

Keller Independent School District



Eagle Ridge Elementary School

2025-2026 Campus Improvement Plan

Mission Statement

The community of Keller ISD will educate our students to achieve their highest standards of performance by engaging them in exceptional opportunities.

Vision

Keller ISD- An exceptional district in which to learn, work and live.

Value Statement

- We hold ourselves accountable for providing exceptional educational opportunities.
- We inspire educational excellence through collaborative relationships.
- We cultivate life-long learning.
- We provide approachable, responsive customer service.
- We embrace diversity.
- We embrace change and innovation.
- We make data-driven decisions.
- We have a positive attitude toward the future.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	5
Demographics	6
Student Learning	8
School Processes & Programs	11
Perceptions	14
Priority Problem Statements	16
Data Documentation for CNA	18
Improvement Planning Data	19
Accountability Data	19
Student Data: Assessments	19
Student Data: Student Groups	20
Student Data: Behavior and Other Indicators	20
Employee Data	20
Parent/Community Data	21
Support Systems and Other Data	21
Goals	22
Goal 1 : Increase Student Achievement	23
Goal 2 : Overall Excellence in Student, Parent, and Community Relations	30
Goal 3 : Employee Excellence and Organizational Improvement	35



Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Eagle Ridge has an amazing culture for students, staff and parents. Changes in demographics have led to a difference in the needs of our students and population as a whole. Meeting the needs of all students will be the focus for 2025-2026 school year.

Demographics

Summary

Eagle Ridge is entering into its 18th school year. Current enrollment is at 526 students for the 2025-2026 school year.

The demographic breakdown for 25-26 is:

- 10.27% African American
- 25.1% Hispanic/Latino
- 45.82%, White
- 0.19% Asian/Pacific Islander
- 12.55% Multi-Ethnic
- 29.3% Economically Disadvantaged
- 11.4% LEP
- 3.2% GT
- 24.3% Special Education.

Eagle Ridge staff has 15% with 0 to 5 years of experience. 18% of our staff has 6 to 10 years of experience, 27% of our staff have 11-15 years of service, 27% of our staff have 16-20 years service, and 12% of our staff has 21 years or more.

Strengths

- Eagle Ridge has a diverse student population.
- We have an experienced staff and good teacher retention.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	The needs of students are changing.	Eagle Ridge has seen population changes since beginning in 2007.
2	Special Education numbers are rising.	With 24.3% of students receiving special education services, Eagle Ridge serves nearly one in four students through SPED programming. This rate is significantly higher than the state average, which creates challenges for ensuring adequate staffing, specialized resources, and inclusive instructional practices to meet diverse needs.
3	GT identification is stagnant.	Only 3.2% of students are identified as Gifted and Talented (GT), which is disproportionately low compared to the state average. This may suggest under-identification of GT students, particularly among historically underserved populations such as African American, Hispanic, and economically disadvantaged students.

★ = Priority

Student Learning

Summary

Eagle Ridge Elementary is committed to continually reflect on instructional practices and ensure we are meeting the needs of all students. Student achievement is measured and evaluated on a regular basis using a variety of methods. NWEA MAP assessments are given three times a year to look at academic growth. Teachers provide classroom observations, unit assessments, as well as STAAR testing. Student progress is monitored throughout each academic unit of instruction. Remediation or enrichment opportunities are provided based on data from all assessments.

STAAR Data

On the Math STAAR Test, 61% of third graders and 35% of our fourth grade students met expectations. Our Hybrid Math students in 4th grade took the 5th grade math STAAR and 96% met expectations. On the Reading STAAR Test, 60% of third graders and 68% of fourth grade students met expectations.

Strengths

Students at Eagle Ridge were performing at or above district averages in the meets category.

Dedicated daily Intervention/Enrichment time

Hybrid math-acceleration in all grades

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Masters percentages have stagnated in RLA since the 22-23 school year	Introduction of a new RLA curriculum left gaps in the area of writing.
2 ★	Meets percentages have dropped significantly in 4th grade Math.	Hybrid students taking the 5th grade STAAR has shifted our averages. Working towards strengthening our Tier 1 instruction.
3	Students are struggling in the area of mathematical problem solving.	Changes in demographics and population have led to students having less pre-existing knowledge and in need of a stronger focus on numerical fluency and problem solving strategies.
4 ★	The needs of students are changing.	Eagle Ridge has seen population changes since beginning in 2007.
5	Special Education numbers are rising.	With 24.3% of students receiving special education services, Eagle Ridge serves nearly one in four students through SPED programming. This rate is significantly higher than the state average, which creates challenges for ensuring adequate staffing, specialized resources, and inclusive instructional practices to meet diverse needs.

