Ysleta Independent School District



Eastwood High School

Accountability Rating: A

2026-2027 Campus Improvement Plan

Board Approval Date:
October 21, 2026

Public Presentation Date:
October 21, 2026

Generated by Plan4Learning.com
October 11, 2026 at 08:31 PM

Mission Statement

Eastwood High School will provide every student with a quality education that prepares them for success in postsecondary education and to become responsible, engaged citizens in their community.

Vision

Recognized for its exemplary performance, Eastwood High School sustains excellence in academics, activities, the arts, and athletics. Eastwood graduates students who demonstrate high standards of conduct, responsibility, and achievement.

Value Statement

We value people first. We lead with empathy, serve with purpose, and hold ourselves and one another to high standards.

Table of Contents

Comprehensive Needs Assessment 4

Needs Assessment Overview 5

Demographics 6

Student Learning 8

School Processes & Programs 10

Perceptions 13

Data Documentation for CNA 15

Improvement Planning Data 16

Accountability Data 16

Student Data: Assessments 16

Student Data: Student Groups 17

Student Data: Behavior and Other Indicators 17

Employee Data 17

Parent/Community Data 18

Support Systems and Other Data 18

Goals 19

Goal 1 : Our Future 20

Goal 2 : Our People 27

Goal 3 : Our Investment 30

State Compensatory Education 32

Budget for Eastwood High School 33

Title I Summary 34

Title I 35

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) 35

1.1 Description of CNA Process 35

1.2 Location for Evidence of Multiple Meetings Held 35

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) 35

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A) 35

2.2 Stakeholders 1114(b)(2) 36

2.3 Description of Plan Availability, Format, and Language 1114(b)(4) 36

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5) 36

2.5 Statutorily Required Descriptions 1114(b)(7)(A) 36

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3) 36

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation 36

Comprehensive Needs Assessment

Needs Assessment Overview

Summary

As we move forward with the insights gathered from the staff and parent survey conducted in the Spring of 2026, it is imperative that we address the identified needs with diligence and commitment. For our faculty and staff, we will begin by conducting a thorough review of the survey results and needs assessment during our Professional Learning Community (PLC) meetings, facilitated by our Assistant Principals. This will ensure that all staff members are aligned with the findings and can collaboratively work towards addressing the highlighted areas.

One of the key areas identified is the need for improved communication between administration, faculty, and staff. We will be implementing strategies to enhance our communication channels, ensuring that information flows seamlessly and that all parties are kept informed and engaged. Additionally, we recognize the importance of equipping our staff with the necessary skills and knowledge to address contemporary challenges. Therefore, we will be organizing professional development sessions focused on understanding and addressing issues related to gangs and drugs, as well as providing clarity on district guidelines concerning trips, travel, and club accounts.

Acknowledging the hard work and dedication of our faculty and staff is crucial. We will be instituting a formal recognition program to celebrate their unwavering support and commitment to our students' success. Furthermore, we will ensure that there is clear communication regarding the personnel needs at EHS, allowing us to address any gaps and optimize our staffing resources effectively.

For our parents, enhancing communication between teachers and parents is a priority. We will be exploring various platforms and methods to facilitate more effective and timely communication, ensuring that parents are actively involved in their children's educational journey. Additionally, we aim to improve the recognition of students who have excelled throughout the school year. This will be achieved through coordinated efforts involving administration, department heads, IT, and the librarian, ensuring that student achievements are celebrated and acknowledged in a meaningful way.

Would you like to insert this narrative?

July 27, 2026 at 11:28 AM

Demographics

Summary

EASTWOOD HIGH SCHOOL is one of 49 Ysleta Independent School District campuses. It opened its doors in 1961 and serves predominantly Middle and lower socio-economic students. EASTWOOD HIGH SCHOOL serves 2300 students in grades 9 to 12. Five years ago, the campus served 2400 students, a(n) decrease of 4.4%.
The student population is 1.2% African-American, 4.0% Anglo, 0.5% Asian, 94% Hispanic, 50.7% male, and 49.3% female, with a low socioeconomic status of 56%. The staff population is 1.4% African-American, 16.3% Anglo, .07% Asian, 79.6% Hispanic, 48.8% male and 51.2% female. The drop-out rate is 5.2%, and the average daily student attendance rate is 93%. The average daily attendance rate for campus personnel is 94%. EASTWOOD HIGH SCHOOL serves 288 English Language Learner students, 216 students in the Gifted and Talented program, 4.33% males, 4.93% females, and 0.13% Language English Proficient students, 204 students identified for 504 services, 140 students in RTI, 232 students served through special education services with 3%% and 22%% students tested, but not qualified for special education services.

