# Ysleta Independent School District

# Eastwood Middle School

Accountability Rating: B

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

# 2026-2027 Campus Improvement Plan

Board Approval Date:
October 21, 2026

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# Mission Statement

Our mission is to create an innovative and engaging learning environment that fosters social, emotional, and academic growth, challenges all students to reach their highest potential, while utilizing critical thinking skills, and cultivates a passion for lifelong learning.

# Vision

Our vision is to provide a high-quality learning experience utilizing a comprehensive and inclusive curriculum that promotes social, emotional, and academic growth for all students while preparing them to become responsible and engaged community members.

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# Comprehensive Needs Assessment

# Demographics

## Summary

Eastwood Middle School boasts a substantial enrollment of 1246 students, with a diverse demographic composition that includes 95% non-Hispanic students, 3.6% White, 0.2% American Indian, 0.2% Asian, 0.1% Pacific Islander, and 0.3% identifying as two or more races. This diversity enriches our school community and provides a vibrant cultural tapestry that enhances the educational experience for all students.

A significant portion of our student body, 60.7%, is economically disadvantaged, which underscores the importance of providing equitable resources and support to ensure all students have the opportunity to succeed. Additionally, 16.1% of our students are in special education programs, and 15.5% are emergent bilinguals, highlighting our commitment to inclusivity and tailored educational strategies to meet diverse learning needs.

With a student-to-teacher ratio of 16.2, Eastwood Middle School is staffed by 110.6 full-time professionals, including 77 full-time teachers who earn an average salary of $68,944. Our teaching staff is experienced, with only 1.3% being beginners, while the majority have between 6 to 30 years of experience, ensuring that our students benefit from seasoned educators who bring a wealth of knowledge and expertise to the classroom.

Eastwood Middle School is rich in tradition and serves as a hub for legacy students, with over 700 transfer students being children or grandchildren of former Eastwood community members. This strong sense of heritage enhances the school's culture, fostering a deep-rooted connection to the community and a shared commitment to educational excellence.

Our dedication to excellence is evident in our students' participation and success in various extracurricular activities, including athletics, fine arts, science fairs, and UIL competitions. As the largest middle school in the Ysleta Independent School District, Eastwood Middle School stands as a beacon of educational success and community pride, consistently ranking among the top-performing middle schools in the region.

The school maintains a commendable attendance rate of 94.8%, reflecting the commitment of our students and families to education and the supportive environment fostered by our dedicated staff. This high attendance rate is a testament to the engaging and nurturing atmosphere at Eastwood Middle School, where students are encouraged to thrive academically and personally.

## Strengths

(whats great about demographic strenghts use AI)

Eastwood Middle School is a vibrant and diverse educational institution with an enrollment of 1246 students, predominantly comprising 95% non-Hispanic students, alongside a small representation of White, American Indian, Asian, Pacific Islander, and students of two or more races. This diversity enriches our school community, fostering an inclusive environment where students from various backgrounds can learn from one another and grow together. With 60.7% of our students being economically disadvantaged, we are committed to providing equitable opportunities and resources to ensure that every student has the support they need to succeed. Additionally, our school serves 16.1% of students in special education and 15.5% who are emergent bilinguals, highlighting our dedication to catering to a wide range of learning needs and linguistic backgrounds.

Our school boasts a favorable student-to-teacher ratio of 16.2 students per teacher, supported by 110.6 full-time staff members, including 77 full-time teachers. This allows for more personalized attention and tailored instruction, which is crucial for fostering academic growth and development. The average teacher salary of $68,944 reflects our commitment to attracting and retaining high-quality educators. Our teaching staff is experienced, with only 1.3% being beginners, and a significant portion having over a decade of experience, ensuring that our students benefit from seasoned professionals who bring a wealth of knowledge and expertise to the classroom.

Eastwood Middle School is rich in tradition and serves as a hub for legacy students, with over 700 transfer students being children or grandchildren of former Eastwood community members. This strong sense of heritage enhances the school's culture, creating a tight-knit community that values its history and looks forward to building on its legacy. Our dedication to excellence is evident in our students' participation and success in various extracurricular activities, including athletics, fine arts, science fairs, and UIL

competitions. As the largest middle school in the Ysleta Independent School District, Eastwood Middle School stands as a beacon of educational success and community pride, consistently ranking among the top-performing middle schools in the region.

