Ysleta Independent School District

Eastwood Knolls International School

Accountability Rating: A

Distinction Designation:
Academic Achievement in Social Studies, Top 25 Percent: Comparative Academic Growth, Postsecondary Readiness

2026-2027 Campus Improvement Plan

Board Approval Date:
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Mission Statement

Our mission at Eastwood Knoll International School is to provide a safe, inclusive learning environment where every student is valued, respected, and supported. We aim to cultivate each child's intellectual, social, physical and moral development in an academic rich setting with the support of parents and community.

Vision

Our vision at Eastwood Knolls International School is to empower students to become independent lifelong learners and contribute to a global society by maintaining high academic standards and reinforcing our core values.

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Comprehensive Needs Assessment

Demographics

Summary

Eastwood Knolls International School serves a diverse student population with a total enrollment of 788 students. The campus is predominantly Hispanic, representing 94.8% of the student body, followed by White students at 3.4%, Asian students at 0.9%, African American students at 0.5%, Pacific Islander students at 0.3%, and students identifying as two or more races at 0.1%; American Indian students represent 0%. In addition, 55.3% of students are identified as economically disadvantaged, highlighting the importance of providing equitable access to academic resources, enrichment opportunities, and student supports. The campus also serves a variety of instructional needs, with 12.3% of students receiving Special Education services and 21.6% identified as Emergent Bilingual/English Learners. These demographics reflect a culturally and linguistically rich school community and reinforce Eastwood Knolls' commitment to providing high-quality, differentiated instruction and supportive learning experiences that address the academic, linguistic, social, and emotional needs of every student. The percentages shown also align with the Texas Education Agency's 2025 School Report Card for Eastwood Knolls.

Strengths

The demographics of Eastwood Knolls reflect a culturally and linguistically rich school community that provides many strengths for student learning. Our diverse student population, including our Emergent Bilingual students and students with varying academic and learning needs, creates opportunities to celebrate different perspectives, languages, and experiences. This diversity strengthens our commitment to inclusive practices, differentiated instruction, and equitable opportunities for all students while fostering a strong sense of belonging and community. Together, these strengths contribute to a learning environment where every student can grow, achieve, and succeed.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	attendance has decreased, Increase student attendance by .5%	High number of absences

★ = Priority

Student Learning

Summary

Eastwood Knolls demonstrated **strong overall academic performance**, earning an **A rating with an overall scaled score of 92**. The campus earned an **A in all three accountability domains**, reflecting strong student achievement, academic growth, and progress toward closing achievement gaps.

Student Achievement was a significant strength, earning a **scaled score of 93** and accounting for **70% of the overall rating**. The campus STAAR Performance component score was **71**, which translated to a scaled score of 93. While overall achievement remains strong, continued attention to increasing the percentage of students reaching higher levels of mastery will provide an opportunity for further improvement.

School Progress also demonstrated strong performance with a **scaled score of 91 and an A rating**. Academic Growth earned a component score of **82 and a scaled score of 91**, indicating that students are making meaningful year-to-year academic progress. Relative Performance also earned a **scaled score of 91**, demonstrating strong campus performance when considered in relation to the campus economically disadvantaged population of **40%**.

Closing the Gaps earned a component score of **75**, resulting in a **scaled score of 90 and an A rating**. Although this reflects strong overall performance, this domain represents an important area for continued focus. Intentional monitoring of student groups, targeted intervention, and differentiated Tier 1 instruction will be important to ensure all student populations demonstrate growth and achievement.

The campus earned **three Distinction Designations**:

- **Academic Achievement in Social Studies**
- **Top 25%: Comparative Academic Growth**
- **Postsecondary Readiness**

The campus did not earn distinctions in **Reading/Language Arts, Mathematics, Science, or Top 25%: Comparative Closing the Gaps**. These areas provide opportunities for targeted improvement, particularly through strengthening Tier 1 instruction, increasing student mastery, monitoring progress by student group, and using data to make timely instructional adjustments.

Overall, the data reflects a **high-performing campus with strong achievement and academic growth**. The campus was **not identified for Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support**. Moving forward, the priority will be to maintain the strong **A rating** while strategically addressing opportunities in **Reading/ Language Arts, Mathematics, Science, and Closing the Gaps**. Building upon the campus's strength in academic growth while increasing the number of students reaching higher levels of achievement will help continue moving the campus forward.