Strengths

Our school is proud to serve a diverse student population, with a rich tapestry of cultural backgrounds that enrich our learning environment. The demographic composition, with 1.2% African-American, 4.0% Anglo, 0.5% Asian, and 94% Hispanic students, allows us to foster an inclusive atmosphere where students from various ethnicities can learn from one another and celebrate their unique heritages. This diversity is a cornerstone of our educational philosophy, promoting empathy, understanding, and global awareness among our students.

The gender distribution of our student body, with 50.7% male and 49.3% female, reflects a balanced environment where both boys and girls are encouraged to excel academically and participate equally in all school activities. This balance ensures that our programs and initiatives are designed to meet the needs of all students, providing equal opportunities for leadership, collaboration, and personal growth.

Despite a socioeconomic status of 56%, our campus continues to perform exceptionally well, demonstrating growth in every area. This achievement is a testament to the dedication of our staff, the resilience of our students, and the support of our community. We are committed to providing high-quality education and resources to all students, regardless of their economic background, ensuring that every child has the opportunity to succeed.

Our overall rating of an A is a reflection of the hard work and commitment of our entire school community. It highlights our success in maintaining high academic standards, fostering a positive school culture, and implementing effective teaching strategies. We remain dedicated to continuous improvement and are proud of the progress we have made in achieving excellence in education.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Increase overall meets and masters in EOC relative to EB students and SPED population	Language barriers and rigor of TEKS

★ = Priority

Student Learning

Summary

Our campus has shown remarkable progress in the Approaches, Meets, and Masters categories, with the exception of English I, which saw a decrease from 23% to 14%, and US History, which experienced a slight decline from 52% to 51%. This growth is a testament to the dedication of our educators and the effectiveness of our instructional strategies. We are committed to addressing the areas that need improvement, particularly in English I and US History, to ensure that all students achieve their full potential.

The ongoing interventions and thorough data analysis have been instrumental in supporting our efforts across all three domains of student achievement. By continuously monitoring student performance and implementing targeted interventions, we are able to tailor our teaching methods to meet the diverse needs of our students. This data-driven approach allows us to make informed decisions that enhance the learning experience and outcomes for our students.

Our Targeted Support and Improvement (TSI) score of 49.3 and the Industry-Based Certifications (IBC) rate of 74% are indicative of the positive trajectory we are on as a campus. These metrics reflect our commitment to providing students with the skills and knowledge necessary to succeed in their future endeavors. The improvements in these areas contribute significantly to our overall rating and demonstrate our dedication to fostering an environment of academic excellence and career readiness.

Strengths

> Our commitment to progress monitoring on all formative and informative assessments ensures that we can effectively track student growth and identify areas needing improvement. This systematic approach allows us to tailor interventions that are both timely and targeted, thereby enhancing the overall learning experience for our students. By continuously evaluating student performance, we can make informed decisions that support academic success.
>
> The academic center serves as a cornerstone of our educational framework, providing students with the resources and support necessary to excel. It acts as a hub for learning, where students can access additional help and enrichment opportunities. Our advisory program further strengthens our campus by fostering meaningful relationships between students and educators, creating a supportive environment that encourages personal and academic growth.
>
> Tier I instruction is another critical component of our educational strategy, ensuring that all students receive high-quality, differentiated instruction that meets their diverse needs. This foundational level of teaching is essential in building a strong academic base, allowing students to thrive in more advanced and specialized areas of study. Together, these elements underscore our strengths as a campus, demonstrating our dedication to providing a comprehensive and supportive educational experience.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Increase in growth in TELPAS Progress 28.2%	Writing and Speaking ratings have room for growth
2	In crease in growth in Masters in USH and English I	Rigor of TEKS to daily assignments and lessons and assessments
3	Increase the percentage of IBC's for CCMR	Tracking certifications and supporting students via interventions

★ = Priority

School Processes & Programs

Summary

At our school, the Academic Center serves as a pivotal resource for students seeking to enhance their learning experience. It provides a structured environment where students can access additional academic support and resources to help them succeed in their studies.