6

GT identification is stagnant.

Only 3.2% of students are identified as Gifted and Talented (GT), which is disproportionately low compared to the state average. This may suggest under-identification of GT students, particularly among historically underserved populations such as African American, Hispanic, and economically disadvantaged students.

 = Priority

School Processes & Programs

Summary

Eagle Ridge strives to follow district curriculum with fidelity with teachers planning collaboratively as a grade or content team. ERE regularly utilizes our Math and Reading coaches for modeling, support and guidance in the classroom and during planning meetings. Hybrid math is an additional opportunity to provide accelerated instruction in the area of mathematics. ERE uses pre and post assessments to identify student learning needs and drive instruction. NWEA MAP is used as our universal screener and data from MAP allows us to measure student growth and plan groups for MTSS intervention or enrichment. Teachers meet weekly to review student progress, discuss instructional strategies and share information. Regular SIT (student intervention team) meetings are held to monitor student progress.

Eagle Ridge has an established House system in place to provide a sense of belonging to our school. Biweekly house meetings are held for whole house, small groups, and grade levels. These are led by our 4th grade house leaders, which is similar to student council. Additionally, ERE offers Art club, theater club, choir, and running club for student involvement. Battle of the Books is led by our librarian at the campus and district level. Keller Shakes occurs annually for 4th grade students. PTA offers a multitude of events for parents and families to come to throughout the year.

Eagle Ridge, as an established campus, has systems in place for the various stakeholders including communication, meetings, information sharing, data collection, and data analysis. Safety and security are a priority for ERE and we have a designated Security Officer who serves our school. We conduct regular safety drills and have implemented safety procedures to improve our ability to communicate quickly in case of an emergency. Raptor is utilized to monitor and screen guests as they enter the building to provide further safety measures.

At Eagle Ridge, we will continue to work to close gaps in the area of Math. In Reading Language Arts, we are continuing to work on strengthening our students' skills in the area of writing. PLC meetings will be held weekly and used to look at data and improve our instructional practices.

Strengths

- Use of District planning documents--KISD scope and sequence
- Uniform assessments integrated into district planning documents
- Analysis of multiple measures of student data: Running Records, MAP, Unit Assessments, STAAR, Observations
- Hybrid Math
- Regular PLC meetings to discuss curriculum and data/collaborative planning
- Use of district coaches
- Safety and security
- Staff communication and information channels

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
<p>1</p> <p>There are an abundance of resources, data tools, assessments and curriculum available which are not fully understood and implemented</p>	<p>New/changing curriculum New Resources Limited Time Need for more professional development/ training</p>
<p>2 ★</p> <p>The needs of students are changing.</p>	<p>Eagle Ridge has seen population changes since beginning in 2007.</p>
<p>3</p> <p>Special Education numbers are rising.</p>	<p>With 24.3% of students receiving special education services, Eagle Ridge serves nearly one in four students through SPED programming. This rate is significantly higher than the state average, which creates challenges for ensuring adequate staffing, specialized resources, and inclusive instructional practices to meet diverse needs.</p>
<p>4</p> <p>GT identification is stagnant.</p>	<p>Only 3.2% of students are identified as Gifted and Talented (GT), which is disproportionately low compared to the state average. This may suggest under-identification of GT students, particularly among historically underserved populations such as African American, Hispanic, and economically disadvantaged students.</p>
<p>5 ★</p> <p>Meets percentages have dropped significantly in 4th grade Math.</p>	<p>Hybrid students taking the 5th grade STAAR has shifted our averages. Working towards strengthening our Tier 1 instruction.</p>

6



Masters percentages have stagnated in RLA since the 22-23 school year

Introduction of a new RLA curriculum left gaps in the area of writing.

 = Priority

Perceptions

Summary

Eagle Ridge Elementary has a great culture of parent and community involvement. We are fortunate to continue many of the traditions that are cherished by the ERE community. We have a large amount of parent volunteers supporting our staff, high attendance at family & evening events, and a strong WATCH D.O.G program. Our House System has done an amazing job creating a culture where everyone belongs. We have an incredibly active and supportive PTA that goes above and beyond for our students.