Strengths

Eastwood Knolls demonstrates a strong culture of academic achievement and student growth, as evidenced by an overall A rating of 92 and A ratings across all three accountability domains. Student Achievement, Academic Growth, and Relative Performance are notable strengths, while the Top 25% Comparative Academic Growth distinction demonstrates the campus's effectiveness in moving students academically. The Social Studies and Postsecondary Readiness distinctions further highlight successful instructional practices and preparation for future academic success. These results provide a strong foundation upon which the campus can continue to increase student mastery and close achievement gaps across all content areas.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Increase the 3rd - 5th grade math meets and masters	Rigor of the TEKS is not aligned to daily assignments/lessons
2 ★	Increase the growth of students in 7th grade math meets and masters	Rigor of the TEKS is not aligned to daily assignments/lesson
3 ★	Increase our TELPAS growth with EB Students	Speaking and Writing are areas in need of improvement

★ = Priority

School Processes & Programs

Summary

The current sources for Eastwood Knolls International School contain very limited details on these specific areas. Here is what is available in your current material:

Programs and Curriculum

- While there is no comprehensive curriculum guide, the sources highlight a few specific programs and academic achievements:
- **STEM and Science:** The school has active middle school science teams that compete and place in the **Ysleta ISD Science Fair**.
- **Fine Arts:** There is a **Theater Class** which recently staged a performance of *Trial of the Wicked Witch*.
- **Reading Instruction:** Teachers participate in professional development, such as the **West Texas Reading Symposium**, to implement new reading strategies in their classrooms.
- **Special Programs:** An Eastwood Knolls teacher was selected alongside an Eastwood High School student for a prestigious national program (the Albert program).

The sources do **not** cover the school-level decision-making process, such as site-based committees, parent-teacher associations (PTA), or administrative policies. They only provide links to general **district accountability** and **financial transparency** pages.

Sports

The sources do **not** mention any sports, athletic programs, or physical education options offered specifically at Eastwood Knolls. The only sports news in the sources concerns high school boys' soccer teams within the broader Ysleta ISD district.

Strengths

At EKIS we have seen an increase in caring and collaboration amongst our faculty and staff. We have seen an increase in capacity building and sharing our knowledge to help each other and help our students learn and grow both academically and socially and emotionally. We have seen our teachers grow in the ability to integrate online and face to face instruction and online resources meeting the varied needs of our students. Eastwood Knolls offers a K-8 Dual Language program. Students in the dual program learn English, Spanish and Mandarin Chinese. EKIS offers AP/Dual classes for students in 6th - 8th grade. EKIS has partnered with UTEP to host the UTEP Residents for individuals looking to receive their Alternative Certification in the field of education. This new model provided these candidates the opportunity to complete a full year residency at Eastwood Knolls gaining the experience inside the classroom.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	School has established instructional processes and programs to support student achievement, implementation and monitoring are not yet consistently aligned across all grade levels and content areas	Campus-wide instructional systems and expectations have not been consistently implemented, monitored, and reinforced across all grade levels and content areas.

★ = Priority

Perceptions

Summary

Eastwood Knolls is strengthened by a **positive, welcoming, and inclusive culture** shared by both employees and community stakeholders. Faculty and staff demonstrate a strong commitment to ensuring that every student and family feels valued, respected, and supported, regardless of background, language, or individual need. Our families and community partners share this commitment and actively contribute to a school environment built on collaboration, mutual respect, and a sense of belonging. This collective partnership helps create a supportive school community where **all students are welcomed, celebrated, and provided opportunities to succeed.**

Strengths

Feedback collected through **staff, student, parent, and community surveys** is an important component of Eastwood Knolls' continuous improvement process. Campus leadership reviews survey results to identify strengths, recognize areas of concern, and better understand the experiences and needs of our stakeholders. This feedback is used to guide decisions related to **school culture, communication, family involvement, student and staff support, and community engagement**. Identified trends and areas for growth are incorporated into campus improvement planning, allowing the school to develop targeted strategies, monitor progress, and make adjustments throughout the year. By actively listening and responding to stakeholder voice, Eastwood Knolls strengthens partnerships and promotes a positive, inclusive school culture where all members of the community feel valued and connected.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Eastwood Knolls International School provides multiple opportunities for students, staff, and families to engage with the campus, perception data indicate a continued need to strengthen stakeholder engagement,	Family engagement opportunities may not consistently address the varied schedules, interests, languages, and needs of families, resulting in uneven participation across the school community

