Ysleta Independent School District

Eastwood Heights Elementary School

Accountability Rating: A

Distinction Designation:
Academic Achievement in English Language Arts/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Top 25 Percent: Comparative Academic Growth, Top 25 Percent: Comparative Closing the Gaps, Postsecondary Readiness

2026-2027 Campus Improvement Plan

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Mission Statement

At Eastwood Heights, we collaborate to ensure high levels of learning for our multicultural student population in a safe, student centered community that develops well-rounded and cognitively skilled students.

Vision

The vision statement is currently a work in progress.

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Comprehensive Needs Assessment

Demographics

Summary

Eastwood Heights Elementary serves a PK–5 student population of approximately 497 students (as of September 28th). The current campus demographic dashboard identifies 264 economically disadvantaged students, 153 at-risk students, 110 emergent bilingual students, 81 students receiving special education services, 67 military-connected students, 22 students identified as gifted and talented, 22 students identified with parent denial, and 33 students served under Section 504. The TEA Student Information Report provides additional demographic detail: 91.7% Hispanic, 7.7% White, 0.4% African American, and 0.2% Asian, with 52.0% female and 48.0% male. YISD dashboard reflects 53.1% of students were economically disadvantaged, 30.8% were identified as at-risk, 22.1% were emergent bilingual/English learners, 16.3% received special education services, and 6.6% were served through Section 504. All students are served through Title I. Attendance remains an important campus focus; YISD dashboard reports a 96.2% attendance rate.

Strengths

Demographic Strengths

1. **Strong diversity of student needs and services**
    - EHES serves a diverse student population with established programs to meet varying academic, linguistic, and learning needs.
    - Approximately 22.1% of students are emergent bilingual, and 16.3% receive special education services, 6.6% receive Section 504 services, and students are also served through gifted and talented programming.
    - This indicates that the campus has significant experience supporting students with a wide range of instructional needs.
2. **Strong established community and cultural connections**
    - With 91.7% of students identifying as Hispanic, EHES has a strong shared cultural and community identity.
    - This provides an opportunity for the campus to leverage students' cultural and linguistic backgrounds to strengthen family engagement, relationships, and culturally responsive instruction.
3. **High current attendance rate**
    - The current YISD attendance rate of 96.2% is a positive indicator and suggests that campus attendance initiatives are having an impact.
    - The campus has an opportunity to build on this strength by continuing recognition, family communication, and attendance interventions.
4. **Established support for economically disadvantaged and at-risk students**
    - The campus has clearly identified populations requiring additional academic and social support: 53.1% economically disadvantaged and 30.8% at-risk according to the TEA data you cited.
    - Having these students clearly identified allows the campus to strategically allocate intervention, Title I, RTI, PBIS, and family-support resources.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	EHES serves a significant population of Emergent Bilingual and Special Education students, creating a continued need for consistent differentiation, language supports, and specialized instruction to ensure access to grade-level learning.	Students with varied academic, linguistic, behavioral, and support needs require closer monitoring and earlier identification to ensure timely interventions and appropriate support.

★ = Priority

Student Learning

Summary

Eastwood Heights Elementary demonstrates strong overall student achievement, earning a 2026 TEA accountability rating of A with an overall score of 92 and six distinction designations. The campus scorecard shows improvement in STAAR Meets Grade Level results from 66% to 71% and Masters Grade Level results from 37% to 41%. Third-grade reading Meets increased from 71% to 77%, and third-grade math Meets increased from 60% to 76%.

Academic growth remains an area for improvement. The percentage of students meeting STAAR growth expectations declined in reading from 83% to 75% and in math from 76% to 68%, with both measures falling below scorecard targets. The reading growth measure for grades 1–3 declined from 92% to 89%. Kindergarten reading performance remained approximately 90% but did not meet its improvement target.

Student group results also require continued attention. Reading Meets for students receiving special education services declined from 53% to 47%, while TELPAS progress declined from 68% to 52%. Although both measures met their listed scorecard targets, the declines indicate a need to examine individual student progress and the effectiveness of instructional supports.