SEE Tutors are an integral part of our educational framework, offering personalized tutoring services to students who need extra help in specific subjects. These tutors work closely with students to address their individual learning needs and help them achieve their academic goals.

ELOS' (Extended Learning Opportunities) are designed to provide students with additional time and resources to master the curriculum. These opportunities are essential for students who require more time to grasp complex concepts and ensure they are on track with their peers.

Our Counselor Directory is a comprehensive resource that connects students and parents with our dedicated counseling staff. This directory ensures that students have access to the guidance and support they need for academic planning, college preparation, and personal development.

E2020 and Edgenuity are online learning platforms that offer a wide range of courses and educational content. These platforms provide students with flexible learning options and the ability to work at their own pace, which is particularly beneficial for those who need to recover credits or accelerate their learning.

The GO Center is a vital resource for students planning their future beyond high school. It offers guidance on college applications, career exploration, and financial aid, helping students make informed decisions about their post-secondary education and career paths.

CTE pathways (Career and Technical Education) offer students the opportunity to gain practical skills and knowledge in various career fields. These pathways are designed to prepare students for the workforce or further education in their chosen industry.

Technology assistance with HAC (Home Access Center) is available to ensure that students and parents can effectively use this platform to monitor academic progress and stay informed about school activities. Our technology support team is committed to helping families navigate this essential tool.

Leadership Meetings are held weekly to ensure that our school leaders are aligned and working collaboratively towards our educational goals. These meetings provide a forum for discussing strategies, addressing challenges, and sharing best practices.

Department Head Meetings occur monthly, bringing together the leaders of each academic department to discuss curriculum development, instructional strategies, and departmental goals. These meetings are crucial for maintaining a cohesive and effective educational program.

CEIC Meetings (Campus Educational Improvement Council) are an essential part of our school's continuous improvement process. These meetings involve stakeholders from across the school community to discuss and plan initiatives that enhance the educational experience for all students.

Strengths

Our campus is equipped with robust systems designed to effectively monitor and support decision-making processes, ensuring that all stakeholders are informed and engaged. These systems facilitate clear and consistent communication across all levels, allowing for timely and well-informed decisions that benefit our students and staff.

Additionally, we have established groups dedicated to supporting and enhancing the capacity of our campus. These groups play a crucial role in ensuring that all systems are supported, fostering an environment where collaboration and continuous improvement are prioritized. Through their efforts, we are able to maintain a strong foundation that supports our educational mission and goals.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Improving communication amongst faculty, staff and community	Community needs a platform that will support all questions they may as they pertain to school processes and programs.

★ = Priority

Perceptions

Summary

As a school, we prioritize engaging with our community through various channels to gather qualitative data that informs our continuous improvement efforts. Our Campus Educational Improvement Council (CEIC) meetings, held three times annually, provide a structured forum for discussing strategic initiatives and gathering input from diverse stakeholders. Additionally, our Parent-Teacher Conferences (PTC) in both the Fall and Spring serve as vital touchpoints for fostering communication between educators and families, allowing us to address student needs collaboratively.

We also conduct Parent Satisfaction Surveys to gauge the effectiveness of our programs and identify areas where we can enhance the educational experience for our students. "Coffee with the Principal" sessions offer an informal setting for parents and guardians to share their insights and concerns directly with school leadership, fostering a sense of community and transparency. Furthermore, Staff Surveys are instrumental in capturing the perspectives of our educators and support staff, ensuring that their voices contribute to our decision-making processes. Collectively, these qualitative data sources are invaluable in helping us evaluate our areas of need and drive meaningful improvements across our school.

Strengths

Our school is proud to uphold longstanding traditions that serve as a foundation for transparency and foster strong relationships within our community. These traditions are not merely ceremonial; they are integral to our identity and provide a consistent framework that encourages open communication and trust among students, parents, and staff. By maintaining these traditions, we ensure that everyone involved in our school community is aligned with our values and goals, creating a cohesive and supportive environment.