Strengths

- House System
- Watch Dog Dads
- Many opportunities for parents to be involved
- Large PTA and Parent involvement
- High expectations for achievement and behavior
- APEX fun run
- Multiple methods of communication
- Low discipline rate

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Even with great school culture, there are some parents and students that may not feel like they are a part of the school.	More and more of our parents are working and can't come to things during the day.
2	GT identification is stagnant.	Only 3.2% of students are identified as Gifted and Talented (GT), which is disproportionately low compared to the state average. This may suggest under-identification of GT students, particularly among historically underserved populations such as African American, Hispanic, and economically disadvantaged students.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Masters percentages have stagnated in RLA since the 22-23 school year

Introduction of a new RLA curriculum left gaps in the area of writing.

2
★

Meets percentages have dropped significantly in 4th grade Math.

Hybrid students taking the 5th grade STAAR has shifted our averages. Working towards strengthening our Tier 1 instruction.

3
★

The needs of students are changing.

Eagle Ridge has seen population changes since beginning in 2007.

4
★

Even with great school culture, there are some parents and students that may not feel like they are a part of the school.

More and more of our parents are working and can't come to things during the day.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates

- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

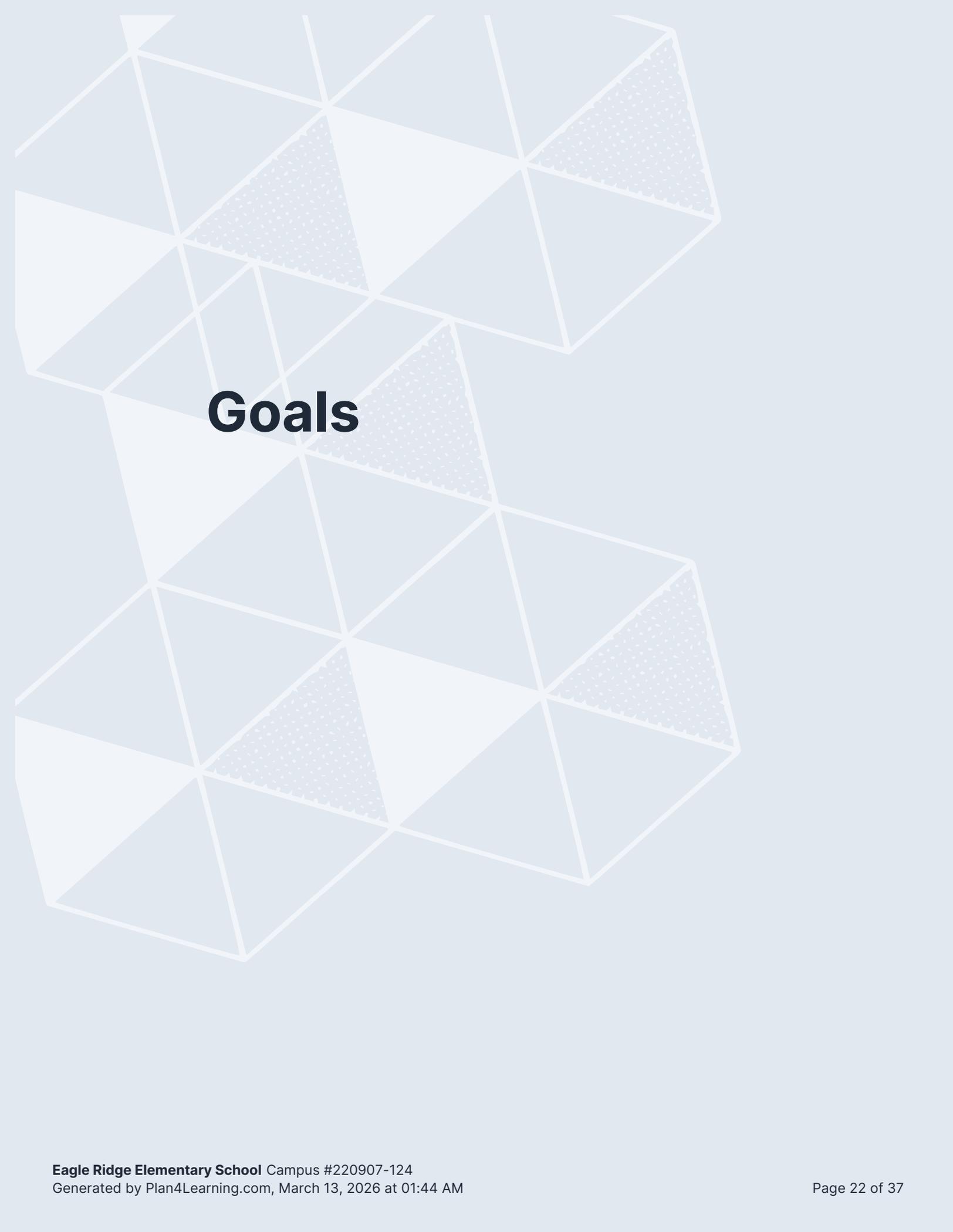
- Teacher/Student Ratio**
- State certified and high quality staff data**
- Campus leadership data**
- Campus department and/or faculty meeting discussions and data**
- Evaluation(s) of professional development implementation and impact**
- T-TESS data**
- T-PESS data**