The campus earned an Academic Growth rating of B with a scaled score of 82, reinforcing the need to strengthen individual student growth. Eastwood Heights is not identified for comprehensive, targeted, or additional targeted support and improvement

Overall, the campus met 14 of 17 reportable scorecard targets. The data reflects strong achievement and identifies priorities in academic growth, foundational literacy, special education reading, and English language development.

Strengths

• Eastwood Heights earned an A accountability rating with an overall score of 92 and six distinction designations.

• Overall STAAR Meets Grade Level results increased by 5 percentage points, and Masters Grade Level results increased by 4 percentage points.

• Third-grade reading Meets increased by 6 percentage points, and third-grade math Meets increased by 16 percentage points.

• The campus met 14 of 17 reportable scorecard targets, demonstrating strengths across multiple student learning measures.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Despite strong overall achievement and an A accountability rating, the percentage of students meeting STAAR growth expectations declined from 83% to 75% in reading and from 76% to 68% in math. Both measures fell below campus scorecard targets, indicating a need to improve progress for students across performance levels.	Student growth data may not consistently guide timely adjustments to small-group instruction, intervention, and enrichment. PLC records and progress-monitoring data will be reviewed to validate this cause.

★ = Priority

School Processes & Programs

Summary

Eastwood Heights Elementary organizes instruction and support around student assessment data, collaborative planning, and protected instructional time. Every grade level has a daily 30-minute intervention block embedded in the school day. Teachers use STAAR results, district checkpoints, and common formative assessments during data digs to identify needs and form groups by TEKS. Tutoring is provided twice weekly in three-week cycles.

Professional development priorities include extended constructed responses, hands-on mathematics instruction, and strategic planning through the PLT process. CEIC and Guiding Coalition representatives share information between their committees and campus staff. Monthly faculty meetings and surveys provide additional opportunities for communication and input.

Special education services follow students' IEPs, and dyslexia support is provided by the interventionist. Emergent bilingual students receive support through SWIRL labs, sheltered instruction, and other instructional practices. Students are not pulled from Tier 1 instruction for support services. Coordinating schedules can be challenging when students qualify for multiple services.

Every student has a Chromebook, with access to instructional resources including AMIRA, iReady, Progress Learning, and Accelerated Reader. Clubs, leadership groups, UIL, robotics, library activities, cheer, and dance provide opportunities beyond core instruction. Family communication is supported through weekly newsletters, monthly calendars, ClassDojo, and conferences.

The campus has established structures for intervention and collaboration. A priority is ensuring that small-group instruction is implemented consistently and matches students' current skill needs. CEIC feedback reinforced the importance of phonics and decodable reading instruction, student progress tracking, language-development supports, and familiarity with IEP goals.

Strengths

- Every grade level has a protected daily 30-minute intervention block.
- Multiple assessment sources guide TEKS-based grouping and instructional planning.
- Tutoring follows a defined schedule of three-week cycles, twice per week.
- Tier 1 instruction is protected when scheduling support services.
- Professional development priorities address writing, mathematics, and collaborative planning.
- CEIC, the Guiding Coalition, faculty meetings, and surveys provide structures for staff input and shared decision-making.
- Individual Chromebook access and digital resources support instruction.
- A variety of extracurricular and leadership opportunities supports a well-rounded student experience.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Although daily intervention blocks and data-based grouping are established, small-group instruction is not yet consistently matched to students' current skill needs. Coordinating services for students who qualify for multiple supports adds scheduling complexity.	Shared expectations for small-group instruction, progress monitoring, and regrouping may not be consistently applied across classrooms. Overlapping student service needs also complicate coordination. PLC records, schedules, and classroom observations will be reviewed to validate this cause.

★ = Priority

Perceptions

Summary

Eastwood Heights Elementary maintains a positive school culture, stable staffing apart from district-directed staffing cuts, and consistent communication with families. The parent satisfaction survey averaged 4.41 out of 5, and employee engagement averaged 4.23 out of 5. Survey results reflect overall satisfaction while identifying opportunities to strengthen student and staff recognition, welcoming interactions, staff resources, and opportunities for input.

Families receive information through a weekly parent newsletter, monthly calendar, ClassDojo, and parent-teacher conferences. These communication methods are consistent; however, many families do not read the newsletter, indicating a need to examine how effectively important information reaches them.

