

Keller Independent School District



Eagle Ridge Elementary School

2026-2027 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.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Eagle Ridge Elementary conducted a comprehensive review of student achievement, demographic, school process, program, and perception data to identify campus strengths and priority areas for growth. Eagle Ridge continues to benefit from an experienced staff, strong family and community involvement, established collaborative structures, and a positive school culture centered on belonging, relationships, and student leadership. The campus utilizes multiple sources of data, including STAAR, MAP, district and classroom assessments, progress-monitoring data, stakeholder feedback, and classroom observations to guide campus improvement efforts.

The needs assessment identified student growth and achievement as the primary academic focus for 2026–2027, with particular attention to fourth-grade mathematics and RLA, increasing the percentage of students achieving at the Meets and Masters levels, and improving outcomes for students receiving specialized services. Campus systems will focus on strengthening rigorous Tier 1 instruction, curriculum internalization, purposeful student discourse and questioning, short-cycle PLC data analysis, and targeted intervention and enrichment.

The review also identified opportunities to strengthen instructional coaching, collaboration among general and special education staff, and the strategic use of intervention and tutoring resources. Eagle Ridge will continue building upon its strong school culture through the Six Houses, One Family House System, student leadership opportunities, family engagement, positive recognition, and increased opportunities for student and family voice.

The findings from the Comprehensive Needs Assessment will guide the development and implementation of the 2026–2027 Campus Improvement Plan, with a focus on continuous academic growth, instructional excellence, responsive student support, and a strong sense of belonging for every Eagle Ridge student and family.

Demographics

Summary

Eagle Ridge is entering into its 18th school year. Current enrollment is at 512 students for the 2026-2027 school year, with 247 female students (48.24%) and 265 male students (51.76%).

The demographic breakdown for 26-27 is:

- 12.5% African American
- 24.22% Hispanic/Latino
- 44.14%, White
- 0.2% Asian/Pacific Islander
- 13.09% Multi-Ethnic
- 29.69% Economically Disadvantaged
- 11.52% Emergent Bilingual
- 4.3% GT
- 23.83% 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

- **Diverse Student Population:** Eagle Ridge serves a diverse student body representing a variety of cultural, linguistic, socioeconomic, and learning backgrounds.
- **Experienced Staff:** Eagle Ridge benefits from a highly experienced staff, with the majority of educators having more than 10 years of experience, providing strong instructional knowledge and campus stability.
- **Growth in GT Identification:** GT identification has increased from **3.2% to 4.3%**, demonstrating progress in identifying and serving students needing advanced academic opportunities.
- **Experience Supporting Diverse Learners:** With **23.83% of students receiving Special Education services** and **11.52% identified as Emergent Bilingual**, Eagle Ridge has established experience and systems for supporting a wide range of student learning needs.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 While Eagle Ridge has a strong sense of community, continued attention is needed to ensure every student feels connected, valued, and represented within the school community.	As student needs and demographics continue to change, campus traditions and engagement opportunities must continue to evolve to provide meaningful opportunities for all students to build relationships, develop a sense of belonging, and participate in the school community.
2★ Systems supporting collaboration between general education, Special Education, and other student support services need continued strengthening to ensure consistent access to rigorous Tier 1 instruction.	The high number of students receiving specialized services requires intentional structures for collaborative planning, shared responsibility, differentiation, and progress monitoring. Continued refinement of these systems will help ensure supports are integrated into core instruction while maintaining high expectations for all learners.
3 Not all families are able to participate consistently in traditional school events and engagement opportunities.	Work schedules, family responsibilities, and other barriers can limit participation in events held at specific times or during the school day. Providing varied and flexible opportunities for communication, feedback, volunteering, and involvement will help ensure all families have meaningful ways to connect with the campus.
4 Opportunities for students and families to provide meaningful feedback and voice in campus decisions are not yet consistently utilized.	Although Eagle Ridge communicates regularly with families and provides multiple opportunities for involvement, systems for intentionally gathering and responding to stakeholder feedback can be strengthened. More consistent use of surveys, student voice, and family input will help the campus identify needs, evaluate programs, and make responsive decisions.

★ = Priority

Student Learning

Summary

Eagle Ridge Elementary continues to use multiple measures of student performance, including STAAR, NWEA MAP, district assessments, common formative assessments, classroom observations, and progress-monitoring data to identify student needs and guide instruction. Teachers collaborate through weekly PLCs to analyze student performance, plan instruction, and determine appropriate intervention and enrichment opportunities. These established systems provide a strong foundation for responding to individual student needs.