# Problem Statements Identifying Demographics Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | At 94.8%, student attendance remains 0.2 percentage points below the 95.0% campus goal, highlighting the need for proactive attendance tracking routines and stronger home-school communication channels. | The 0.2 percentage point gap in overall attendance is driven by an uncoordinated campus-wide incentive structure and a lack of targeted, positive reinforcement programs for at-risk demographic subgroups. |

★ = Priority

# Student Learning

## Summary

Our STAAR performance data indicates that 82% of our students are approaching grade level overall, with particularly strong results in Reading at 89% and Social Studies at 87%. While Math is slightly lower at 78%, these figures demonstrate a solid foundation across core subjects, reflecting our commitment to providing a comprehensive education that meets the diverse needs of our students.

In terms of meeting grade level expectations, 58% of our students have achieved this benchmark overall. Notably, Reading leads with 68%, followed by Science at 61%, Math at 53%, and Social Studies at 43%. These results highlight areas of strength and also point to opportunities for targeted interventions, particularly in Social Studies, to ensure all students are supported in reaching their full potential.

When examining mastery of grade level content, 29% of our students have achieved this distinction overall. Reading again stands out with 38% of students mastering the material, while Math and Social Studies show room for growth at 21% and 24%, respectively. These figures underscore the importance of continuing to challenge our students and provide them with the resources necessary to excel.

Our STAAR Academic Growth score of 71% and accelerated learning rate of 50% are indicative of the progress our students are making over time. This growth is a testament to the dedication of our educators and the effectiveness of our instructional strategies in fostering an environment where students can thrive and advance academically.

The STAAR Relative Performance score of 90 on the scale reflects our school's ability to perform well in comparison to similar schools, showcasing our commitment to maintaining high standards and achieving excellence in education.

Our Student Achievement score of 86, School Progress score of 90, and Closing Gaps score of 88 collectively demonstrate our school's success in not only achieving academic excellence but also in ensuring equitable progress for all students. These scores reflect our ongoing efforts to address and bridge any disparities in student performance.

We are proud to have earned five distinctions, including Academic Achievement in Reading Language Arts and Social Studies, Top 25% Comparative Academic Growth, Postsecondary Readiness, and Top 25% Comparative Closing the Gaps. These accolades are a reflection of our school's dedication to academic excellence and our commitment to preparing students for future success in their educational and career endeavors.

## Strengths

Our school's STAAR performance demonstrates a commendable level of achievement, with 82% of our students approaching grade level overall. Notably, 89% of our students are approaching grade level in Reading, which reflects our strong emphasis on literacy and comprehension skills. In Math, 78% of students are approaching grade level, indicating a solid foundation in numerical and problem-solving abilities. Additionally, 87% of students are approaching grade level in Social Studies, showcasing their understanding of historical and societal concepts.

When examining the percentage of students meeting grade level expectations, we see that 58% of our students meet the overall grade level standard. In Reading, 68% of students meet grade level, underscoring our effective reading programs and instructional strategies. In Math, 53% of students meet grade level, which highlights our ongoing efforts to strengthen mathematical reasoning and application. Science sees 61% of students meeting grade level, reflecting our commitment to fostering scientific inquiry and exploration. In Social Studies, 43% of students meet grade level, which we recognize as an area for continued growth and development.

Our students' mastery of grade level content is also noteworthy, with 29% achieving mastery overall. In Reading, 38% of students demonstrate mastery, a testament to our rigorous curriculum and dedicated teaching staff. In Math, 21% of students achieve mastery, indicating areas where we can further enhance our instructional approaches. Social Studies sees 24% of students mastering the content, which we aim to build upon through targeted interventions and enriched learning experiences. These scores are above district levels and contribute to our overall TEA rating of 89, reflecting the high standards and quality of education we strive to provide.

