2024-2025 Action Plan



Eastwood Academy High

School Principal Natasha

Cruz-Jefferson

School Action Plan – Needs Assessment

District philosophy and guiding framework:

* Core Beliefs
* Theory
* Vision of action

Needs related to student achievement data:

* Though 100% of the Class of 2024 seniors earned a CCMR point, only about 50% graduated “college-ready” based on TSI standards.
* In Spring 2024 STAAR administration, all but English II scores declined in the percentage of students earning approaches, meets, and masters. From English I to English II, the number of students that earned meets and masters declined from the Spring 2023 administration (English I) to the Spring 2024 administration (English II) with the same students.

Needs related to improving the quality of instruction:

* Our students are compliant and motivated to learn, but there is not a lot of student “lift” happening in the classroom, as evidenced throughout our IRT data and spot scores for authentic engagement and MRS.
* Teachers effectively create lessons that are aligned with a clear metric for measuring student success, and they create a culture that is inviting and safe for students. Despite this, we have less than a 4 average on Domain 2 for our IRT walks in the 2023-2024 school year.
* Teachers at Eastwood High School must take on multiple preps due to the need for electives for student schedules and are often the only teacher of any one content. As a result, PLCs tend to focus on grade-level compliance items instead of improving instruction.

System evaluation (philosophy, processes, implementation, capacity):

* Lesson plan updates – how are we checking lesson plans consistently to provide feedback before first teach? How are we ensuring teachers are implementing what we are expecting prior to going into the classroom?
* PLC procedures – update master schedule to have a planning period for grade-level and one for content area.

Key Action:

1. Eastwood Academy High School will continue to improve postsecondary readiness in all students.
2. Improve Algebra I EOC scores by focusing on a rigorous first-teach and consistent progress monitoring.
3. Improve student writing across all core content with purposeful and effective strategies.
4. Increase the level of student rigor and ownership in daily instruction across content areas.

School Action Plan

# KEY ACTION ONE

Eastwood Academy High School will continue to improve postsecondary readiness in all students.

As a college preparatory institution committed to equipping students for success beyond graduation, Eastwood Academy High School recognizes the importance of continually enhancing post-secondary readiness. Despite our dedication to this mission, challenges persist, with only around 50% of our students deemed "college-ready" based on Texas Success Initiative standards. In response, our school's action plan for the upcoming year prioritizes targeted efforts to remove barriers and foster student success in higher education pursuits. By focusing on this key action, we aim to be deliberate in our approach to tracking student progress in post-secondary readiness. This involves leveraging comprehensive data sets, including College, Career, and Military Readiness (CCMR) data, college-readiness factors, and other relevant metrics to assess and address areas of growth.

Furthermore, with an extensive array of over 20 Advanced Placement (AP) courses available, Eastwood Academy recognizes the importance of continuously enhancing its AP programming to better serve its students' college preparatory needs. Despite the breadth of offerings, data indicates that only 38% of our students are achieving a score of 3 or higher on AP exams. In response, our school's action plan for the upcoming year prioritizes targeted efforts to strengthen AP programming, ensuring that students are equipped to succeed on these rigorous assessments. By enhancing the quality of instruction, providing additional support resources, and expanding access to AP courses, we aim to bolster student readiness for college-level coursework and enhance their overall academic preparation. Through these strategic initiatives, we are committed to empowering our students to excel in their academic pursuits and achieve success on their AP exams and ultimately post-secondary endeavors.

Indicators of success (Measurable results that describe success.)

 100% of Eastwood Academy HS seniors will demonstrate College, Career, or Military Readiness by earning one point in one of the CCMR areas by June 2025.

## PSAT

|  |  |
| --- | --- |
|  80% of all Eastwood Juniors will show growth of at least from their fall sophomore | |
| administration to their spring junior SAT administration by April 2025. |  100% of |

Eastwood Academy seniors will have taken at least one AP class at Eastwood by the time they graduate in June 2025.

|  |  |
| --- | --- |
| The percentage of students to earn a 3 or higher on AP exams will increase by 5% from | |
| 56% in the Spring 2024 administration of AP exams by June 2025. |  |

51% to

# KEY ACTION TWO

Improve Algebra I EOC scores by focusing on a rigorous first-teach and consistent progress monitoring.