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Increase the 3rd - 5th grade math meets and masters	Rigor of the TEKS is not aligned to daily assignments/lessons
2 ★	Increase the growth of students in 7th grade math meets and masters	Rigor of the TEKS is not aligned to daily assignments/lesson
3 ★	Increase our TELPAS growth with EB Students	Speaking and Writing are areas in need of improvement
4 ★	attendance has decreased, Increase student attendance by .5%	High number of absences
5 ★	School has established instructional processes and programs to support student achievement, implementation and monitoring are not yet consistently aligned across all grade levels and content areas	Campus-wide instructional systems and expectations have not been consistently implemented, monitored, and reinforced across all grade levels and content areas.
6 ★	Eastwood Knolls International School provides multiple opportunities for students, staff, and families to engage with the campus, perception data indicate a continued need to strengthen stakeholder engagement,	Family engagement opportunities may not consistently address the varied schedules, interests, languages, and needs of families, resulting in uneven participation across the school community

★ = 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] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**

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**
- [x] **Federal Report Card and accountability data**

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 Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate 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] **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] **Special education/non-special education population including discipline, progress and participation**

data

- [x] Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/ stability
- [x] At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability

Student Data: Behavior and Other Indicators

- [x] Discipline records
- [x] Student surveys and/or other feedback
- [x] Class size averages by grade and subject
- [x] School safety data
- [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] State certified and high quality staff data
- [x] Campus leadership data
- [x] T-TESS data
- [x] T-PESS data

Parent/Community Data

- [x] Parent surveys and/or other feedback
- [x] Parent engagement rate

Support Systems and Other Data

- [x] Organizational structure data
- [x] Processes and procedures for teaching and learning, including program implementation
- [x] Budgets/entitlements and expenditures data

☑ **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 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Utilize Reading and Math Frameworks, K-2 integration of the Reading Academies, WFTB, Writer's workshop across contents, data reviews and interventions for all students to address learning loss. Provide teachers for reading materials for students.

Strategy's Expected Result/Impact: Support growth for all core subjects across the campus. (To include meet and masters for tested grades.)

Staff Responsible for Monitoring: Assistant Principal , CIS/Home Liaison , Classroom Teacher(s) , Instructional Coaches , Interventionist , Librarian , Principal , Sp Ed Teacher(s) ,

Funding Sources: Other reading materials Title I, Part A, 211-11-6329-00-106-24-000A, $500, Travel Substance Employee Title I, Part A, 211-13-6411-00-106-24-000A, $521, Software/TECH Supply/ equipment Title I, Part A, 211-11-6395-00-106-24-000A, $500, Software/TECH Supply/equipment Title I, Part A, 211-13-6395-00-106-24-000A, $500, GENERAL SUPPLIES TO SUPPORT INSTRUCTION KG-8TH GRADE Title I, Part A, 211-11-6497-00-106-24-000A, $4,000, GENERAL SUPPLIES TO SUPPORT INSTRUCTION KG-8TH GRADE Title I, Part A, 211-11-6399-00-106-24-000A, $3,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

EKIS will track student and teacher data to support learners and teachers through the campus PLC and planning time.

Strategy's Expected Result/Impact: Support growth for all core subjects across the campus to include Meets and Masters in all tested grades.

Staff Responsible for Monitoring: Assistant Principal , CIS/Home Liaison , Classroom Teacher(s) , Counselor , Dual Language Teachers , Instructional Coaches ,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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

EKIS will follow the district Scope and Sequence and support teachers with resources in Reading,Math(STEMscopes/Sharon Wells),Writing,VEX IQ kits, Science,Social Studies to support all forms of teaching &learning.CTE support teacher student resources

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

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2

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 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Eastwood Knolls International will implement a systematic, data-driven approach to early literacy instruction in Kindergarten through 2nd grade. Teachers will provide explicit, systematic instruction in foundational reading skills, including phonological awareness, phonics, decoding,

fluency, vocabulary, and comprehension.

Strategy's Expected Result/Impact: Students will be at Level 4 or higher, with students below Level 4 demonstrating measurable growth from BOY.

Staff Responsible for Monitoring: Administration, instructional coaches, and Kinder - 2nd grade teachers.

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 3

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 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Eastwood Knolls International will implement a systematic, data-driven approach to mathematics instruction in Kindergarten through 2nd grade to strengthen foundational numeracy skills. Teachers will provide explicit, standards-aligned Tier 1 instruction focused on number sense, conceptual understanding, mathematical reasoning, problem solving, and mathematical discourse.