The campus offers a variety of family activities, including monthly Family Fitness Fridays, Grandparents Day, Veterans Day, Walk and Roll to School, conferences, festivals, family dances, and student recognition assemblies. Monthly volunteer/PTA meetings and PTA-sponsored activities support family involvement. Eastwood Heights ranked among the top 10 schools in volunteer hours during 2025–2026 and currently has more than 3,000 volunteer hours submitted.

During the September 23 CEIC meeting, members recommended notifying families through ClassDojo when students receive Golden Tickets and strengthening welcoming interactions with parents. Staff recognition was also discussed. The campus has opportunities to gather student feedback more systematically and use participation and communication data to evaluate the effectiveness of its programs.

Strengths

- Parent and employee survey averages exceeded the CIP satisfaction goal of 4.0 out of 5.

• Families have consistent access to campus information through newsletters, calendars, ClassDojo, and conferences.

• A variety of family events provides opportunities for involvement throughout the school year.

• Active volunteers and PTA members contribute substantial time and support campus activities and student recognition.

• Staffing is stable apart from district-directed cuts, and the campus reports a positive school culture.

• CEIC members review campus data and provide recommendations to improve family communication, recognition, and school experiences.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Although parent satisfaction is high and communication is consistent, many families do not read the weekly newsletter. Survey feedback and CEIC discussion also identified a need to make student recognition more visible and strengthen welcoming interactions with staff.	The campus may lack a consistent process to check whether families receive and understand key information and experience welcoming interactions. Recognition messages may also vary by classroom. Family feedback and communication data will be reviewed to validate this cause.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- [x] **Campus goals**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Accountability Distinction Designations**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR released test questions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Local benchmark or common assessments data**
- [x] **Observation Survey results**
- [x] **Prekindergarten Self-Assessment Tool**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **State-developed online interim assessments**
- [x] **Intervention data**

Student Data: Student Groups

- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Enrollment trends**
- [x] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Campus leadership data**
- [x] **T-TESS data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

Support Systems and Other Data

- [x] **Study of best practices and high yield strategies**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**

Goals

Goal 1 Our Future

Performance Objective 1

The district and all campuses will be rated C or better in state accountability

Evaluation Data Source: State Assessments

Strategy 1

Implementation of literacy framework that includes read aloud, shared reading, guided/ independent reading and reading conferences in grades PK-5th. Purchase general supplies to support small group instruction for targeted instruction.

Strategy's Expected Result/Impact: Improved foundational reading skills, comprehension, and individual student growth through consistent literacy instruction and targeted small groups, as measured by classroom assessments, reading progress monitoring, and state/local assessment results.

Staff Responsible for Monitoring: Principal, assistant principal, and RLA instructional coach. PK-5 classroom teachers

Funding Sources: General supplies, reading and instructional materials, HMH copies Title I, Part A, $5,000

Formative Reviews

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Strategy 2

The Accelerated Reader and other software will be utilized to encourage independent reading and motivate students through goal setting, progress tracking, and reading-based incentives.

Strategy's Expected Result/Impact: Increase reading comprehension

Staff Responsible for Monitoring: Principal

Funding Sources: Renaissance Learning Program, Lowman, Progress Learning Title I, Part A, $6,071.76

Formative Reviews

November March May

Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy Results Driven Accountability

Campus staff will implement monthly student data conferences using GRIT folders to track attendance, TELPAS, reading, math, and science mastery, using this data to drive student self-reflection and assign immediate Tier 2/3 interventions during intervention blocks or small group instruction.

Strategy's Expected Result/Impact: Fidelity to district pacing and daily TRTW structures across all core content areas, resulting in an increase in students achieving 'Meets Grade Level'

Staff Responsible for Monitoring: Classroom Teachers, Instructional Coaches, Assistant Principal, Principal

Funding Sources: 3-prong folders, copy paper Title I, Part A, $500

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 4

Teachers will design and deliver daily Tier 1 instruction aligned to the district scope and sequence, incorporating Talk Read Talk Write and checks for understanding across core content areas. Campus leadership and instructional coaches will monitor implementation weekly through walkthroughs and PLC lesson reviews, providing feedback to strengthen instruction.