STAAR Data

2026 STAAR results demonstrate areas of both growth and continued need. Third-grade mathematics showed strong improvement, with 86% of students achieving Approaches, 61% achieving Meets, and 35% achieving Masters. Third-grade RLA results were 78% Approaches, 56% Meets, and 27% Masters. In fourth grade, RLA results were 78% Approaches, 52% Meets, and 16% Masters, while mathematics results were 60% Approaches, 40% Meets, and 12% Masters. Fourth-grade mathematics results continue to be impacted by the campus hybrid math model, in which accelerated students receive fifth-grade mathematics instruction and take the fifth-grade STAAR assessment.

Strengths

- **Strong Growth in 3rd Grade Math:** Third-grade mathematics continues to show significant improvement, with **86% Approaches, 61% Meets, and 35% Masters** in 2026.
- **Growth in 3rd Grade RLA Masters:** Third-grade RLA Masters increased from **16% in 2024 to 27% in 2026**, demonstrating positive growth in advanced achievement.
- **Established Data-Driven Practices:** Teachers regularly use **MAP, district assessments, STAAR, classroom assessments, and observations** to monitor learning and adjust instruction.
- **Dedicated Intervention and Enrichment:** Eagle Ridge has established intervention/enrichment time and collaborative PLC structures to provide targeted support based on student needs.
- **Academic Acceleration Opportunities:** The Hybrid Math program provides advanced mathematics opportunities for students who demonstrate readiness for accelerated instruction.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 ★ Student achievement in fourth-grade mathematics remains below desired levels, with 60% of students achieving Approaches, 40% achieving Meets, and 12% achieving Masters on the 2026 STAAR assessment.	The Hybrid Math model removes accelerated students from fourth-grade mathematics for fifth-grade instruction and assessment, impacting overall fourth-grade STAAR performance. Additionally, continued strengthening of Tier 1 instruction, mathematical problem solving, and targeted support is needed to increase achievement for students remaining in fourth-grade mathematics.
2 ★ Campus data-analysis and progress-monitoring processes are not yet consistently resulting in timely instructional adjustments for individual students.	Although multiple sources of student data are available, PLC processes need continued refinement to ensure teachers consistently identify specific student and skill needs, monitor progress in short cycles, and use the results to adjust Tier 1 instruction, flexible grouping, intervention, tutoring, and enrichment.
3 ★ Systems supporting collaboration between general education, Special Education, and other student support services need continued strengthening to ensure consistent access to rigorous Tier 1 instruction.	The high number of students receiving specialized services requires intentional structures for collaborative planning, shared responsibility, differentiation, and progress monitoring. Continued refinement of these systems will help ensure supports are integrated into core instruction while maintaining high expectations for all learners.

★ = Priority

School Processes & Programs

Summary

Eagle Ridge Elementary has established systems to support high-quality instruction, student growth, collaboration, and a positive school culture. Teachers utilize Keller ISD curriculum and instructional resources and collaborate through weekly PLCs to internalize curriculum, analyze student data, plan instruction, and determine intervention and enrichment needs. Multiple measures of student performance, including MAP, district assessments, classroom assessments, STAAR, and progress-monitoring data, are used to guide instructional decisions. The campus also utilizes district instructional coaches and support personnel to provide professional learning, modeling, planning support, and instructional guidance. These practices build upon the collaborative planning, assessment, PLC, and coaching structures already established at Eagle Ridge.

Eagle Ridge provides a continuum of academic and specialized supports through MTSS, intervention/enrichment time, Special Education services, Emergent Bilingual supports, GT services, and academic acceleration opportunities such as Hybrid Math. During the 2026–2027 school year, the campus will continue strengthening Tier 1 instruction, short-cycle data analysis, targeted intervention and enrichment, and intentional instructional coaching to better respond to individual student needs.

Beyond academics, Eagle Ridge maintains established systems supporting student leadership, belonging, family engagement, behavior, and safety. The Six Houses, One Family House System, fourth-grade leadership opportunities, PBIS expectations, family involvement opportunities, and campus safety procedures contribute to a supportive learning environment. These systems build upon longstanding campus strengths in student involvement, family participation, communication, safety, and the House System.

For 2026–2027, the campus will focus on ensuring that its many instructional programs, resources, and support systems are implemented consistently and strategically, with campus decisions driven by student need and evidence of impact.