As a 6A campus, we are privileged to have many legacy families whose children progress through our feeder pattern. These families bring with them a deep understanding of our campus expectations and community standards, having experienced them firsthand over the years. This continuity not only strengthens the bond between the school and its families but also reinforces a shared commitment to excellence and mutual respect. The presence of legacy families enriches our school culture, as they contribute to a sense of continuity and pride that is passed down through generations.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Consistent communication amongst campus and community	Newsletter, Website and Thrillshare information

★ = 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] **District goals**
- [x] **Campus goals**
- [x] **HB3 CCMR goals**
- [x] **Campus/District improvement plans (current and prior years)**

Accountability Data

- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Results Driven Accountability (RDA)**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**
- [x] **PSAT**

- [x] **Grades that measure student performance based on the TEKS**
- [x] **Texas Success Initiative (TSI) data**
- [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] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**
- [x] **Gifted and talented data**
- [x] **Response to Intervention (RtI) student achievement data**
- [x] **Dual-credit and/or college prep course completion data**
- [x] **Graduation plan types**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Class size averages by grade and subject**
- [x] **Enrollment trends**
- [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] **Campus department and/or faculty meeting discussions and data**
- [x] **T-TESS data**

- [x] **Staff mobility/stability**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**
- [x] **Community service agencies and support services**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Technology and resource allocation data**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**
- [x] **Focus Group(s) data**

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

EHS will maintain an "A" Accountability Rating. From 2026 to 2027, EHS will maintain Designations and strive to achieve additional Designations through EOC results (Academic Achievements, Academic Growth, Closing the Gap) and Postsecondary Readiness.

Strategy's Expected Result/Impact: To continue to grow on the 94 rating and projected 95 for the current school year via intereventions and academic/data review.

Staff Responsible for Monitoring: Assistant Principal , Career and Technology Teacher(s) , Counselor , ESL Teacher(s) , Faculty and Staff , Instructional Coaches , Principal , Sp Ed Teacher(s) ,

Funding Sources: General supplies, reading material, workbooks, basic instructional accessories, toner, etc. Title I, Part A, $30,707

Formative Reviews

November	March	May

Performance Objective 2

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

Strategy 1

Work in collaboration via PLT's and Department meetings to monitor and intervene with ongoing data from EOC re-test, formal assessments and common assessments provided by the district.Teachers will identify students in need of intervention assistance. Students will be provided interventions throughout the year. Interventions will include small group teacher base, DELTA Math, IXL, Intersession, Academic Center and Summer School

Strategy's Expected Result/Impact: To demonstrate growth as it pertains to current ratings and students performance on Spring, Summer and Anticipated Fall EOC exams.

Staff Responsible for Monitoring: Assistant Principal , Faculty and Staff , Instructional Coaches , Instructional Technologists , Interventionist , Principal , Sp Ed Teacher(s) ,

Formative Reviews

November	March	May

Performance Objective 3

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

Strategy 1

EB students are enrolled in English I/II SOL, Sheltered Reading, English II Sheltered, and NELD Courses. Students will work on Computer-based programs: Summit K-12 and Achieve 300 to support reading, writing, listening, and speaking domains as it relates to EOC.

Strategy's Expected Result/Impact: Tailored intervention will support students in the PLD's and TELPAS exam. Interventions will support the growth in the 4 domains and EOC advancement.

Formative Reviews

November	March	May

Performance Objective 4

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

Strategy 1

EHS administration and counselors will work with Diagnosticians, Parents, and Teachers to identify SPED students able to earn an advanced degree plan and support each student with enrolling in secondary institutes.

Strategy's Expected Result/Impact: Via intervention and various methods of support, SPED students will maintain consistency and/or show growth towards EOC

Staff Responsible for Monitoring: Assistant Principal , Classroom Teacher(s) , Counselor , Principal , Sp Ed Teacher(s) , Diag

Formative Reviews

November	March	May

Performance Objective 5

Nine in ten students will graduate from high school in four, five, or six years

Strategy 1

Counselors and administration will make contact with students throughout year with senior interviews, failure meetings, and parent communication.

Strategy's Expected Result/Impact: Ensure the safeguards are made available to support the Senior students in graduating with in the elected timeline.

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

Formative Reviews

November	March	May

Performance Objective 6

Maintain an A rating on the percent of graduates who are considered college, career, or military ready as defined by state accountability

Strategy 1

Provide opportunities for students to take TSI throughout the year, SAT School Day, and PSAT School Day. Provide students tutoring opportunities for TSI and SAT through SHMOOP, Delta Math, IXL. A large contibution to our A rating comes via these tutoring opportunities and support in interventions.