# Problem Statements Identifying Student Learning Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Seventh-grade mathematics growth performance trails the district average by 7 percentage points (Campus 36%, District 43%), highlighting a critical gap in Tier 1 differentiated instruction and targeted intervention needed to sustain expected academic growth. | The 7 percentage point growth gap in 7th-grade mathematics stems from the absence of a systematic post-data-meeting follow-up process, preventing instructional leaders and teachers from tracking the fidelity, execution, and effectiveness of agreed-upon reteach strategies. |
| 2 | Eighth-grade social studies student achievement falls short of the district 90/60/30 performance benchmarks (90% Approaches, 60% Meets, 30% Masters), demonstrating a critical gap in instructional rigor and alignment required for high-level content mastery. | The failure to meet the 90/60/30 performance expectation in 8th-grade social studies stems from PLT data protocols that focus on high-level scores rather than detailed skill-level analysis, combined with an absence of team accountability structures to ensure planned instructional adjustments are implemented with fidelity. |
| 3 | Sixth-grade mathematics growth performance trails the district average by 9 percentage points (Campus: 40%, District: 49%), signaling a critical deficit in Tier 1 foundational instruction and targeted acceleration required to achieve expected student growth targets. | The 9 percentage point growth gap in 6th-grade mathematics stems from an absence of structured performance monitoring and progress-tracking frameworks, resulting in inconsistent fidelity to Tier 1 instructional pacing and growth-focused intervention strategies across classrooms. |

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# School Processes & Programs

## Summary

Our school has made significant strides in refining Tier 1 instruction by utilizing data-driven approaches to ensure that all students receive high-quality education tailored to their needs. We have implemented targeted interventions during the Advisory period and offer additional support through tutoring sessions before and after school. Our Learning Lab provides a dedicated space for students to enhance their learning, while our Gifted and Talented program challenges advanced learners. We also prioritize physical education and wellness, offering courses that promote healthy lifestyles. Our College and Career Readiness courses prepare students for future success, and we provide specialized support for students with dyslexia and those in special education, both in dedicated classrooms and through in-class support. Our ESL courses support English language learners, and we offer a diverse range of electives, including Robotics, Fine Arts, and Languages Other Than English (LOTE). Advanced courses such as Pre-AP/Algebra and other advanced math courses are available to challenge students academically.

We have adopted High-Quality Instructional Materials (HQIM) like STEMscopes and Study Sync, which enhance our science curriculum with 40% lab-based learning. Interactive student notebooks and data trackers are used by both students and educators to monitor progress and set goals. The Summit K-12 program supports English learners, while balanced literacy approaches in reading instruction, such as Talk Read Talk Write, foster comprehensive literacy skills.

Our staff comprises highly qualified educators, including CTE educators, specialized and trained staff, paraeducators, and special education teachers and aides. We are committed to professional development, with our professional learning teams following best practices from Solution Tree training. Regular planning periods, weekly instructional learning team meetings, bi-monthly administrative meetings, and walkthroughs/learning walks ensure continuous improvement and collaboration among staff.

To encourage consistent attendance, we have implemented attendance incentives that motivate students to attend school regularly. We also hold Title 1 meetings to engage with our community and ensure that we are meeting the needs of all students. Parent conferences are an integral part of our communication strategy, allowing us to work closely with families to support student success.

## Strengths

At our school, we prioritize Tier 1 instruction by employing data-driven approaches to ensure that every student receives a high-quality education tailored to their individual needs. By analyzing student performance data, we can adapt our teaching strategies to better support each learner, ensuring that no student is left behind. This commitment to personalized education is further reinforced through targeted interventions during the Advisory period, where students receive additional support to address specific academic challenges.

To further bolster student success, we offer tutoring sessions both before and after school. These sessions provide students with the opportunity to receive one-on-one or small group assistance, allowing them to deepen their understanding of the material and improve their academic performance. Additionally, our Learning Lab offers a dedicated space for students to engage in focused learning activities, while our Gifted and Talented program challenges advanced learners with enriched educational experiences.

We recognize the importance of physical education and wellness in promoting healthy lifestyles among our students. Our curriculum includes courses designed to encourage physical activity and teach students about the benefits of maintaining a healthy lifestyle. Furthermore, our College and Career Readiness courses prepare students for life beyond high school, equipping them with the skills and knowledge necessary to succeed in higher education and the workforce.

Our school is committed to supporting students with dyslexia and those in special education through both dedicated classrooms and in-class support. By providing tailored instruction and resources, we ensure that these students have the tools they need to thrive academically. Our ESL courses are designed to support English language learners, helping them to develop their language skills and succeed in all areas of their education.