Strengths

- **Collaborative PLC Structure:** Weekly PLCs provide dedicated time for teachers to collaboratively plan, analyze student data, and respond to instructional needs.
- **Use of Multiple Data Sources:** Teachers utilize MAP, district assessments, classroom assessments, STAAR, and observations to monitor student progress and guide instruction.
- **Strong Instructional Support:** District instructional coaches and campus leadership provide teachers with modeling, planning support, professional learning, and instructional guidance.
- **Established Intervention and Enrichment Systems:** MTSS, intervention/enrichment time, SIT meetings, and academic acceleration provide structures for responding to individual student needs.
- **Positive School Culture and Student Leadership:** The House System and student leadership opportunities promote belonging, character, responsibility, and connection across grade levels.
- **Strong Safety and Communication Systems:** Established safety procedures, campus security, regular drills, visitor screening, and communication systems support a safe and organized learning environment.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ Instructional resources, curriculum tools, and assessment data are not yet implemented with consistent depth and fidelity across all grade levels and classrooms.	The volume of available curriculum resources, including new math curriculum, assessment tools, and instructional supports, combined with limited collaborative planning time and varying levels of familiarity, creates a need for continued professional learning, curriculum internalization, and job-embedded coaching.
2★ Campus data-analysis and progress-monitoring processes are not yet consistently resulting in timely instructional adjustments for individual students.	Although multiple sources of student data are available, PLC processes need continued refinement to ensure teachers consistently identify specific student and skill needs, monitor progress in short cycles, and use the results to adjust Tier 1 instruction, flexible grouping, intervention, tutoring, and enrichment.
3 Opportunities for students and families to provide meaningful feedback and voice in campus decisions are not yet consistently utilized.	Although Eagle Ridge communicates regularly with families and provides multiple opportunities for involvement, systems for intentionally gathering and responding to stakeholder feedback can be strengthened. More consistent use of surveys, student voice, and family input will help the campus identify needs, evaluate programs, and make responsive decisions.
4 While Eagle Ridge has a strong sense of community, continued attention is needed to ensure every student feels connected, valued, and represented within the school community.	As student needs and demographics continue to change, campus traditions and engagement opportunities must continue to evolve to provide meaningful opportunities for all students to build relationships, develop a sense of belonging, and participate in the school community.
5★ Systems supporting collaboration between general education, Special Education, and other student support services need continued strengthening to ensure consistent access to rigorous Tier 1 instruction.	The high number of students receiving specialized services requires intentional structures for collaborative planning, shared responsibility, differentiation, and progress monitoring. Continued refinement of these systems will help ensure supports are integrated into core instruction while maintaining high expectations for all learners.

6

Not all families are able to participate consistently in traditional school events and engagement opportunities.

Work schedules, family responsibilities, and other barriers can limit participation in events held at specific times or during the school day. Providing varied and flexible opportunities for communication, feedback, volunteering, and involvement will help ensure all families have meaningful ways to connect with the campus.

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Perceptions

Summary

Eagle Ridge Elementary maintains a positive school culture centered on belonging, relationships, student leadership, and family engagement. The campus benefits from strong parent and community involvement, an active PTA, well-attended family events, volunteer participation, and programs such as WATCH D.O.G.S. that provide families with opportunities to be involved in the school community. The House System further strengthens campus identity by connecting students and staff across grade levels and creating opportunities for leadership, recognition, and positive relationships. These areas were identified as strengths in the previous comprehensive needs assessment.

The campus uses multiple communication methods to keep families informed and connected to school activities, student learning, and available opportunities. Eagle Ridge will continue working to ensure communication is accessible, timely, and responsive to the needs of families while providing varied opportunities for participation. Because family schedules and circumstances differ, engagement opportunities should include both traditional campus events and flexible ways for families to connect with and contribute to the school community.

For 2026–2027, Eagle Ridge will continue prioritizing a culture in which students, staff, and families feel welcomed, valued, connected, and represented. The campus will build upon existing strengths through the House System, student leadership opportunities, positive recognition, family engagement, and consistent communication while continuing to gather stakeholder feedback to identify areas for growth.