Strategy's Expected Result/Impact: Improved student mastery and academic growth through aligned Tier 1 instruction, purposeful student discussion, and timely responses to checks for understanding, as measured by common formative assessments, district checkpoints, and STAAR results.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Classrooms Teachers

Funding Sources: District scope and sequence; TEKS-aligned instructional materials; Talk Read Talk Write planning resources; common formative assessments and district checkpoint data; manipulatives and classroom supplies; Chromebooks and instructional software; protected PLC planning time; and instructional coaching and professional development. Title I, Part A, $9,767.24

Formative Reviews

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Strategy 5

Teachers will participate in ongoing professional development and PLCs to analyze assessment data, plan TEKS-aligned instruction, and adjust intervention and enrichment based on student needs. General supplies and substitute coverage will be provided as needed to support collaborative planning and implementation of practices that improve student achievement and growth.

Strategy's Expected Result/Impact: Improved student achievement and growth through instructional adjustments based on assessment data, as measured by common formative assessments, district checkpoints, and STAAR results. PLC records and walkthroughs will document implementation.

Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers, Instructional Coaches, Interventionist, Special Education Teachers, Librarian, Paraprofessionals, SEE Tutors

Funding Sources: professional development materials and training; instructional coaching; assessment data and student work samples; district curriculum and TEKS-aligned planning resources; collaborative planning templates; general supplies; and funding for substitute coverage as needed. Title I, Part A, $2,500

Formative Reviews

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Strategy 6

Intersession will provide targeted small-group instruction for students in grades 1-5 with identified skill gaps. Teachers will use assessment data to select students, plan TEKS-aligned lessons, and monitor progress to guide continued support.

Strategy's Expected Result/Impact: Students attending intersession will demonstrate improvement in targeted skills

Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teacher, Special Education Teachers, Instructional Coaches

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Performance Objective 2

Nine in ten Pre-K students will be identified ready for reading and math as measured by the EOY Circle assessment composite score

Evaluation Data Source: EOY Circle Assessment

Strategy 1

Pre-K teachers will conduct monthly PLC data reviews using BOY and MOY CIRCLE results and ongoing classroom assessments to group students, adjust Tier 1 instruction, and plan targeted

reteaching in phonological awareness, letter-sound knowledge, and math concepts.

Strategy's Expected Result/Impact: At least 90% of Pre-K students will demonstrate reading and math readiness on the EOY CIRCLE assessment composite score. Ongoing assessments will show progress in phonological awareness, letter-sound knowledge, and math concepts.

Staff Responsible for Monitoring: Principal, assistant principal, and instructional coaches. Pre-K teachers

Funding Sources:
CIRCLE assessment reports; classroom assessment tools; protected PLC time; Pre-K curriculum resources; phonological awareness and letter-sound materials; math manipulatives; and instructional coaching. Title I, Part A, $200

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Performance Objective 3

One in two Kindergarten through 2nd grade students will be ready for reading by achieving no less than level 4 in the EOY iStation assessment.

Evaluation Data Source: EOY iStation Assessments

Strategy 1

K-2 teachers will use mCLASS and AMIRA data to provide targeted foundational literacy instruction during small groups, the daily intervention block, and tutoring. Teachers will review progress during PLCs and adjust instruction and student groups based on identified needs.

Strategy's Expected Result/Impact: Principal, assistant principal, and RLA instructional coach will monitor implementation. K-2 teachers will deliver instruction and monitor student progress.

Staff Responsible for Monitoring: Principal, assistant principal, and RLA instructional coach will monitor implementation. K-2 teachers will deliver instruction and monitor student progress.

Funding Sources: mCLASS and AMIRA data and instructional resources; iStation assessment access; decodable texts; phonics materials; intervention and PLC time; instructional coaching; and tutoring funds. Title I, Part A,

Formative Reviews

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Performance Objective 4

One in four Kindergarten through 2nd grade students will be ready for math by achieving no less than

level 4 in the EOY iReady assessment.

Strategy 1

K-2 teachers will use i-Ready diagnostic and progress-monitoring data during PLCs to identify math skill gaps and adjust intervention and enrichment groups. Teachers will provide differentiated small-group instruction, hands-on practice, and mathematical reasoning and problem-solving opportunities.