We offer a diverse range of courses, including Robotics, Fine Arts, and Languages Other Than English (LOTE), to provide students with a well-rounded education. Our advanced courses, such as Pre-AP/Algebra and other advanced math courses, challenge students to reach their full potential and prepare them for future academic pursuits.

To enhance the learning experience, we utilize High-Quality Instructional Materials (HQIM) like STEMscopes and Study Sync, which incorporate 40% lab-based learning. This hands-on approach allows students to engage with the material in a meaningful way, fostering a deeper understanding of complex concepts. Interactive student notebooks and data trackers are used by both students and educators to monitor progress and set goals, ensuring that learning is both dynamic and measurable.

The Summit K-12 program supports English learners by providing targeted instruction and resources to help them achieve language proficiency. Our balanced literacy approach, which includes Talk Read Talk Write, encourages students to develop strong reading, writing, and communication skills, laying the foundation for lifelong learning and success.

# Problem Statements Identifying School Processes & Programs Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Professional Learning Teams (PLTs) lack a standardized, consistent process for using Common Formative Assessment (CFA) and Check for Understanding (CFU) data to drive daily instruction, resulting in variable reteach execution and unaddressed learning gaps across classrooms. | The inconsistent use of CFA and CFU data stems from the campus being in the initial adoption phase of the Solution Tree PLC framework, where PLTs are still developing fluency with new protocols and lack standardized guidelines for translating data insights into daily reteach plans. |

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# Perceptions

## Summary

As part of our commitment to continuous improvement and fostering a positive school environment, we conduct Parent Satisfaction Surveys and Employee Engagement Surveys annually. This year, the Parent Satisfaction Survey yielded an overall score of 4.16, surpassing our benchmark of 4. This indicates a strong level of satisfaction among parents regarding the services and educational experiences we provide. However, the Employee Engagement Survey resulted in a score of 3.82, highlighting areas where we can enhance our support and engagement strategies for our staff to ensure a more fulfilling work environment.

To support our school community and enhance communication and collaboration, we offer a variety of programs and meetings. These include CEIC Meetings, Title 1 Meetings, and Parent Conferences each semester, which provide platforms for parents and staff to engage in meaningful dialogue about student progress and school initiatives. Our Campus Leadership Committee and Campus Culture Committee work diligently to foster a positive and inclusive school culture, while our Community In School Coordinators play a crucial role in connecting families with resources and support.

We also have School Learning Teams and Professional Learning Teams (PLT) that focus on continuous professional development and instructional improvement. Events such as HB5 Night, the Fall Fine Arts Showcase, and the STEM Showcase offer students opportunities to display their talents and achievements, fostering a sense of pride and community involvement. Additionally, we utilize various communication tools, including Social Media Accounts, Thrillshare, Class Dojo, and Google Classroom, to keep our school community informed and engaged with the latest news and updates.

## Strengths

Our school takes immense pride in fostering an environment where families feel they are treated with respect. This mutual respect is foundational to building strong relationships between the school and the community, ensuring that parents feel valued and heard. It is gratifying to know that parents have a clear understanding of student learning goals, which reflects our commitment to transparent communication and collaborative educational planning. This understanding empowers parents to actively participate in their children's educational journey, reinforcing the partnership between home and school. Furthermore, parents feeling informed is a testament to our effective communication strategies, which keep families updated and engaged with school activities and student progress.

The cleanliness and maintenance of our school grounds are a priority, as they contribute to a safe and welcoming environment for students, staff, and visitors. Well-maintained facilities not only enhance the aesthetic appeal of our campus but also reflect our dedication to providing a conducive learning environment. Our reputation as a highly recommended school, evidenced by over 700 transfer students, speaks volumes about the quality of education and community we offer. This influx of students from other areas highlights the trust and confidence families place in our school to provide exceptional educational experiences.

From the perspective of our dedicated staff, it is heartening to know that employees feel their work positively impacts the success of both the school and the district. This sense of purpose and contribution is crucial in maintaining high morale and motivation among our team. Employees' belief in the meaningfulness of their work underscores their commitment to nurturing student growth and achievement. By demonstrating district values, our staff exemplifies the principles that guide our educational mission, fostering a cohesive and supportive school culture. Additionally, the clear understanding of district goals and expectations among employees ensures alignment and focus, enabling us to work collaboratively towards common objectives and achieve excellence in education.