Strengths

- **High Family and Community Involvement:** Families regularly participate in campus events, volunteer opportunities, PTA activities, and school traditions. This was identified as a strength in the previous CNA.
- **Active and Supportive PTA:** Eagle Ridge benefits from an engaged PTA that supports students, staff, campus programs, and family engagement opportunities.
- **Student Leadership and Voice:** The campus provides meaningful opportunities for students to contribute to the school community through House leadership and other student leadership roles.
- **Positive Student Recognition:** Campus systems intentionally recognize positive behavior, leadership, character, effort, and academic growth.
- **Multiple Family Communication Methods:** Regular campus and classroom communication helps families remain informed about learning, events, expectations, and opportunities for involvement.
- **Welcoming School Culture:** Campus traditions, family events, WATCH D.O.G.S., and other engagement opportunities help build positive connections among students, staff, families, and the community.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 Not all families are able to participate consistently in traditional school events and engagement opportunities.	Work schedules, family responsibilities, and other barriers can limit participation in events held at specific times or during the school day. Providing varied and flexible opportunities for communication, feedback, volunteering, and involvement will help ensure all families have meaningful ways to connect with the campus.
2 While Eagle Ridge has a strong sense of community, continued attention is needed to ensure every student feels connected, valued, and represented within the school community.	As student needs and demographics continue to change, campus traditions and engagement opportunities must continue to evolve to provide meaningful opportunities for all students to build relationships, develop a sense of belonging, and participate in the school community.
3 Opportunities for students and families to provide meaningful feedback and voice in campus decisions are not yet consistently utilized.	Although Eagle Ridge communicates regularly with families and provides multiple opportunities for involvement, systems for intentionally gathering and responding to stakeholder feedback can be strengthened. More consistent use of surveys, student voice, and family input will help the campus identify needs, evaluate programs, and make responsive decisions.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
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Student achievement in fourth-grade mathematics remains below desired levels, with 60% of students achieving Approaches, 40% achieving Meets, and 12% achieving Masters on the 2026 STAAR assessment.

The Hybrid Math model removes accelerated students from fourth-grade mathematics for fifth-grade instruction and assessment, impacting overall fourth-grade STAAR performance. Additionally, continued strengthening of Tier 1 instruction, mathematical problem solving, and targeted support is needed to increase achievement for students remaining in fourth-grade mathematics.

2
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Systems supporting collaboration between general education, Special Education, and other student support services need continued strengthening to ensure consistent access to rigorous Tier 1 instruction.

The high number of students receiving specialized services requires intentional structures for collaborative planning, shared responsibility, differentiation, and progress monitoring. Continued refinement of these systems will help ensure supports are integrated into core instruction while maintaining high expectations for all learners.

3
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Instructional resources, curriculum tools, and assessment data are not yet implemented with consistent depth and fidelity across all grade levels and classrooms.

The volume of available curriculum resources, including new math curriculum, assessment tools, and instructional supports, combined with limited collaborative planning time and varying levels of familiarity, creates a need for continued professional learning, curriculum internalization, and job-embedded coaching.

4
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Campus data-analysis and progress-monitoring processes are not yet consistently resulting in timely instructional adjustments for individual students.

Although multiple sources of student data are available, PLC processes need continued refinement to ensure teachers consistently identify specific student and skill needs, monitor progress in short cycles, and use the results to adjust Tier 1 instruction, flexible grouping, intervention, tutoring, and enrichment.

★ = 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
- ☒ HB3 Reading and math goals for PreK-3
- ☒ 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
- ☒ Effective Schools Framework data
- ☒ 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
- ☒ State-developed online interim assessments
- ☒ Intervention 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
- ☒ Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- ☒ Section 504 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
- ☒ Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- ☒ School Behavioral Threat Assessment Data (Senate Bill 11)

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
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ T-TESS data
- ☒ T-PESS data
- ☒ Support structures: mentors
- ☒ Teacher recruitment/retention rates and other data
- ☒ Classroom and school walkthrough data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent engagement rate
- ☒ Parent activity evaluations and feedback data

Support Systems and Other Data

- ☒ **Organizational structure data**
- ☒ **Processes and procedures for teaching and learning, including program implementation**
- ☒ **Communications data**
- ☒ **Capacity and resources data**
- ☒ **Budgets/entitlements and expenditures data**
- ☒ **Enrichment course/materials**
- ☒ **Scope and Sequence; Pacing Guides; and Other Focus Documents**



Goals

Goal 1 Increase Student Achievement

Performance Objective 1 High Priority HB3 Goal

By May of 2027, 65% of students in 3rd will meet or exceed expectations on state testing in the area of reading and mathematics as measured by the 2027 STAAR Test.

Action Step 1

Third-grade teachers will utilize district curriculum and internalization protocols during collaborative PLCs to plan rigorous, standards-aligned Tier 1 instruction in reading and mathematics. PLC planning will emphasize priority standards, anticipated student misconceptions, purposeful questioning and student discourse, and differentiated supports to ensure all students have access to grade-level instruction.