Strategy's Expected Result/Impact: Progress-monitoring data will show improvement in targeted math skills.

Staff Responsible for Monitoring: Principal, assistant principal, and math instructional coach will monitor implementation. K-2 teachers and SEE tutors will provide instruction and monitor student progress.

Funding Sources: i-Ready assessment reports and instructional resources; math manipulatives; TEKS-aligned materials; Chromebooks; protected PLC and intervention time; instructional coaching; and SEE tutor support. Title I, Part A,

Formative Reviews

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Performance Objective 5

Two in three 3rd Grade students will be rated Meets Grade Level on STAAR

Strategy 1

Third-grade teachers will use HMH resources for word study, reading, and writing instruction and Patterns of Power for grammar and conventions during the RLA block. Teachers will use student work and formative assessments to plan targeted reteaching and strengthen students' comprehension and written responses.

Strategy's Expected Result/Impact: Student work and formative assessments will show improvement in comprehension, written responses, and conventions.

Staff Responsible for Monitoring: Principal, assistant principal, and RLA instructional coach will monitor implementation. Third-grade RLA teachers will deliver instruction and monitor progress.

Formative Reviews

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Strategy 2

Third-grade math teachers will use checkpoint and common formative assessment data during PLCs to identify TEKS-specific needs and adjust small-group instruction. Teachers will provide hands-on models, targeted practice, and opportunities for students to explain their reasoning and solve problems.

Strategy's Expected Result/Impact: Formative assessments and district checkpoints will show improved mastery of targeted TEKS.

Staff Responsible for Monitoring: Principal, assistant principal, and math instructional coach will monitor implementation. Third-grade math teachers will deliver instruction and monitor progress.

Funding Sources: TEKS-aligned math materials; manipulatives; assessment data; student work samples; protected PLC and intervention time; and instructional coaching. Title I, Part A,

Formative Reviews

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Performance Objective 6

Two in three students will achieve growth as measured on STAAR/EOC

Strategy 1

The SEE teacher will support targeted instruction to help improve student performance and address learning gaps.

Staff Responsible for Monitoring: Assistant Principal, Principal, Instructional Coaches, Classroom Teachers

Funding Sources: Hire one SEE Tutor Title I, Part A, $11,020

Formative Reviews

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Strategy 2

Provide extra duty pay for teachers to deliver targeted academic for students not demonstrating adequate growth, with a focus on accelerating progress toward STAAR performance goals and reading levels.

Staff Responsible for Monitoring: Principal, Assistant Principal

Funding Sources: planning time, extra duty time Title I, Part A, $5,000

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Performance Objective 7

One in two students will be rated Meets Grade Level on STAAR/EOC exams

Strategy 1

Teachers will use assessment data to identify students ready for advanced learning and provide differentiated enrichment during small groups and the daily intervention/enrichment block. Instruction will include complex texts, challenging problems, inquiry, and opportunities to explain and apply higher-level thinking across content areas.

Strategy's Expected Result/Impact: Participating students will maintain Meets Grade Level performance or progress toward Masters on applicable STAAR assessments,

Staff Responsible for Monitoring: Principal, assistant principal, and instructional coaches, Classroom teachers

Formative Reviews

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Performance Objective 8

One in three EB students will be rated Meets Grade Level on STAAR/EOC exams

Strategy 1

Teachers in the EHES Two-Way Dual Language program will use assessment and language-proficiency data during PLCs to plan targeted small-group instruction and interventions for emergent bilingual students. Teachers and support staff will incorporate sheltered instruction, academic vocabulary, and structured speaking, writing, reading, and listening opportunities. Progress monitoring will guide adjustments to instruction and support.

Strategy's Expected Result/Impact: Classroom assessments and language progress monitoring will show improvement in targeted academic and language skills.

Staff Responsible for Monitoring: Principal, assistant principal, and instructional coaches, dual language teachers and support staff

Funding Sources: Summit K12 2nd grade Title I, Part A, $756

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Performance Objective 9

One in four SPED students will be rated Meets Grade Level on STAAR/EOC exams

Strategy 1

General and special education teachers will collaboratively plan and deliver instruction aligned to students' IEP goals, accommodations, and modifications. Teachers will use differentiated instruction, supplemental resources, and assessment data to address skill gaps, monitor progress, and adjust support.