Strategy's Expected Result/Impact: 40% of our accountability comes at the hands of CCMR. We track all of our CTE courses, our TSI and SAT and advanced classes.

Staff Responsible for Monitoring: Assistant Principal , Counselor , Faculty and Staff , Instructional Coaches , Principal

Formative Reviews

November	March	May

Performance Objective 7

Eight in ten graduates will be considered college ready as defined by state accountability

Strategy 1

Provide students with opportunities to take TSI, PSAT, SAT, ACT, ASVAB to prepare and be college, career or military ready. To include supplies, materials, technology to support/prepare requirements, career awareness, degree plans.

Strategy's Expected Result/Impact: 80% for CCMR is the target. Our goal is to exceed this percentage as it pertains to the college ready accountability measures.

Staff Responsible for Monitoring: Assistant Principal , Career and Technology Teacher(s) , Counselor , Principal

Formative Reviews

November	March	May

Performance Objective 8

Six in ten graduates will be considered career ready as defined by state accountability

Strategy 1

Provide students with opportunities to take TSI, PSAT, SAT, ACT, ASVAB to prepare and be college, career or military ready. To include supplies, materials, technology to support/prepare requirements, career awareness, degree plans.

Strategy's Expected Result/Impact: Providing support plans throughout the school year to ensure growth and sustainability in Career Ready opportunities. Consider60% or above as expected result.

Staff Responsible for Monitoring: Assistant Principal , Career and Technology Teacher(s) , Counselor , Principal

Formative Reviews

November	March	May

Performance Objective 9

One in six SPED students will earn an advanced degree upon graduation

Strategy 1

EHS administration and counselors will work with Diagnosticians, Parents, and Teachers to identify SPED students able to earn an advanced degree plan and support each student with enrolling in secondary institutes.

Strategy's Expected Result/Impact: Tracking and supporting students to receive an advanced degree upon graduation with enrolling in college and following up upon graduation,

Staff Responsible for Monitoring: Assistant Principal , Classroom Teacher(s) , Counselor , Principal , Sp Ed Teacher(s) ,

Formative Reviews

November	March	May

Performance Objective 10

One in three graduates will be considered college ready in both reading and math through the TS-A or the SAT assessments

Strategy 1

Provide opportunities for students to take TSI throughout the year, SAT School Day, and PSAT School Day. Provide students tutoring opportunities for TSI and SAT through No Red Ink, SHMOOP, Delta Math, IXL.

Strategy's Expected Result/Impact: Maintain the one in three graduates expectation and continue to improve on our percentage of 50%

Staff Responsible for Monitoring: Assistant Principal , Counselor , Faculty and Staff , Instructional Coaches , Principal ,

Formative Reviews

November	March	May

Performance Objective 11

One in three graduates will have earned college credits while in high school

Strategy 1

14 AP Courses & 5 Dual Credit Courses (w/ multiple sections of both) CTE/ 1 Section OnRamps of PreCal . Stud/parents invited to meetings to avoid dropping courses. Materials, supp, technology (scanners) to enhance and support program for students.

Strategy's Expected Result/Impact: Ensure that the alignement with post secondary readiness is there and students are reciving information early on advanced classes. Also support teachers teaching classes with ongoing professional development and resources.

Staff Responsible for Monitoring: Assistant Principal , Classroom Teacher(s) , Counselor , Principal

Formative Reviews

November	March	May

Performance Objective 12

Six in ten graduates will have earned an industry-based certification and complete a program of study while in high school.

Strategy 1

CTE teachers will provide opportunities to earn industry-based certifications using different software. Students will complete a certification through their POS.

Strategy's Expected Result/Impact: Our program is closely monitored by our staff to ensure students are receiving the IBC in more than one area as well as monitoring completers.

Staff Responsible for Monitoring: Assistant Principal , Career and Technology Teacher(s) , Counselor , Principal

Funding Sources: CTE-Material, gen. supplies, technology, software, equipment for Child Dev. & Robotics classes, testing materials for Law Enforcement, Staff Dev. training/ Workshops to support CTE instruction. State Career and Technical, $182,155

Formative Reviews

November	March	May

Performance Objective 13

One in ten SPED graduates will be considered college ready in both reading and math through the TSI-A or the SAT assessments

Strategy 1

EHS administration and counselors will work with Diagnosticians, Parents, and Teachers to identify SPED students able to earn an advanced degree plan and support each student with enrolling in secondary institutes via TSI-A and SAT Assessments

Strategy's Expected Result/Impact: Ensure that the alignment with post secondary readiness is there and students are reciving information early on as it relates to post seconday opportunities and TSI-A and SAT support via bootcamps, fall and spring and ongoing academic itervention. Also support teachers teaching classes with ongoing professional development and resources.