Strategy's Expected Result/Impact: Campus is on track for at least 25% of K-2 students to achieve Level 4 or higher on the EOY i-Ready assessment.

Staff Responsible for Monitoring: Administration, Instructional Coaches, Kinder - 2nd grade teachers.

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 4

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

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Eastwood Knolls International will strengthen Tier 1 instruction in 3rd grade through rigorous, standards-aligned teaching, frequent formative assessment, purposeful student discourse, and data-driven instructional planning.

Strategy's Expected Result/Impact: By Spring 2027, at least 67% of 3rd-grade students will demonstrate Meets Grade Level or above on STAAR, with evidence of progress documented through interim assessments, common assessments, student work, and PLC data reviews.

Staff Responsible for Monitoring: Administration, Instructional coaches, 3rd grade teachers.

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 5

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

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Eastwood Knolls International will implement a systematic, data-driven instructional process to ensure students demonstrate measurable academic growth. Teachers will use prior STAAR/EOC performance, district assessments, formative assessments, and student work to establish individual growth targets, identify prerequisite skill gaps, and plan rigorous Tier 1 instruction.

Strategy's Expected Result/Impact: After each district or interim assessment, PLC teams will determine the percentage of students on trajectory to meet or exceed their individual STAAR/EOC growth targets and develop documented instructional responses for students who are not on track.

Staff Responsible for Monitoring: Administration, Lead Instructional Team, 4th grade - 8th grade reading and math teachers.

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 6

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

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Eastwood Knolls International will strengthen standards-aligned Tier 1 instruction across STAAR/EOC-tested content areas to increase the percentage of students demonstrating grade-level mastery.

Strategy's Expected Result/Impact: Following each district or interim assessment, the percentage of students demonstrating or projected to demonstrate Meets Grade Level or above will increase.

Staff Responsible for Monitoring: Administration,Instructional Leadership Team, 3rd grade - 8th grade content teachers.

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 7

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

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Eastwood Knolls International will strengthen culturally and linguistically responsive Tier 1 instruction for Emergent Bilingual students by intentionally integrating grade-level content instruction with language development.

Strategy's Expected Result/Impact: Following each district or interim assessment, PLC teams will monitor the percentage of EB students demonstrating or projected to demonstrate Meets Grade Level or above and document content-specific and linguistic instructional responses for students not on trajectory.

Staff Responsible for Monitoring: Administration, Instructional Leadership Team, Dual Language Teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 8

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

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Eastwood Knolls International will strengthen standards-aligned Tier 1 instruction and specially designed instruction for students receiving special education services to increase access to and mastery of grade-level content.

Strategy's Expected Result/Impact: Following each district or interim assessment, PLC teams will monitor the percentage of SPED students demonstrating or projected to demonstrate Meets Grade Level or above and document specific Tier 1 adjustments, specially designed instruction, accommodations, and interventions for students who are not on trajectory.

Staff Responsible for Monitoring: Administration, Lead Instructional Team, All General Education and Special Education Teachers.

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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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

Eastwood Knolls International will cultivate a positive, collaborative, and supportive workplace culture by strengthening two-way communication, recognizing employee contributions, promoting staff voice and shared decision-making, and providing meaningful opportunities for professional collaboration and growth.

Strategy's Expected Result/Impact: Leadership will develop and communicate responsive actions based on employee feedback, with the goal of achieving an overall Employee Engagement Survey satisfaction score of at least 4.0 out of 5.0.

Staff Responsible for Monitoring: Campus leadership

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

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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

Eastwood Knolls International will strengthen family-school partnerships by providing consistent, timely, accessible, and two-way communication while creating meaningful opportunities for parents and families to engage in their child's education and the school community.

Strategy's Expected Result/Impact: Identified areas of concern will result in documented actions and follow-up communication to families, with the goal of achieving an overall Parent Satisfaction Survey score of at least 4.0 out of 5.0.

Staff Responsible for Monitoring: Campus Leadership Team

ESF Levers: Lever 3: Integrated Student Support Systems

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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 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

CIS Coordinator - Parent Liaison

Staff Responsible for Monitoring: Principal, Assistant Principal, and Secretary

Funding Sources: Hospitality Expenses Title I, Part A, 211=61=6498=00=106=24=163A, $1,000, General Supplies Title I, Part A, 211-61-6399-00-106-24-163A, $1,906, CIS Coordinator Salary Title I, Part A, 211-32-6299-00-106-24-000A, $35,000

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

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Strategy 2

Eastwood Knolls International will strengthen partnerships among the school, families, and community by providing meaningful and accessible engagement opportunities throughout the school year.