Measures: PLC agendas and planning documents, internalization protocols, classroom walkthrough data, student work, and common assessment results.

Staff Responsible for Monitoring: Principal, Assistant Principal, 3rd Grade Teachers, Instructional Coaches

Problem Statements: School Processes & Programs 1

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

Progress Reviews

December

February

June

Action Step 2

Third-grade teachers will engage in regular PLC data cycles to analyze district assessments, common formative assessments, MAP, and progress-monitoring data to identify students and specific skills requiring additional support. Teachers will use this data to adjust Tier 1 instruction, create flexible student groups, and provide targeted intervention, tutoring, or enrichment based on identified needs.

Measures: PLC agendas/data documents, student target lists, assessment results, intervention/tutoring records, progress-monitoring data, and student work.

Staff Responsible for Monitoring: Principal, Assistant Principal, 3rd Grade Teachers, Interventionists, Instructional Coaches

Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 5

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

Progress Reviews

December

February

June

Action Step 3

Third-grade students not demonstrating expected progress toward grade-level standards will receive targeted, skill-based intervention and/or tutoring based on identified areas of need. Student groups will remain flexible and will be adjusted regularly using progress-monitoring and assessment data, with intentional support for students approaching the Meets Grade Level standard.

Measures: Intervention and tutoring rosters, student target lists, progress-monitoring data, assessment results, intervention documentation, and PLC records.

Staff Responsible for Monitoring: Principal, Assistant Principal, 3rd Grade Teachers, Interventionists, Tutors, Instructional Support Staff

Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 5

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Progress Reviews

December

February

June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement		Root Cause
2	Systems supporting collaboration between general education, Special Education, and other student support services need continued strengthening to ensure consistent access to rigorous Tier 1 instruction.	The high number of students receiving specialized services requires intentional structures for collaborative planning, shared responsibility, differentiation, and progress monitoring. Continued refinement of these systems will help ensure supports are integrated into core instruction while maintaining high expectations for all learners.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
3 Systems supporting collaboration between general education, Special Education, and other student support services need continued strengthening to ensure consistent access to rigorous Tier 1 instruction.	The high number of students receiving specialized services requires intentional structures for collaborative planning, shared responsibility, differentiation, and progress monitoring. Continued refinement of these systems will help ensure supports are integrated into core instruction while maintaining high expectations for all learners.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Instructional resources, curriculum tools, and assessment data are not yet implemented with consistent depth and fidelity across all grade levels and classrooms.	The volume of available curriculum resources, including new math curriculum, assessment tools, and instructional supports, combined with limited collaborative planning time and varying levels of familiarity, creates a need for continued professional learning, curriculum internalization, and job-embedded coaching.
5 Systems supporting collaboration between general education, Special Education, and other student support services need continued strengthening to ensure consistent access to rigorous Tier 1 instruction.	The high number of students receiving specialized services requires intentional structures for collaborative planning, shared responsibility, differentiation, and progress monitoring. Continued refinement of these systems will help ensure supports are integrated into core instruction while maintaining high expectations for all learners.

Performance Objective 2 High Priority

By May 2027, Eagle Ridge will increase the percentage of 3rd- and 4th-grade students achieving Masters Grade Level on the Reading and Mathematics STAAR assessments by at least 5 percentage points from the 2026 baseline through rigorous Tier 1 instruction, targeted enrichment, and consistent monitoring of student progress.

Action Step 1

Third- and fourth-grade teachers will use STAAR, MAP, district assessment, common formative assessment, and classroom performance data to identify students demonstrating readiness to progress from Meets to Masters. PLCs will identify specific standards and skills preventing

students from reaching the Masters level and plan targeted enrichment and extension opportunities based on identified needs.

Measures: Student target lists, PLC data documents, assessment results, student work samples, enrichment plans, and progress-monitoring data.

Staff Responsible for Monitoring: Principal, Assistant Principal, 3rd and 4th Grade Teachers, Instructional Coaches

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

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

Progress Reviews

December

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Action Step 2

Third- and fourth-grade teachers will provide intentional enrichment and extension opportunities that require students to apply grade-level standards at increased levels of depth and complexity. Instruction will emphasize higher-level questioning, student discourse, written justification, problem solving, and application of learning to support students in progressing from Meets to Masters.

Measures: Lesson plans, PLC planning documents, student work samples, enrichment activities, walkthrough data, and formative assessment results.