Staff Responsible for Monitoring: Assistant Principal , Classroom Teacher(s) , Counselor , Principa

Formative Reviews

November	March	May

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

Using the Employee Engagement Survey results, EHS will enhance the climate and culture and increase the school's overall mean (Items 1-14) of 4.0 through transparency, , employee recognition, and training to improve communication.

Strategy's Expected Result/Impact: To increase the results as we make our way back to 4.0 from 3.94

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Support Staff

Formative Reviews

November	March	May

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

Utilizing the Parent Satisfaction Survey results, EHS will continue to provide high-quality customer service and maintain/increase the overall mean of 4.12 through parent opportunities, transparency, and open-door policies.

Strategy's Expected Result/Impact: An expected increase with feedback relating to communication on the newsletter, recognition of all clubs and sponsors and continued collaboration in the feeder pattern.

Staff Responsible for Monitoring: Prinipal, Assistant Principal, Faculty and and support STaff

Formative Reviews

November	March	May

Performance Objective 3

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

Strategy 1

Parent presentations will be provided through Administration, CIS, Counseling Department, and the Go Center. Presentations will be on various topics to accommodate parent and student needs.

Strategy's Expected Result/Impact: Have more support and parental involvement to attract and gain community engagement.

Staff Responsible for Monitoring: Assistant Principal , Counselor , Faculty and Staff , Principal ,

Funding Sources: CIS Position for 2026-2027. Title I, Part A, $35,000, Parental Engagement, reading materials, supplies to support Parental meetings, printer/technology (toner), hospitality (snacks), bulk mail to parents. Title I, Part A, $10,376

Formative Reviews

November	March	May

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

Our campus provides **elective fairs at our feeder middle schools** to help students learn about the opportunities available at Eastwood before they arrive on campus. We also promote our programs and opportunities throughout the year using multiple communication platforms, including our **newsletter, social media, website, campus announcements, and Peachjar**. This multi-channel approach helps ensure students and families have consistent access to information and are aware of the many opportunities available to them.

Strategy's Expected Result/Impact: Continue healthy numbers in our 60 + programs we offer at Eastwood High School and maintain the 50%+ involvement

Staff Responsible for Monitoring: Principal, Sponsors, APs., Counselors, StuCo Directir

Formative Reviews

November	March	May

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

We work collaboratively with district initiatives and our budget clerk to develop a responsible and balanced budget that aligns resources with our campus instructional needs. **Weekly meetings with the Campus Leadership Committee (CLC)** provide opportunities for shared input and decision-making throughout the school year, including priorities related to academics, athletics, and fine arts. This collaborative approach helps ensure that available resources are allocated thoughtfully and support the needs and priorities of our entire campus community.

Strategy's Expected Result/Impact: To not exceed our allocated budget and maintain a properly balanced sequence of spending as it relates to the needs of the campus and instruction and athletics and extracurriculars.

Formative Reviews

November	March	May

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

By maintaining strong financial controls, consistent documentation, and campus-level accountability. Campus administration will work closely with the budget clerk and district personnel to ensure all purchasing, cash handling, inventory, and financial procedures are followed accurately and consistently. Regular reviews of campus accounts, purchase orders, inventory, and supporting documentation will be conducted to identify and address potential issues before they become findings.

Strategy's Expected Result/Impact: Communication amongst team members at the campus level to support all cash handlings.Working consistently and collaboratively to prevent and provide justification for all documentation.

Staff Responsible for Monitoring: Principal, Assistant Principal, Budget Clerk, Support STaff.

Formative Reviews

November	March	May

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 High School will maintain full compliance with all district and Texas School Safety Center requirements by ensuring **100% completion of all required safety drills and exercises** within established timelines. Campus administration will monitor completion, documentation, and staff participation throughout the school year. We will also conduct regular reviews of campus safety procedures and use the results of drills, exercises, and safety audits to identify and address areas for improvement. Our goal is to ensure **zero findings on the Intruder Detection Audit** while continuing to strengthen a culture of safety, preparedness, and vigilance across the campus.

