 5.4 in the previous year. ● In the highest of IRT 1 and IRT 2, 75% (6/8) of the scores of SPOT observations will be proficient or higher (scoring 9 or higher), that percentage will increase to 100% (8/8) in the highest of IRT 3 and IRT 4. ● By June 2026, the average of the highest 2 IRT visits will be a 12 up from 11.08 in June 2025.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> ● By July, 2025, administrators and teacher leaders will design Professional Development to ensure that Teachers are prepared to: <ul style="list-style-type: none"> ○ Reflect on previous data for the scholars that they will serve for the upcoming school year. ○ Identify the specific goals for scholars for the school year to enhance targeted supports for subpopulations – EcoDis, SPED, EB. ○ Collaborate within the grade-level and content departments, to norm lesson structure and procedures for learning that will prepare all scholars for college readiness, regardless of learning needs – committing to a scope and sequence that will ensure success (Agenda, Lesson Structure, Resources, Scholar Engagement, Feedback, At-bats, Assessment, Intervention). ○ Review STAAR/AP content alignment to ensure a cohesive cycle of support for students upon data review. ○ Re-commit to school-wide writing systems for SCR/ECR/DBQ/AP Free Response to ensure consistency across the campus. ● Prior to each Professional Development day, school leaders will analyze instructional trends to identify areas for growth and design targeted professional development sessions to address those gaps prior to each Professional Development Day, with specific spotlight on teacher leader practices. <ul style="list-style-type: none"> ○ Select teachers who demonstrate strengths in key instructional practices to model and lead professional learning sessions during PD days. ● Once per cycle, school leaders will coordinate opportunities for teachers to participate in learning walks to promote peer learning and reflective practice.
Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>	
<ul style="list-style-type: none"> ● Lead and Model Professional Learning <ul style="list-style-type: none"> ○ Volunteer or be nominated to facilitate at least one PD session or breakout session during the school year aligned to areas of campus instructional focus (e.g., questioning, gradual release, engagement strategies). ○ Share exemplar lessons or lead internalization activities during department or PLC meetings. ● Engage in Reflective Practice <ul style="list-style-type: none"> ○ Participate in at least one lesson rehearsal or peer feedback cycle per semester to receive and provide feedback on lesson design and delivery. ○ Set a personal instructional goal each semester aligned to Domain 2 SPOT rubric dimensions and track progress with your appraiser. 	

- Participate in Learning Walks with Intentionality
 - Join learning walks at least once per cycle, documenting two instructional takeaways and one actionable idea to share at the following PLC.
 - Provide feedback (via a shared campus protocol or template) to peers following learning walks or rehearsals to promote a feedback-rich culture.
- Strengthen Daily Instruction
 - Implement strategies and routines introduced during PD sessions (e.g., Multiple Response Strategies, academic discourse protocols, questioning stems) with fidelity and reflect on impact during PLC.
 - Integrate campus-wide writing systems (SCRs, ECRs, DBQs, FRQs) into instruction at the expected frequency and submit one student sample monthly for calibration or peer review.
- Contribute to a Collaborative PLC Culture
 - Come to PLC prepared with student data, DOLs, and samples of student work to analyze and plan reteach with colleagues.
 - Help norm lesson structure within your department by contributing to or co-developing lesson templates or shared planning materials aligned to campus expectations.

Key Action Three: Staff Development

Who: Teacher leaders & teachers

What: Teacher leaders will lead targeted professional development sessions that showcase teachers' instructional expertise to support school-wide instruction.

When: During PLCS and Scheduled Staff PD Days

Where: Eastwood Academy High School Learning Commons

Key Action Three: Budget

Proposed item	Description	Amount
Staff development	Teachers will create and facilitate professional development based on identified strengths.	\$0
Materials/resources	Professional Development resources from teachers.	\$0
Purchased services	Peardeck Premium	\$2,500
Other	Teacher Leader Stipends	\$6,000
Other	None	\$0
TOTAL		\$8,500

Funding sources: General Funds.

KEY ACTION FOUR	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve the Quality of IEPs
	Indicators of success <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> By the end of the academic year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> By October, 2025, all administrators will take training on quality IEPs from the OSES department. The Special Education administrator, along with OSES Support, will conduct quarterly audits on Special Education folders to ensure we are progressing toward our goals.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
<ul style="list-style-type: none"> The Department Chair will ensure that all IEPs are drafted prior to the ARD meeting dates so we can refine and improve the quality of IEPs as an ARD committee. Teachers will provide timely feedback leading up to ARD meetings to ensure accurate data for goal-setting. 	

Key Action Four: Staff Development

Who: Administrators & Sped Department Chair
What: Drafting quality IEPs training through the Office of Special Education Services
When: Prior to October, 2025
Where: Eastwood Academy High School or virtual

Key Action Four: Budget

Proposed item	Description	Amount
Staff development	Training on Quality IEPs	\$0
Materials/resources	N/A	\$0
Purchased services	N/A	\$0
Other		
Other	None	\$0
TOTAL		\$0
Funding sources: N/A		