Strategy's Expected Result/Impact: Progress-monitoring data will show growth in targeted skills and toward IEP goals.

Staff Responsible for Monitoring: Principal, assistant principal, and instructional coaches will monitor implementation. General and special education teachers will deliver instruction and monitor student progress.

Funding Sources: Student IEPs; assessment and progress-monitoring tools; TEKS-aligned materials; supplemental resources; assistive technology as specified in IEPs; collaborative planning time; and instructional coaching. Title I, Part A,

Formative Reviews

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Goal 2 Our People

Performance Objective 1

Receive a score of 4.0 or better out of a possible 5.0 in satisfaction in the Employee Engagement Survey

Evaluation Data Source: Employee Engagement Survey

Strategy 1

Use employment engagement survey results to maintain favorable ratings in collaboration, communication, and leadership by fostering strong PLCs, providing team-building opportunities, and implementing morale boosting initiatives.

Strategy's Expected Result/Impact: Expected results include maintaining or improving favorable employee engagement ratings in the areas of collaboration, communication, and leadership. Strong PLCs, team-building opportunities, and morale-boosting initiatives will foster a positive campus culture where staff feel valued, supported, and connected. Employee feedback will be used to continuously monitor progress and make improvements as needed.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Interventionist, Librarian

Formative Reviews

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Strategy 2

Campus leadership will gather staff input on meaningful recognition and implement a consistent process for acknowledging contributions across all staff roles.

Strategy's Expected Result/Impact: Maintain an Employee Engagement Survey average of at least 4.0 out of 5 and improve the recognition item from its baseline of 3.69. Staff feedback will guide adjustments to recognition practices across all roles.

Staff Responsible for Monitoring: Principal and assistant principal, with input from Guiding Coalition representatives.

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Performance Objective 2

Receive a score of 4.0 or higher out of 5.0 in parent satisfaction, as measured by the Parent Satisfaction Survey.

Strategy 1

The campus will strengthen family partnerships through consistent communication, family events, opportunities for parent feedback, and timely responses to concerns. Teachers will notify families through ClassDojo when students receive Golden Tickets or other recognition and explain the reason,

Strategy's Expected Result/Impact: The expected impact is to maintain or increase favorable ratings on the Parent Satisfaction Survey by strengthening trust, communication, and meaningful partnerships between the school and families. Consistent communication, family engagement opportunities, parent feedback, and timely support will help families feel informed, valued, and connected to the campus.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Interventionist, Librarian

Formative Reviews

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Performance Objective 3

Increase parental, family, and community engagement opportunities by hosting at least one parent meeting/engagement activity per nine weeks.

Strategy 1

The campus will host at least one parent, family, or community engagement activity each nine weeks, including family celebrations, parent classes, wellness activities, STEAM/literacy nights, conferences, and student recognition events. Weekly newsletters, monthly calendars, and ClassDojo will communicate opportunities. Interpreting services will support the two parents with identified needs. Participation and feedback will guide improvements.

Strategy's Expected Result/Impact: At least one engagement activity will be held each nine weeks. Attendance records and family feedback will document participation and identify ways to strengthen access and engagement.

Staff Responsible for Monitoring: Principal, assistant principal, counselor, and parent/volunteer liaison, with support from teachers and PTA representatives.

Funding Sources: Event and parent education materials; lamination film and general supplies; communication platforms; interpreting services; staff planning time; and PTA/volunteer support. Title I, Part A, 211-11-6399-00-124-24-000-A, $2,419

Title I: 2.5.2

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Performance Objective 4

Ensure at least 50% of the student population is involved in an academic, athletic, fine arts, leadership, and/or volunteer extra-curricular activity.