# Problem Statements Identifying Perceptions Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Staff perception data reflects a highly invested, growth-minded educator community that actively seeks structured recognition, actionable instructional feedback, and meaningful opportunities to contribute to campus decision-making. | The staff perception gap in recognition, feedback, and shared decision-making stems from the irregular execution of feedback routines, recognition protocols, and collaborative forums, preventing these processes from operating as predictable campus systems. |

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# 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**

## 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] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Observation Survey results**

## Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**

## Student Data: Behavior and Other Indicators

- [x] **Attendance data**

## Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**

## Parent/Community Data

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

## Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Study of best practices and high yield strategies**
- [x] **Technology and resource allocation 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

To ensure that every student has selected an endorsement and pathway, Counselors will meet with 8th grade students in their Advisory classes. Students will select courses for 9th grade in alignment with their pathway and support their endorsement.

**Strategy's Expected Result/Impact:** All students select an endorsement: CCR Class/ Lesson; HB5 Night with EHS will allow students to chose their endorsement

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

#### Formative Reviews

| November | March | May |
|---|---|---|

### Strategy 2

All 6th & 7th grade students will participate in PE/Wellness. All students will be tested in different components of the FitnessGram, with a goal of increasing each component's average for EMS students by 2%.

**Strategy's Expected Result/Impact:** Lesson will be given to work on and improve overall student fitness; Data files will be kept for student performance

**Staff Responsible for Monitoring:** Assistant Principal, PE Teachers, Principal

#### Formative Reviews

| November | March | May |
|---|---|---|

### Strategy 3

Technology programs and equipment will be used to supplement the curriculum in different content areas. The Engage Me 1-to-1 initiative for devices allows teachers to utilize Google classroom and extensions to supplement instruction

**Staff Responsible for Monitoring:** Director of Innovative Technology

### Formative Reviews

| November | March | May |
|---|---|---|

## Strategy 4

Allocate funding for salaries and benefits for CTE teachers in order to provide daily instructional support for students

**Staff Responsible for Monitoring:** Chief Human Capital Management Officer , Director of Federal and State Programs

### Formative Reviews

| November | March | May |
|---|---|---|

## Strategy 5

Allocate funding for salaries, benefits and supplemental assignment pay for ESL & Dual Language teachers in order to provide daily instructional support for students

**Staff Responsible for Monitoring:** Chief Human Capital Management Officer , Director of Federal and State Programs

### Formative Reviews

| November | March | May |
|---|---|---|

## Strategy 6

Allocate funding for supplemental assignment pay, salaries, and benefits for teachers funded by State Compensatory monies in order to provide daily instructional support for students

**Staff Responsible for Monitoring:** Chief Human Capital Management Officer, Director of Federal and State Programs, Principal

### Formative Reviews

| November | March | May |
|---|---|---|

## Strategy 7

Allocate funding for salaries and benefits for teachers funded by Title 1 monies in order to provide daily instructional support for students

**Staff Responsible for Monitoring:** Chief Human Capital Management Officer, Director of Federal and State Programs

### Formative Reviews

| November | March | May |
|---|---|---|

## Strategy 8

Provide S.E.E. tutors to support small group intervention and/or push-in support for students who did not pass or take the previous year's Reading and/or Math STAAR assessment

**Staff Responsible for Monitoring:** Assistant Principal , Chief Human Capital Management Officer, Director of Federal and State Programs, InstructionalCoaches, Principal

### Formative Reviews

| November | March | May |
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## Strategy 9

Fund positions for the campus librarian and one math teacher

**Staff Responsible for Monitoring:** Chief Human Capital Management Officer , Director of Federal and State Programs

### Formative Reviews

| November | March | May |
|---|---|---|

## Strategy 10

Fund positions for campus counselors, campus nurse, and campus interventionists (dyslexia teacher).

**Staff Responsible for Monitoring:** Chief Human Capital Management Officer, Director of Federal and State Programs

### Formative Reviews

| November | March | May |
|---|---|---|

## Strategy 11

Purchase instructional supplies and Robotics entry fees for CTE courses.