To address the fluctuating and declining Algebra I EOC scores, Eastwood Academy High School is committed to enhancing our instructional approach with a rigorous first-teach and consistent progress monitoring. Recognizing that half of our freshmen enter without Algebra I credit—due to either lack of availability in middle school or unmet entry criteria—our goal is to swiftly identify and address gaps in foundational math skills. By embedding these crucial skills into our initial instruction, we aim to ensure students achieve mastery in Algebra I, ultimately passing the STAAR exam at the end of the year. Over the past three years, our meets and masters scores have consistently declined. To reverse this trend, we will implement regular, STAAR-aligned assessments and consistently analyze the data to determine next steps in instruction to address the gaps identified. This focused approach aims to improve the number of students progressing towards meeting or mastering the STAAR test standards, thereby enhancing overall student achievement in Algebra I.

Indicators of success (Measurable results that describe success.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  There will be an increase in students scoring approaches, meets, and masters on the | | | Algebra I | |
|  | EOC from 89.8% to 94%, 53.1% to 60%, and 24.5% to 30%, respectively, by | May 2025. | |  |

 By February 2025, at least 90%, 55%, and 26% of Eastwood Algebra I STAAR Interim testers will score approaches, meets, and masters on the STAAR Interim assessment, demonstrating they are on track to meeting end-of-year goals.

# KEY ACTION THREE

Improve student writing across all core content with purposeful and effective strategies.

As a high-performing campus committed to continual improvement, Eastwood Academy recognizes the critical importance of enhancing student writing skills across all core content areas. While our school has achieved notable success, we understand that sustained growth requires a concerted effort to incorporate schoolwide skills and cross curricular strategies. By prioritizing the improvement of student writing, we aim to address commonalities across all tested areas, including the necessity for thesis-writing, evidence-based responses, and analysis. Through purposeful and effective strategies implemented across the curriculum, we seek to elevate student achievement and enhance college readiness. This focus on writing proficiency will not only bolster academic performance but also equip students with essential skills for success in higher education and beyond.

Indicators of success (Measurable results that describe success.)

* 100% of teachers visited will average 6/10 points on Domain 2 by IRT 4 conducted by June 2025.
* The average score for the Extended-Constructed Response on the English I exam will increase from 7.17 to 7.75 by June 2025.
* The average score for the Extended-Constructed Response on the English II STAAR exam will increase from 7.67 to 8.0 by June 2025.
* There will be an increase in students scoring meets and masters on the English I EOC from 90% to 95%, and 34% to 38%, respectively, by May 2025.
* There will be an increase in students scoring masters on the English II EOC from 18.3% to 24% by May 2025.
* 30% of our EB students will show improvement on TELPAS holistic rating by April 2025.
* The average score for FRQs for all AP exams will increase by 10% by June 2025.

# KEY ACTION FOUR

Increase the quality of instruction across all content areas by focusing on increasing student rigor and ownership/engagement in daily instruction.

Despite the fact that our students at Eastwood Academy High School are compliant and self-motivated, they often do not willingly engage in academic discourse. This lack of active and authentic engagement means that while students appear engaged, teachers end up taking on most of the work during lessons. Consequently, students are not building the capacity to take ownership of their learning throughout the lesson. To address this, our action plan for the upcoming school year focuses on increasing the quality of instruction across all content areas by enhancing student rigor and fostering ownership and engagement in daily instruction. This will ensure students receive high-quality, rigorous instruction in every class, supporting their transition into AP classes and ultimately into college-level coursework.

In an effort to align our work with the campus vision, teachers will structure daily instruction around the Pre-AP principles of close observation and analysis, higher-order questioning, evidence-based writing, and academic conversations. By emphasizing these four core principles in every class, students will be expected to take on more autonomy in their learning. This will be achieved through clearly defined expectations embedded in daily lessons. By aligning our instruction with these core principles, we establish a clear vision of what high-quality instruction looks like at Eastwood Academy HS and how it aligns with the expectations of Houston ISD, all while preparing our students for more rigorous coursework. To ensure that we are providing adequate support for students to be able to engage in these four principles and thus take on more rigorous coursework, we will incorporate strategic engagement strategies such as MRS (Multiple Response Strategies) and intentional response protocols.

Through these efforts, we aim to cultivate an environment where students are actively engaged and take ownership of their learning. This shift will not only improve academic discourse and engagement but also build student capacity to independently tackle challenging material. By increasing rigor and engagement, we are committed to preparing our students for success in AP classes and beyond, ensuring they are well-equipped for the demands of college-level coursework.

Indicators of success (Measurable results that describe success.)

* 80% of all teachers will average 6/10 points on Domain 2 on Spot Observations by June 2025.
* By IRT 4 in May 2025, Eastwood Academy’s IRT score will increase from a 9.86 highest in 2023-2024 to an 11.