Staff Responsible for Monitoring: Principal, Assistant Principal, 3rd and 4th Grade Teachers, Instructional Coaches

Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 1, 5

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

Progress Reviews

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February

June

Action Step 3

Third- and fourth-grade PLCs will monitor the progress of students identified for Masters growth following district and campus assessments. Teachers will review individual student performance by standard, adjust enrichment and instructional supports based on results, and update student target groups throughout the year as students demonstrate growth.

Measures: PLC data documents, updated student target lists, assessment results, progress-monitoring records, student work, and intervention/enrichment documentation.

Staff Responsible for Monitoring: Principal, Assistant Principal, 3rd and 4th Grade Teachers, Instructional Coaches

Problem Statements: Demographics 2 - Student Learning 2, 3 - School Processes & Programs 2, 5

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 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

Systems supporting collaboration between general education, Special Education, and other student support services need continued strengthening to ensure consistent access to rigorous Tier 1 instruction.

The high number of students receiving specialized services requires intentional structures for collaborative planning, shared responsibility, differentiation, and progress monitoring. Continued refinement of these systems will help ensure supports are integrated into core instruction while maintaining high expectations for all learners.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Campus data-analysis and progress-monitoring processes are not yet consistently resulting in timely instructional adjustments for individual students.

Although multiple sources of student data are available, PLC processes need continued refinement to ensure teachers consistently identify specific student and skill needs, monitor progress in short cycles, and use the results to adjust Tier 1 instruction, flexible grouping, intervention, tutoring, and enrichment.

3

Systems supporting collaboration between general education, Special Education, and other student support services need continued strengthening to ensure consistent access to rigorous Tier 1 instruction.

The high number of students receiving specialized services requires intentional structures for collaborative planning, shared responsibility, differentiation, and progress monitoring. Continued refinement of these systems will help ensure supports are integrated into core instruction while maintaining high expectations for all learners.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Instructional resources, curriculum tools, and assessment data are not yet implemented with consistent depth and fidelity across all grade levels and classrooms.

The volume of available curriculum resources, including new math curriculum, assessment tools, and instructional supports, combined with limited collaborative planning time and varying levels of familiarity, creates a need for continued professional learning, curriculum internalization, and job-embedded coaching.

2

Campus data-analysis and progress-monitoring processes are not yet consistently resulting in timely instructional adjustments for individual students.

Although multiple sources of student data are available, PLC processes need continued refinement to ensure teachers consistently identify specific student and skill needs, monitor progress in short cycles, and use the results to adjust Tier 1 instruction, flexible grouping, intervention, tutoring, and enrichment.

5

Systems supporting collaboration between general education, Special Education, and other student support services need continued strengthening to ensure consistent access to rigorous Tier 1 instruction.

The high number of students receiving specialized services requires intentional structures for collaborative planning, shared responsibility, differentiation, and progress monitoring. Continued refinement of these systems will help ensure supports are integrated into core instruction while maintaining high expectations for all learners.

Performance Objective 3

By May 2027, Eagle Ridge will increase the percentage of students demonstrating expected or accelerated academic growth in reading and mathematics, as measured by STAAR and MAP growth data, with particular attention to students who did not meet grade-level expectations in 2026.

Action Step 1

Teachers will use beginning-of-year MAP, prior STAAR, district assessment, and classroom performance data to establish individual student growth targets in reading and mathematics. During PLCs, teachers will identify students not on track to meet expected growth and determine specific instructional strategies, flexible groups, and supports needed to accelerate progress.

Measures: MAP growth reports, student growth/target lists, PLC data documents, assessment results, and progress-monitoring records.

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

Problem Statements: Demographics 2 - Student Learning 2, 3 - School Processes & Programs 2, 5

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

Progress Reviews

December

February

June

Action Step 2

Teachers will provide targeted, skill-based instruction for students who are not demonstrating expected growth through flexible small groups, intervention, tutoring, and differentiated Tier 1 instruction. Supports will be adjusted throughout the year based on ongoing progress-monitoring and assessment data.

Measures: Intervention and tutoring rosters, flexible grouping plans, progress-monitoring data, PLC documentation, MAP reports, district assessment results, and student work.

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

Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 5

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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Action Step 3

PLC agendas and data documents, MAP growth reports, district and common assessment data, student growth/target lists, progress-monitoring records, and instructional adjustment plans.

Measures: PLC agendas and data documents, MAP growth reports, district and common assessment data, student growth/target lists, progress-monitoring records, and instructional adjustment plans.