Parent/Community Data

- Parent surveys and/or other feedback**
- Parent engagement rate**

Support Systems and Other Data

- Communications data**



Goals

Goal 1 Increase Student Achievement

Performance Objective 1 High Priority HB3 Goal

By May of 2026, 60% of students in 3rd will meet or exceed expectations on state testing in the area of reading and mathematics as measured by the 2025 STAAR Test.

Action Step 1

Implement the district's RLA curriculum with fidelity, ensuring focus upon priority standards in planning, instruction, and assessment.

Measures: Planning documents, summative assessment results, STAAR results

Staff Responsible for Monitoring: Teachers, Administration

Problem Statements: Demographics 1 - Student Learning 2, 4 - School Processes & Programs 2, 5

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

Moderate Progress

December

April

July

August

Action Step 2

Utilize student goal setting, data tracking, and conference progress for MAP testing, middle and end of the year, whereby students, teachers, and parents review student MAP results and establish goals for growth,

Measures: NWEA MAP Growth

Staff Responsible for Monitoring: Teachers

Problem Statements: Demographics 1 - Student Learning 2, 4 - School Processes & Programs 2, 5

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

Moderate Progress

December

April

July

August

Action Step 3

Utilize district formative, summative and standardized assessment tools to monitor student learning in math and reading in order to provide targeted or intensive instruction, as needed, through small groups, MTSS, or need specific support services.

Problem Statements: Demographics 1 - Student Learning 2, 4 - School Processes & Programs 2, 5

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Progress Reviews

Moderate Progress

December

April

July

August

Action Step 4

Through PLC time, 3rd and 4th grade teachers will evaluate STAAR interim results to establish universal, targeted and intensive intervention needs and plan for support. Teachers will utilize data to plan for student enrichment and intervention that meets the needs of the students, as determined by data.

Measures: PLC agendas, student data, lesson plans

Problem Statements: Demographics 1 - Student Learning 2, 4 - School Processes & Programs 2, 5

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

Some Progress

December

April

July

August

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

The needs of students are changing.

Eagle Ridge has seen population changes since beginning in 2007.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Meets percentages have dropped significantly in 4th grade Math.

Hybrid students taking the 5th grade STAAR has shifted our averages. Working towards strengthening our Tier 1 instruction.

4

The needs of students are changing.

Eagle Ridge has seen population changes since beginning in 2007.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

The needs of students are changing.

Eagle Ridge has seen population changes since beginning in 2007.

5

Meets percentages have dropped significantly in 4th grade Math.

Hybrid students taking the 5th grade STAAR has shifted our averages. Working towards strengthening our Tier 1 instruction.

Performance Objective 2 High Priority

By May of 2026, we will increase the percentage of 3rd and 4th grade students achieving Masters on the Math and Reading STAAR by at least 5 percentage points through targeted instructional support, data-driven enrichment, and consistent monitoring of progress.

Action Step 1

Teachers will utilize strategies (number talks, enrichment, critical thinking skills, and flexible grouping) in order to provide students with opportunities to deeply engage with learning standards and objectives.

Measures: Student growth on MAP and STAAR projection, performance on summative assessments.

Staff Responsible for Monitoring: Teachers, Administration

Problem Statements: Student Learning 1 - School Processes & Programs 6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

Considerable Progress

December

April

July

August

Action Step 2

Thirty hours of accelerated instruction will be provided for students who qualify based on House Bill 1416 for support in mathematics.

Measures: 1416 attendance, student performance

Staff Responsible for Monitoring: classroom teachers, IST, Administration

Problem Statements: Demographics 1 - Student Learning 1, 2, 4 - School Processes & Programs 2, 5, 6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

Moderate Progress

December

April

July

August

Action Step 3

Targeted extensions for students who are close or at mastery of a TEK.