**Staff Responsible for Monitoring:** Career and TechnologyTeacher(s)

### Formative Reviews

| November | March | May |
|---|---|---|

## Strategy 12

Allocate funding for salaries, benefits, and supplemental assignment pay for Special Education teachers, paraprofessionals, and speech therapist in order to provide daily instructional support for students

**Staff Responsible for Monitoring:** Chief Human Capital Management Officer , Director of Federal and State Programs, Principal

### Formative Reviews

| November | March | May |
|---|---|---|

## Strategy 13

We have enrolled 133 students in Pre-AP Algebra I, which is approximately 30% of our 8th grade population.

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

### Formative Reviews

| November | March | May |
|---|---|---|

## Strategy 14

Provide extended day instruction and STAAR review opportunities to assist students at-risk of failing.

**Staff Responsible for Monitoring:** All , At Risk , Sp Ed

### Formative Reviews

| November | March | May |
|---|---|---|

## Strategy 15

Provide supplemental math materials, manipulatives, technology that focuses on our lowest performing concepts from the previous year's state assessment.

**Staff Responsible for Monitoring:** Classroom Teacher

### Formative Reviews

| November | March | May |
|---|---|---|

## Strategy 16

Science teachers will utilize various instructional resources (text, technology, paper, manipulatives, etc.) in science classes. Lessons and activities will be integrated into lesson plans.

**Staff Responsible for Monitoring:** Classroom Teachers

### Formative Reviews

| November | March | May |
|---|---|---|

## Performance Objective 2

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

### Strategy 1

Provide extended day instruction
and STAAR review opportunities
to assist students at-risk of failing.

**Staff Responsible for Monitoring:** Assistant Principal , Classroom Teacher(s), ESL Teacher(s) , Grade Level Teachers ,Instructional Coaches , Part-time tutors , Principal

### Formative Reviews

| November | March | May |
|---|---|---|

### Strategy 2

Students and teachers will track their performance on grades and assessments throughout the school year to determine their growth trend. Teachers will provide additional instructional support to ensure that all students grow.

**Staff Responsible for Monitoring:** Faculty and Staff

### Formative Reviews

| November | March | May |
|---|---|---|

## Performance Objective 3

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

## Strategy 1

Provide extended day instruction and STAAR review opportunities to assist any students.

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

### Formative Reviews

| November | March | May |
|---|---|---|

## Strategy 2

Supplement classroom instruction with Interactive Student Notebooks (ISNs) and ISN supplies for use in the classroom and additional classroom reading materials.

**Staff Responsible for Monitoring:** ClassroomTeacher(s)

### Formative Reviews

| November | March | May |
|---|---|---|

## Strategy 3

English Language Arts & Reading teachers will integrate Balanced Literacy into their lessons. Additional reading materials will be used to supplement instruction

**Staff Responsible for Monitoring:** Classroom Teacher(s

### Formative Reviews

| November | March | May |
|---|---|---|

## Strategy 4

Provide opportunities for teachers to collaboratively analyze data, review student outcomes and products, and to plan instruction that address concepts with which students struggle.

**Staff Responsible for Monitoring:** Classroom Teacher(s)

### Formative Reviews

| November | March | May |
|---|---|---|

## Strategy 5

Students will experience 40% of their classroom instruction as hands-on lab instruction, as specified by the Texas Education Agency.

**Staff Responsible for Monitoring:** Faculty and Staff

### Formative Reviews

| November | March | May |
|---|---|---|

## Performance Objective 4

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

## Strategy 1

Provide explicit opportunities for EB students to practice and measure their progress toward English proficiency as outlined by the grade-level specific Performance Level Descriptors for Listening, Speaking, Reading, and Writing.

**Staff Responsible for Monitoring:** Assistant Principal , ESL Teacher(s) , Principal ,

### Formative Reviews

| November | March | May |
|---|---|---|

## Performance Objective 5

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

## Strategy 1

Allocate funding for salaries, benefits, and supplemental
assignment pay for Special Education teachers, paraprofessionals, and speech therapist in order to provide daily
instructional support for students

**Staff Responsible for Monitoring:** Chief Human Capital Management Officer , Director of Federal and State Programs , Principal ,

### 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

Collaborate as needed with the Campus Culture Committee (CLC) consisting of staff and admin. We will gather data, input, and feedback, and act upon that information to improve our campus & provide support
to students.