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

Problem Statements: Demographics 2 - Student Learning 2, 3 - School Processes & Programs 2, 5

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 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

Systems supporting collaboration between general education, Special Education, and other student support services need continued strengthening to ensure consistent access to rigorous Tier 1 instruction.

The high number of students receiving specialized services requires intentional structures for collaborative planning, shared responsibility, differentiation, and progress monitoring. Continued refinement of these systems will help ensure supports are integrated into core instruction while maintaining high expectations for all learners.

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Campus data-analysis and progress-monitoring processes are not yet consistently resulting in timely instructional adjustments for individual students.

Although multiple sources of student data are available, PLC processes need continued refinement to ensure teachers consistently identify specific student and skill needs, monitor progress in short cycles, and use the results to adjust Tier 1 instruction, flexible grouping, intervention, tutoring, and enrichment.

3

Systems supporting collaboration between general education, Special Education, and other student support services need continued strengthening to ensure consistent access to rigorous Tier 1 instruction.

The high number of students receiving specialized services requires intentional structures for collaborative planning, shared responsibility, differentiation, and progress monitoring. Continued refinement of these systems will help ensure supports are integrated into core instruction while maintaining high expectations for all learners.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

Campus data-analysis and progress-monitoring processes are not yet consistently resulting in timely instructional adjustments for individual students.

Although multiple sources of student data are available, PLC processes need continued refinement to ensure teachers consistently identify specific student and skill needs, monitor progress in short cycles, and use the results to adjust Tier 1 instruction, flexible grouping, intervention, tutoring, and enrichment.

5

Systems supporting collaboration between general education, Special Education, and other student support services need continued strengthening to ensure consistent access to rigorous Tier 1 instruction.

The high number of students receiving specialized services requires intentional structures for collaborative planning, shared responsibility, differentiation, and progress monitoring. Continued refinement of these systems will help ensure supports are integrated into core instruction while maintaining high expectations for all learners.

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

Performance Objective 1 High Priority

Throughout the 2026-2027 school year, Eagle Ridge Elementary will strengthen student, family, and community engagement by providing consistent communication, varied opportunities for participation, and meaningful opportunities for stakeholder voice and feedback. By May 2027, stakeholder feedback will demonstrate that families and students feel informed, welcomed, valued, and connected to the Eagle Ridge community, and survey results will be used to identify strengths and areas for continued improvement.

Action Step 1

Eagle Ridge will provide families with consistent, timely, and accessible communication regarding campus events, student learning, school expectations, and opportunities for involvement through multiple communication platforms throughout the school year.

Measures: Campus newsletters, Principals communications, website updates, social media posts, event communications, and stakeholder feedback.

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Counselor, Office Staff

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

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Action Step 2

Eagle Ridge will provide varied and flexible opportunities for families and community members to participate in the school community, including campus events, volunteer opportunities, student celebrations, and programs that strengthen connections between home and school. Opportunities will be offered in multiple formats and at varied times when possible to increase accessibility for families.

Measures: Event calendars, sign-in sheets, volunteer records, event participation data, family communications, photographs, and stakeholder feedback.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers, PTA

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

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

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Action Step 3

Eagle Ridge will intentionally gather feedback from students, families, and staff throughout the school year through surveys and other opportunities for stakeholder input. Campus leadership will review feedback to identify strengths, determine areas for improvement, and make responsive adjustments to campus practices and engagement opportunities.

Measures: Stakeholder surveys, student feedback, family input, survey participation/results, leadership meeting notes, and documentation of adjustments made in response to feedback.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Campus Leadership Team

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

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 2

By May 2027, Eagle Ridge Elementary will strengthen student leadership, voice, and belonging by providing meaningful opportunities for students to contribute to the campus community. At least 75% of fourth-grade students will participate in one or more campus leadership opportunities, including House Leaders, Flag Leaders, Office Runners, Counselor Helpers, Library Leaders, and other student leadership roles.

Action Step 1

Eagle Ridge will provide a variety of structured leadership opportunities for fourth-grade students and maintain a system for tracking participation to ensure at least 75% of students serve in one or more leadership roles. Campus staff will intentionally identify and encourage students who may not typically volunteer for leadership positions to participate.

Measures: Leadership rosters, student applications, participation tracker, House Leader records, and student leadership schedules.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Librarian, 4th Grade Teachers

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Action Step 2

Students selected for campus leadership roles will receive clear expectations, training, and ongoing support to help them successfully fulfill their responsibilities. Staff sponsors will provide opportunities for student leaders to practice responsibility, communication, service, problem solving, and positive role modeling throughout the school year.