Measures: Lesson plans, PLC meeting agendas, campus and district assessment data, teacher walk-through data, student work samples

Staff Responsible for Monitoring: Teachers and Administration

Problem Statements: Student Learning 1 - School Processes & Programs 6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

No Progress

December

April

July

August

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

The needs of students are changing.

Eagle Ridge has seen population changes since beginning in 2007.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Masters percentages have stagnated in RLA since the 22-23 school year

Introduction of a new RLA curriculum left gaps in the area of writing.

2

Meets percentages have dropped significantly in 4th grade Math.

Hybrid students taking the 5th grade STAAR has shifted our averages. Working towards strengthening our Tier 1 instruction.

4

The needs of students are changing.

Eagle Ridge has seen population changes since beginning in 2007.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

The needs of students are changing.

Eagle Ridge has seen population changes since beginning in 2007.

5

Meets percentages have dropped significantly in 4th grade Math.

Hybrid students taking the 5th grade STAAR has shifted our averages. Working towards strengthening our Tier 1 instruction.

6

Masters percentages have stagnated in RLA since the 22-23 school year

Introduction of a new RLA curriculum left gaps in the area of writing.

Performance Objective 3

By May 2026, 4th grade mathematics achievement will increase as measured by STAAR results, with at least a 5% increase in the percentage of students meeting grade-level standards compared to the 2024-2025 school year. This goal will specifically address the instructional gap for hybrid math students who are pulled out to take the 5th grade STAAR, ensuring targeted support and intervention is provided to strengthen both grade-level and accelerated content knowledge.

Action Step 1

Provide professional development opportunities, training, planning time, and support for all teachers that supports the effective implementation of the district ELA curriculum

Measures: Professional development schedules, campus walk data, observation data

Staff Responsible for Monitoring: Administration

Problem Statements: Student Learning 2 - School Processes & Programs 5

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

Moderate Progress

December

April

July

August

Action Step 2

Implement daily spiral review and number talks each day, utilizing district resources, in order to deepen students' abilities to understand and apply mathematical concepts.

Measures: Lesson plans, student data

Staff Responsible for Monitoring: Teachers and Administration

Problem Statements: Student Learning 2 - School Processes & Programs 5

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

Moderate Progress

December

April

July

August

Action Step 3

Provide targeted and intensive support of student needs through intervention time, and small group support

Measures: student data, intervention logs, lesson plans

Problem Statements: Student Learning 2 - School Processes & Programs 5

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

No Progress

December

April

July

August

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Meets percentages have dropped significantly in 4th grade Math.

Hybrid students taking the 5th grade STAAR has shifted our averages. Working towards strengthening our Tier 1 instruction.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

5

Meets percentages have dropped significantly in 4th grade Math.

Hybrid students taking the 5th grade STAAR has shifted our averages. Working towards strengthening our Tier 1 instruction.

Goal 2 Overall Excellence in Student, Parent, and Community Relations

Performance Objective 1 High Priority

Throughout the 25-26 school year, ERE will continue to cultivate a partnership between families and the community through effective communication, opportunities for participation, channels for input from stakeholders, and a shared service project. As a result, an analysis of stakeholder survey results will identify specific positive practices and identify opportunities for improvement.

Action Step 1

Positive communication: Implement processes for highlighting success and positive happenings that will be communicated in weekly newsletters.

Measures: Staff shout outs, instructional highlights, photograph student spotlights

Staff Responsible for Monitoring: Administration

Problem Statements: Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

Considerable Progress

December

April

July

August

Action Step 2

Create, conduct, and analyze the results of a stakeholder survey at least twice in a year in order to gather input on school processes, culture, and student learning.

Measures: Survey results

Staff Responsible for Monitoring: Administrators

Problem Statements: Demographics 1 - Student Learning 4 - School Processes & Programs 2 - Perceptions 1

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

ESF Levers: Lever 1: Strong School Leadership and Planning

Progress Reviews

Some Progress

December

April

July

August

Action Step 3

Continue to build upon the tradition of service through the implementation and participation of The Big Event, a campus wide day of service.

Problem Statements: Demographics 1 - Student Learning 4 - School Processes & Programs 2 - Perceptions 1

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

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

No Progress

December

April

July

August

Action Step 4

During daily announcements and House meetings, our 4th grade students will serve as leaders and will model the House qualities, Eagle Essentials, and lead our school in the ERE creed.

Measures: Daily Announcements, PBIS and discipline data

Staff Responsible for Monitoring: Administrators, Adult House Leaders

Problem Statements: Demographics 1 - Student Learning 4 - School Processes & Programs 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

Considerable Progress

December

April

July

August

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

The needs of students are changing.