#### Formative Reviews

| November | March | May |
|---|---|---|

### Strategy 2

All employees will be encouraged to participate in the Employee Engagement Survey as distributed by YISD.

#### Formative Reviews

| November | March | May |
|---|---|---|

### Strategy 3

Increase collaboration and empower teachers through our CEIC committee, our Campus Culture Committee (CLC),and our Professional Learning Teams (PLTs).

#### 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

Provide opportunities for students and parents to meet with Advanced courses and Algebra I teachers to review and
learn about the expectations of the Advanced and Pre-AP courses.

**Formative Reviews**

| November | March | May |
|---|---|---|

### Strategy 2

Increase positive communication between home and school via Google classroom, Class Dojo, Thrillshare email & call outs, weekly campus newsletters, campus website, campus social media accounts, and positive phone calls home.

**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

Fund two Communities in School Coordinators to assist with meeting student need that extend beyond the regular campus capabilities.

**Funding Sources:** CIS Contract Title I, Part A, $35,000

**Formative Reviews**

| November | March | May |
|---|---|---|

### Strategy 2

Provide opportunities for parent involvement like Title 1 night, Parent Conference Night, Academic Information Nights, EB parent Night, HB5 Information Night, STEM Showcase, Harvest of the Arts, Grandparents day, and Region 19 Parent conference.

**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

To ensure at least 50% of the student population is involved in an academic, athletic, fine arts, leadership, or volunteer extracurricular activity, the school will execute a strategy strictly centered on the following required components: Physical Education Required course provided for all 6th and 7th grade students, Intramural play opportunities offered specifically for 6th grade students, every student receives a direct choice of a Fine Arts elective course, STEM classes offered within the schedule to drive academic engagement, Student Council made available for student leadership involvement, and student clubs provided, including yearbook, to support service and project-based interest.

**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

Campus budget will be created based on campus data and needs assessment and reviewed regularly by Administration and Budget Clerk for compliance and possible necessary revisions.

**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

Campus will implement internal controls strategy focused on preventive training, standardized procedures, and routine self-audits to include financial cash handling compliance, inventory of campus assets, and purchasing compliance.

**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

Our Emergency Operations Plan (EOP) will be reviewed by the campus safety coordinator and adjusted accordingly. Fire drill, lockdown, lockout, evacuation, shelter, and daily school safety procedures will be clearly communicated and followed by all.

### Formative Reviews

| November | March | May |
|---|---|---|

# State Compensatory Education

# State Compensatory

## Budget for Eastwood Middle School

**Total SCE Funds:** $252,716.00

**Total FTEs Funded by SCE:** 3

**Brief Description of SCE Services and/or Programs**

Salaries

# Title I Summary

# Title I

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

### 1.1 Description of CNA Process

The site-based decision-making team looked at last year's program evaluations, survey results and the following data: STAAR Closing the GapsSTAAR School ProgressState of Texas Assessments and Academic Readiness (STAAR).

### 1.2 Location for Evidence of Multiple Meetings Held

The  CEIC Committee meets four times a year.  The meetings for the year began in August 26th, 2026 and will continue throughout the academic school year.  Meeting agendas, dates, minutes, and sign in sheets uploaded to the Committee Section of the CIP.

## 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 creation process for the Campus Improvement Plan (CIP) officially began in July. On August 26th, the Campus Educational Improvement Committee (CEIC) convened to continue this ongoing development process. During the meeting, committee members reviewed existing plan items and provided additional elaboration to ensure all campus needs were thoroughly documented and addressed.

### 2.2 Stakeholders 1114(b)(2)

The CEIC convened to review shared campus goals and determine how the Campus Improvement Plan (CIP) will directly address these priorities. Supporting documentation, including the meeting agenda and sign-in sheets, and committee members are provided within the CIP Committee Section.

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

Plan is viewable on our district website both in Spanish and English.

### 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

All of the evidence of our evaluations are in the committee section of the CIP. All evidence can be found in formative and summative evaluations and minutes of the CEIC meetings.

# Plan Notes

# Plan Notes

sticky notes section