Strategy 1

Eastwood Heights Elementary will increase student engagement and extracurricular participation by providing a wide variety of academic, athletic, fine arts, leadership, and service opportunities that allow students to select activities based on their interests and strengths. All EHES paraprofessionals will facilitate an after-school club of their choice once each week, providing students with opportunities to participate in clubs such as Volleyball, Science Club, Rock Club, Kindness Club, Cardboard Club, Bluebonnet, Gaming, Robotics, Dance, and Cheer. In addition, students will have opportunities to participate in all elementary UIL competitive events, including English Spelling Bee, Spanish Spelling Bee, Mathematics, Social Studies, and other UIL academic competitions. Leadership and service opportunities will include Junior Security, Student Ambassadors, and Student Council. Club sponsors and administrators will actively promote opportunities, encourage student participation, and monitor enrollment and attendance to identify students who are not yet involved in an extracurricular activity.

Strategy's Expected Result/Impact: By the end of the school year, at least 50% of EHES students will participate in at least one academic, athletic, fine arts, leadership, or volunteer extracurricular activity. Increased participation will provide students with opportunities to explore interests, develop talents, build leadership and teamwork skills, strengthen relationships with peers and staff, and develop a stronger sense of belonging and connection to Eastwood Heights Elementary.

Staff Responsible for Monitoring: Principal, Assistant Principal, Coaches, Counselor

Formative Reviews

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Goal 3 Our Investment

Performance Objective 1

Campus will show responsible stewardship of district resources by spending at or below the allocated campus budget.

Evaluation Data Source: Budget Reports

Strategy 1

Campus administration and the secretary will review budget balances, expenditures, and outstanding purchase orders monthly. Purchases will align with CIP priorities and identified campus needs. Spending plans will be adjusted as needed to remain within allocated funds while supporting student learning.

Strategy's Expected Result/Impact: Campus expenditures will remain at or below the allocated budget, with purchases aligned to CIP priorities and student needs, as verified through monthly budget reviews and year-end financial reports.

Staff Responsible for Monitoring: Principal, Secretary

Formative Reviews

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Performance Objective 2

Campus will support the District's achievement of a FIRST Rating of Standard Achievement or higher by having no material audit, compliance, inventory, cash handling or financial procedure findings attributable to the campus.

Evaluation Data Source: Budget Reports, Audits

Strategy 1

Campus administration and the secretary will conduct monthly reviews of purchasing records, cash-handling documentation, and financial procedures and complete inventory checks according to district timelines. Staff responsible for financial transactions will receive district-required training. Identified discrepancies will be corrected promptly, with supporting documentation maintained for audit and compliance reviews.

Strategy's Expected Result/Impact: Records will be complete and accurate, and identified discrepancies will be corrected promptly.

Staff Responsible for Monitoring: Principal and campus secretary, with support from district finance and inventory personnel.

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Performance Objective 3

Campus will achieve full compliance with district and Texas School Safety Center requirements by completing 100% of required drills and exercises and by having no findings on the Intruder Detection Audit.

Evaluation Data Source: Intruder Detection Audits, emergency drill logs

Strategy 1

Eastwood Heights Elementary will maintain 100% compliance with district and Texas School Safety Center safety requirements by following the district-enforced safety drill schedule and consistently implementing Standard Response Protocol (SRP) procedures. EHES will conduct all required drills, such as Fire Drills, Hold drills, Secure drills, Shelter-in-Place drills, and Lockdown drills, with particular emphasis on ensuring staff and students understand and can appropriately respond to lockdown procedures. In addition, the campus will complete bi-annual Maintenance Forms, conduct SPAT drills to test phone panic buttons, complete monthly AED checks, and perform weekly exterior door checks to ensure campus safety systems and procedures remain operational. Assistant principal will monitor completion of all drills and safety checks, address any identified concerns promptly, and ensure documentation is maintained and reported.

Strategy's Expected Result/Impact: EHES will complete 100% of required safety drills, exercises, inspections, and compliance activities within the required timelines and will have no findings on the Intruder Detection Audit. Consistent implementation of SRP protocols and routine safety checks will strengthen staff and student preparedness, ensure emergency procedures are practiced regularly, and support a safe and secure learning environment for all students and staff.