Strategy's Expected Result/Impact: Eastwood Knolls International will conduct and document at least one parent, family, or community engagement activity during each nine-week grading period, resulting in a minimum of four engagement opportunities during the school year.

Staff Responsible for Monitoring: Campus Leadership Team

ESF Levers: Lever 3: Integrated Student Support Systems

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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 Knolls International will increase student connectedness, leadership, and sense of belonging by expanding and promoting equitable access to academic, athletic, fine arts, leadership, service, and other extracurricular opportunities.

Strategy's Expected Result/Impact: Campus leadership will review extracurricular participation data each nine weeks, tracking the percentage of unique students participating in at least one academic, athletic, fine arts, leadership, or volunteer activity.

Staff Responsible for Monitoring: Campus leadership team, Club Sponsors, and Athletic Coordinators.

ESF Levers: Lever 3: Integrated Student Support Systems

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

Eastwood Knolls International will demonstrate responsible stewardship of district resources through strategic planning, regular monitoring, and careful management of campus expenditures.

Strategy's Expected Result/Impact: Campus leadership will strategically allocate and routinely monitor financial resources to ensure expenditures align with identified campus needs, instructional priorities, and CIP goals while maintaining spending at or below the district-allocated campus budget.

Staff Responsible for Monitoring: Administration and Campus Secretary

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials

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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

Eastwood Knolls International will maintain strong fiscal accountability and internal controls by consistently implementing district financial procedures related to purchasing, cash handling, inventory, activity funds, documentation, and other campus financial processes.

Strategy's Expected Result/Impact: Campus administration will conduct periodic reviews of financial records, cash-handling procedures, inventory documentation, purchasing processes, and other compliance requirements throughout the school year.

Staff Responsible for Monitoring: Administration and Campus Secretary

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

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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 Knolls International will maintain a safe and secure learning environment by implementing and routinely monitoring all district and Texas School Safety Center safety requirements.

Strategy's Expected Result/Impact: Campus leadership and the campus safety team will review drill completion, safety documentation, and campus security procedures at least monthly. Identified deficiencies will be corrected promptly and documented to ensure 100% completion of required drills and exercises and no findings on the Intruder Detection Audit.

Staff Responsible for Monitoring: Administration and Campus Safety Team

ESF Levers: Lever 3: Integrated Student Support Systems

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State Compensatory Education

State Compensatory

Budget for Eastwood Knolls International School

Total SCE Funds: $254,368.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

Pay teachers salaries

Title I Summary

Title I

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

1.1 Description of CNA Process

The Campus Needs Assessment process follows a 6-step collaborative methodology to evaluate and refine school initiatives:

1. **Form Creation:** A assessment form is built listing all current campus action items, with designated spaces for feedback and decision rationales.
2. **Teacher Review:** Educators evaluate each initiative based on their classroom experiences and observations from the academic year.
3. **Decision-Making:** Teachers determine whether to **Continue** (maintain effective strategies) or **Discontinue** (remove ineffective/redundant practices, supported by written justification).
4. **Data Compilation:** All feedback and decision data are aggregated and analyzed to identify broad trends, overall effectiveness, and key areas for campus growth.
5. **CEIC Review:** Findings are presented at the final Campus Educational Improvement Council meeting for a collective, final review.
6. **Plan Integration:** Final decisions and justifications are integrated into the official Campus Improvement Plan to maintain successful strategies and introduce targeted new solutions.

1.2 Location for Evidence of Multiple Meetings Held

CEIC Meeting 9/26/26 - Evidence of meeting is located in 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)

School leadership shares all collected feedback, student performance trends, and teachers' initial recommendations—such as which school programs to keep or stop—with the council.

Together, council members discuss these results, talk through any potential challenges with budget, staffing, or scheduling, and agree as a group on which school initiatives to approve or update for the coming year.

2.2 Stakeholders 1114(b)(2)

EKIS actively engages faculty, staff, and community members in the continuous development of our campus improvement plan.

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

Plan is posted on the district 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

The campus improvement plan is evaluated through out the school year. It is documented in November and April via formative evaluations and in June with a summative evaluation of the entire year. The evidence is located in the CIP and in the minutes of the CEIC meetings.