Measures: Leadership expectations, training materials, student schedules, House Leader meeting agendas, sponsor documentation, and student reflections/feedback.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Librarian, 4th Grade Teachers, Leadership Role Sponsors

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems

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Action Step 3

Student leaders will be provided opportunities throughout the school year to share ideas, provide feedback, and contribute to campus activities and decisions. Campus leadership will intentionally seek input from student leaders regarding House activities, school culture, student experiences, and opportunities to strengthen belonging at Eagle Ridge.

Measures: House Leader meeting agendas, student surveys/feedback, student reflections, leadership meeting notes, and documentation of student-led activities or ideas implemented.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, House Sponsors, 4th Grade Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems

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Goal 3 Employee Excellence and Organizational Improvement

Performance Objective 1

By May 2027, Eagle Ridge Elementary will strengthen instructional capacity through consistent, job-embedded professional learning and coaching. Campus administration will protect regular classroom observation time, and 100% of classroom teachers will participate in at least two documented coaching and feedback cycles per semester that include classroom observation, a high-leverage actionable next step, implementation, and follow-up.

Action Step 1

Campus administrators will intentionally protect recurring time each week for classroom observations and instructional walkthroughs to increase leadership presence in classrooms and provide teachers with timely, meaningful feedback. The principal will schedule at least two 45-minute observation blocks each week and maintain a walkthrough/feedback tracker to monitor classroom visits, ensure equitable observation across teachers and grade levels, and identify instructional trends. Observation data will be used to determine individual coaching needs and campus-wide areas for professional learning.

Measures: Administrator calendar with protected observation blocks, walkthrough/observation tracker, classroom observation notes, feedback documentation, coaching records, and campus instructional trend data.

Staff Responsible for Monitoring: Principal, Assistant Principal

Problem Statements: School Processes & Programs 1

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing

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Action Step 2

Campus administrators will implement ongoing coaching and feedback cycles using the Get Better Faster framework. Following classroom observations, teachers will receive timely, actionable feedback focused on a high-leverage, bite-sized instructional next step. Administrators will conduct follow-up visits to monitor implementation, provide additional support, and recognize growth. Each classroom teacher will participate in at least two documented coaching and feedback cycles per semester.

Measures: Coaching and feedback tracker, observation notes, documented action steps, follow-up visit documentation, teacher feedback, and evidence of implementation.

Staff Responsible for Monitoring: Principal, Assistant Principal

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

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Action Step 3

Campus leadership will analyze walkthrough, observation, coaching, PLC, and student performance data to identify instructional trends and determine professional learning needs. Campus and grade-level professional learning will be intentionally aligned to identified areas for growth, with emphasis on strengthening Tier 1 instruction, student discourse, purposeful questioning, engagement, curriculum internalization, and responsive instructional practices.

Measures: Walkthrough trend data, coaching tracker, PLC documentation, professional learning agendas/materials, staff feedback, student performance data, and follow-up observation data.

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

Problem Statements: School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Instructional resources, curriculum tools, and assessment data are not yet implemented with consistent depth and fidelity across all grade levels and classrooms.	The volume of available curriculum resources, including new math curriculum, assessment tools, and instructional supports, combined with limited collaborative planning time and varying levels of familiarity, creates a need for continued professional learning, curriculum internalization, and job-embedded coaching.



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Counselng	--	Jennifer Price	8/31/2026
Coordinated Health Program	Director of Nursing	--	Jennifer Price	8/31/2026
Disciplinary Alternative Education Program (DAEP)	Executive Director of Student Services	--	Jennifer Price	8/31/2026
Dropout Prevention	Director of Counseling	--	Jennifer Price	8/31/2026
Dyslexia Treatment Program	Executive Director of Special Education	--	Jennifer Price	8/31/2026
Title I, Part C Migrant	Director of Language Programs	--	Jennifer Price	8/31/2026
Pregnancy Related Services	Director of Counseling	--	Jennifer Price	8/31/2026
Post-Secondary Preparedness	Director of Counseling	--	Jennifer Price	8/31/2026
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	--	Jennifer Price	8/31/2026
Student Welfare: Crisis Intervention Programs and Training	Director of Counseling	--	Jennifer Price	8/31/2026
Technology Integration	--	--	Jennifer Price	8/31/2026