Staff Responsible for Monitoring: Principal, Assistant Principal, Security Personnel

Formative Reviews

November	March	May

State Compensatory Education

State Compensatory

Budget for Eastwood Heights Elementary School

Total SCE Funds: $408,801.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

All SCE Accelerated Education funds are used for employee salaries

Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

Eastwood Heights Elementary uses multiple sources of data and stakeholder input to identify campus strengths, needs, and priorities. At the end of the 2025–2026 school year, all teachers evaluated campus action steps and strategies through a needs assessment survey, recommending continuation or discontinuation and explaining their reasoning. The results were reviewed during the May 2026 CEIC meeting, with additional stakeholder input.

On September 23, 2026, the CEIC reviewed parent and employee survey results, the campus scorecard, state accountability results, and student learning needs. Members completed individual reflections and small-group recommendations. Priorities included student growth, early literacy, TELPAS and special education monitoring, student and staff recognition, and family communication. These findings inform revisions to the 2026–2027 CIP.

1.2 Location for Evidence of Multiple Meetings Held

Stakeholders had multiple opportunities to provide input through CEIC meetings in May 2026 and on September 23, 2026. During the May meeting, stakeholders reviewed the end-of-year teacher survey evaluating whether campus strategies should continue or be discontinued. The September meeting included review of campus performance and survey data, individual reflection, and small-group recommendations for the CNA and CIP.

Evidence is maintained in the campus Google Drive, Plan4Learning attachments, and the campus office binder. Records include dated meeting agendas, notes, minutes, sign-in sheets, teacher survey responses, and completed needs assessment activity forms.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Development of the 2026–2027 CIP began with the end-of-year teacher strategy evaluation and May 2026 CEIC review. The September 23, 2026 CEIC meeting provided additional review of campus performance, survey results, and stakeholder recommendations. Findings are being incorporated into the CIP during fall 2026. The plan identifies November, March, and May formative review points for monitoring implementation and progress and determining needed revisions.

2.2 Stakeholders 1114(b)(2)

The CNA and CIP development process includes campus administrators, teachers across grade levels, special education staff, instructional support staff, district representation, parents, and community and business representatives. Community and business representatives provided input during the May meeting.

Members listed in the September 23 CEIC minutes include Principal Rachael Blair; Assistant Principal Carmen Imai; Secretary Melissa Saenz; District Representative Priscilla Jatto; Instructional Coach Veronica Herrera; Counselor Michelle Serrano; Librarian Patricia Holguin; teachers Yuriana Vasquez, Liliana Gomez, Melissa Gonzalez, Maria Munoz, Martha

Regalado, Jessica Armendariz, Vanessa Carlos, and Cecilia Ruelas; and parent representatives Jacquelyn Moreno and Yasmin Campos. Stakeholder recommendations inform campus priorities and strategy revisions.

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

The Campus Improvement Plan is available to families, district staff, and the public through the campus website. It is currently posted in English in the Plan4Learning document format.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

The CIP coordinates campus priorities with gifted and talented services, parent and family engagement, additional instructional time supported through extra-duty pay, instructional materials and resources, and campus professional development. Planning connects these services and expenditures to needs identified through the CNA. Campus leadership reviews proposed strategies and purchases to support alignment with student needs, district requirements, and applicable funding rules.

2.5 Statutorily Required Descriptions 1114(b)(7)(A)

Eastwood Heights addresses identified student needs through its literacy framework, small-group instruction, student data conferences, and targeted Tier 2 and Tier 3 interventions. These strategies use assessment results to guide instruction and support students who are at risk of not meeting grade-level standards. Family engagement activities and weekly communication help families support student learning. Applicable Title I descriptions are identified at the strategy level. Supporting documentation is maintained in Plan4Learning attachments, the campus Google Drive, and the campus office binder.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Program evaluation documentation is maintained in the campus Google Drive, Plan4Learning attachments, and the campus office binder. Evidence includes meeting agendas, minutes, sign-in sheets, teacher strategy evaluations, state assessment results, campus scorecard data, parent and employee surveys, and CEIC recommendations.

The CIP schedules formative reviews in November, March, and May to examine implementation and progress and identify needed adjustments. Findings will be documented in the Formative Reviews. The annual evaluation considers implementation, outcomes, and stakeholder feedback to determine which strategies should continue, change, or be discontinued, with conclusions recorded in the Summative Review. Evaluation findings inform the CNA and CIP for the following year.