Eagle Ridge has seen population changes since beginning in 2007.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

4

The needs of students are changing.

Eagle Ridge has seen population changes since beginning in 2007.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

The needs of students are changing.

Eagle Ridge has seen population changes since beginning in 2007.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Even with great school culture, there are some parents and students that may not feel like they are a part of the school.

More and more of our parents are working and can't come to things during the day.

Performance Objective 2

By the end of the 2025-2026 school year, ERE will strengthen student leadership and voice by providing a variety of leadership opportunities such as flag leader, office runner, counselor helper, library assistant, and House leaders. At least 75% of fourth grade students will participate in one or more leadership opportunities during the year.

Action Step 1

Create a list of campus-wide leadership opportunities (flag leader, office runner, counselor helper, library assistant, House leaders, etc.) by October 2025, ensuring roles are accessible and age-appropriate.

Measures: Student interest surveys, student participation

Staff Responsible for Monitoring: Administrators

Problem Statements: Perceptions 1

Progress Reviews



Accomplished



Accomplished



Accomplished

December

April

July

August

Action Step 2

Design and share a simple, equitable application or rotation system for fourth grade students by September 2025 to ensure all students have access to at least one leadership opportunity during the year.

Measures: student interest survey/student participation

Staff Responsible for Monitoring: Administration

Problem Statements: Demographics 1 - Student Learning 4 - School Processes & Programs 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Progress Reviews



Accomplished



Accomplished



Accomplished

December

April

July

August

Action Step 3

Provide training to student leaders: offer short orientation sessions for student leaders each semester to outline responsibilities, expectations, and character skills (e.g., responsibility, teamwork, service).

Measures: Student feedback/student participation

Staff Responsible for Monitoring: Administration

Problem Statements: Demographics 1 - Student Learning 4 - School Processes & Programs 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

Moderate Progress

December

April

July

August

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

The needs of students are changing.

Eagle Ridge has seen population changes since beginning in 2007.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

4

The needs of students are changing.

Eagle Ridge has seen population changes since beginning in 2007.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

The needs of students are changing.

Eagle Ridge has seen population changes since beginning in 2007.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Even with great school culture, there are some parents and students that may not feel like they are a part of the school.

More and more of our parents are working and can't come to things during the day.

Goal 3 Employee Excellence and Organizational Improvement

Performance Objective 1

By the end of the 2025-2026 school year, ERE will strengthen staff well-being and retention by providing at least four campus-based professional learning opportunities (e.g., instructional coaching sessions, peer learning walks, team-building activities, etc.). Participation rates and follow-up surveys will be analyzed to measure the impact on employee satisfaction and instructional effectiveness.

Action Step 1

Provide at least two embedded coaching cycles during the year (fall and spring) to support staff with targeted instructional strategies aligned to campus goals.

Measures: Staff feedback, student data, PLC agendas

Staff Responsible for Monitoring: Administration

Problem Statements: Demographics 1 - Student Learning 2, 4 - School Processes & Programs 2, 5

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Progress Reviews

Moderate Progress

December

April

July

August

Action Step 2

Organize at least one peer learning walk per semester, allowing teachers to observe colleagues and reflect collaboratively on instructional practices.

Measures: Staff feedback, student data, PLC agendas

Staff Responsible for Monitoring: Administration

Problem Statements: Demographics 1 - Student Learning 2, 4 - School Processes & Programs 2, 5

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Progress Reviews

Moderate Progress

December

April

July

August

Action Step 3

Integrate at least two staff activities (e.g., wellness challenges, social events, etc.) to promote balance and strengthen collegial relationships.

Measures: Staff feedback, staff participation

Staff Responsible for Monitoring: Administration

Problem Statements: Demographics 1 - Student Learning 2, 4 - School Processes & Programs 2, 5

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

Moderate Progress

December

April

July

August

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

The needs of students are changing.

Eagle Ridge has seen population changes since beginning in 2007.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Meets percentages have dropped significantly in 4th grade Math.

Hybrid students taking the 5th grade STAAR has shifted our averages. Working towards strengthening our Tier 1 instruction.

4

The needs of students are changing.

Eagle Ridge has seen population changes since beginning in 2007.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

The needs of students are changing.

Eagle Ridge has seen population changes since beginning in 2007.

5

Meets percentages have dropped significantly in 4th grade Math.

Hybrid students taking the 5th grade STAAR has shifted our averages. Working towards strengthening our Tier 1 instruction.