Strategy's Expected Result/Impact: Completion of all drill and ensure audits are done with no findings.

Staff Responsible for Monitoring: Safety Coordinator, Security Officers, Administration

Formative Reviews

November	March	May

State Compensatory Education

State Compensatory

Budget for Eastwood High School

Total SCE Funds: $337,567.00

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

For CNA

In reviewing the **Spring 2026 Staff and Parent Survey**, the following needs will be communicated and addressed with faculty, staff, and parents.

Faculty and Staff

- Review survey results and identified needs during PLC meetings with Assistant Principals.
- Improve communication between administration, faculty, and staff.
- Provide professional development on gangs and drugs.
- Provide professional development on district guidelines for trips, travel, and club accounts.
- Increase recognition of faculty and staff for their dedication and support of students.
- Provide clear communication regarding EHS personnel needs.

Parents

- Improve communication between teachers and parents.
- Increase recognition of students who demonstrate achievement throughout the school year.

1.2 Location for Evidence of Multiple Meetings Held

We had our first meeting on September 10, 2026. Evidence of meeting is located in the 'Committee' section of the CIP.

and important updates are communicated to stakeholders through multiple platforms, including the **Eastwood website, Thrillshare messages, The Trooper Salute, social media outlets, and traditional communication posted throughout campus**. This multi-platform approach helps ensure that information is accessible and reaches our various stakeholder groups.

Stakeholders can also access the **Campus Improvement Plan (CIP)** and the **Instructional Resource Center (IRS)** for meeting agendas, updates, resources, timelines, and ongoing information. These centralized resources provide stakeholders with consistent access to current campus priorities, meeting information, and progress updates.

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

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

The development of our Schoolwide Campus Improvement Plan (CIP) is an iterative, year-long process anchored in continuous stakeholder feedback and data analysis. Beginning in the late spring and accelerating through the Beginning of Year (BOY) launch, campus leadership engages staff, parents, and community members in evaluating campus performance. Strategic planning occurs across four primary collaborative bodies:

- **Professional Learning Teams (PLTs) & Campus Leadership Committees (CLCs):** Bi-weekly and monthly sessions focused on unpacking academic rating data, student growth metrics, and instructional infrastructure needs.
- **Campus Enhancement & Instructional Council (CEIC):** Quarterly stakeholder meetings dedicated to aligning campus goals, mission, vision, safety protocols, and campus infrastructure with budget allocations.
- **BOY & Mid-Year Administrative Sessions:** Campus-wide planning meetings analyzing employee engagement survey results, parent/community survey feedback, and campus climate metrics.

2.2 Stakeholders 1114(b)(2)

Our campus includes staff, families, and community members in the Campus Improvement Plan development through quarterly CEIC meetings, PLT data reviews, and annual stakeholder surveys. Parents and community partners serve alongside teachers and administrative staff on the CEIC, where they review comprehensive needs assessment data, evaluate budget alignment, and refine campus goals. Feedback is actively solicited through digital parent/employee surveys, quarterly open discussions, and Title I family meetings. All input is analyzed to ensure our mission, vision, safety protocols, and academic strategies reflect our community's priorities. The official roster of stakeholders, along with dated sign-in sheets including names and specific stakeholder roles, is housed in our CIP container or in the TRS site on our campus website.

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

The Campus Improvement Plan is made readily available to district personnel, parents, and the broader public through a multi-platform communication strategy designed for clear comprehension and maximum reach. The complete plan is hosted digitally on the campus website.

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

Not applicable

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

Not applicable

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

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Program evaluation at Eastwood High School is an ongoing, data-driven process designed to measure the impact of our academic and culture initiatives. Campus leadership and the CEIC execute formal Formative Reviews semi-annually to monitor benchmark progress, with notes documented directly within the plan. In the spring, a final Summative Review is conducted to measure overall schoolwide plan effectiveness using EOC scores, interim checkpoints, attendance metrics, and stakeholder perception surveys. These summative findings serve as the baseline for the upcoming year's Comprehensive Needs Assessment (CNA). All supporting documentation—including agendas, sign-in sheets detailing

stakeholder roles, and data analysis records—is centrally maintained in the Main Office CEIC Compliance Binder and on the EHS Campus Admin Shared Drive.