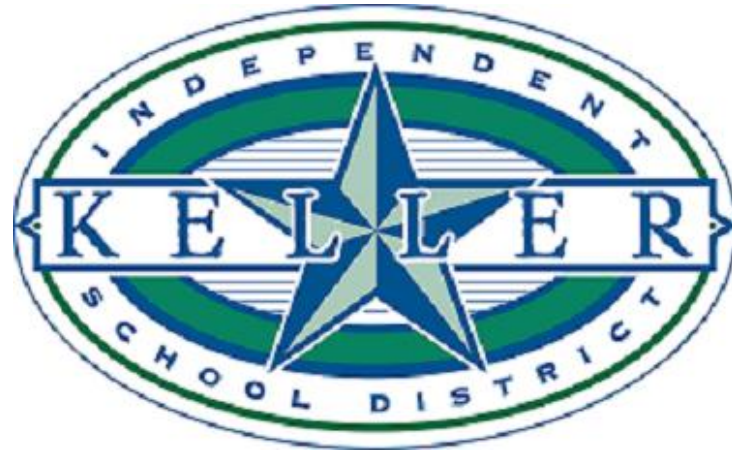


**Keller Independent School District  
Eagle Ridge Elementary School  
2024-2025 Campus Improvement Plan**



# 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

### 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 2025-2025 school year.

# Demographics

## Demographics Summary

Eagle Ridge is entering into its 17th school year. Current enrollment is at 500 students for the 2024-2025 school year. The demographic breakdown for 24-25 is: 11% African American, 25.2% Hispanic/Latino, 47%, White, 0.2% Asian/Pacific Islander, 36% Economically Disadvantaged, 12.4% LEP %, 3.2 GT %, and 25.8% 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 hve 16-20 years service, and 12% of our staff has 21 years or more.

## Demographics Strengths

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

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** The needs of students are changing. **Root Cause:** Eagle Ridge has seen population changes since beginning in 2007.

# Student Learning

## 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, 58% third graders and 64% of our fourth grade students met expectations. On the Reading STAAR Test, 63% third graders and 66% fourth grade students met expectations.

## Student Learning 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 1 (Prioritized):** Meets percentages have dropped in RLA since the 22-23 school year **Root Cause:** Introduction of a new RLA curriculum left gaps in the area of writing.

**Problem Statement 2 (Prioritized):** Meets percentages have dropped in Math since the 22-23 school year **Root Cause:** Changing demographics and populations are making the needs of our students different than previous years.

**Problem Statement 3:** Students are struggling in the area of mathematical problem solving. **Root Cause:** 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.

# School Processes & Programs

## 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.

## School Processes & Programs 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 1:** There are an abundance of resources, data tools, assessments and curriculum available which are not fully understood and implemented **Root Cause:** New/ changing curriculum New Resources Limited Time Need for more professional development/training

# Perceptions

## 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.

## Perceptions 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 1 (Prioritized):** Even with great school culture, there are some parents and students that may not feel like they are a part of the school. **Root Cause:** More and more of our parents are working and can't come to things during the day.



# Priority Problem Statements

**Problem Statement 1:** The needs of students are changing.

**Root Cause 1:** Eagle Ridge has seen population changes since beginning in 2007.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Meets percentages have dropped in RLA since the 22-23 school year

**Root Cause 2:** Introduction of a new RLA curriculum left gaps in the area of writing.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Meets percentages have dropped in Math since the 22-23 school year

**Root Cause 3:** Changing demographics and populations are making the needs of our students different than previous years.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Even with great school culture, there are some parents and students that may not feel like they are a part of the school.

**Root Cause 4:** More and more of our parents are working and can't come to things during the day.

**Problem Statement 4 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- Campus goals
- Campus/District improvement plans (current and prior years)

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results

## Student Data: Student 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

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

## Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

- Communications data

# Goals





## Goal 1: Increase Student Achievement

**Performance Objective 1:** By May of 2025, 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.

**High Priority**

**HB3 Goal**

Action Step 1 Details	Progress Reviews		
<p><b>Action Step 1:</b> Implement the district's RLA curriculum with fidelity, ensuring focus upon priority standards in planning, instruction, and assessment.</p> <p><b>Measures:</b> Planning documents, summative assessment results, STAAR results  <b>Staff Responsible for Monitoring:</b> Teachers, Administration</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math  <b>- ESF Levers:</b>            Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>
Action Step 2 Details	Progress Reviews		
<p><b>Action Step 2:</b> 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,</p> <p><b>Measures:</b> NWEA MAP Growth  <b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math  <b>- ESF Levers:</b>            Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>

Action Step 3 Details	Progress Reviews		
<p><b>Action Step 3:</b> 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.</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p>	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>
Action Step 4 Details	Progress Reviews		
<p><b>Action Step 4:</b> 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.</p>	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**





<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Meets percentages have dropped in RLA since the 22-23 school year <b>Root Cause:</b> Introduction of a new RLA curriculum left gaps in the area of writing.</p> <p><b>Problem Statement 2:</b> Meets percentages have dropped in Math since the 22-23 school year <b>Root Cause:</b> Changing demographics and populations are making the needs of our students different than previous years.</p>

**Goal 1: Increase Student Achievement**

**Performance Objective 2:** By May of 2025, we will increase overall performance on the Math STAAR in the area of representing and solving 1- and 2-step problems involving addition, subtraction, multiplication, and division (TEKS 3.4 and 4.4) involving all operations by 2% as measured by STAAR scores.

**High Priority**

Action Step 1 Details	Progress Reviews		
<p><b>Action Step 1:</b> 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.</p> <p><b>Measures:</b> Student growth on MAP and STAAR projection, performance on summative assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p><b>Action Step 2:</b> Thirty hours so accelerated instruction will be provided for students who qualify based on House Bill 1416 for support in mathematics.</p> <p><b>Measures:</b> 1416 attendance, student performance</p> <p><b>Staff Responsible for Monitoring:</b> classroom teachers, IST, Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Progress		
	Dec	Apr	July





Action Step 3 Details	Progress Reviews		
<p><b>Action Step 3:</b> Targeted and intensive support of student needs will be provided through intervention time and small group support during mathematics.</p> <p><b>Measures:</b> Campus and district assessment data, teacher walk-through data, student work samples</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Progress		
	Dec	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> Meets percentages have dropped in Math since the 22-23 school year <b>Root Cause:</b> Changing demographics and populations are making the needs of our students different than previous years.</p>

**Goal 1: Increase Student Achievement**

**Performance Objective 3:** By the end of 2024-2025 school year, 4th grade students will improve their ability to thoughtfully respond to texts which will result in an overall increase in performance by 2% on the extended constructed response on the STAAR test.

Action Step 1 Details	Progress Reviews		
<p><b>Action Step 1:</b> Provide professional development opportunities, training, planning time, and support for all teachers that supports the effective implementation of the district ELA curriculum</p> <p><b>Measures:</b> Professional development schedules, campus walk data, observation data</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>
Action Step 2 Details	Progress Reviews		
<p><b>Action Step 2:</b> Implement daily spiral review and number talks each day, utilizing district resources, in order to deepen students' abilities to understand and apply mathematical concepts.</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>
Action Step 3 Details	Progress Reviews		
<p><b>Action Step 3:</b> Provide targeted and intensive support of student needs through intervention time, and small group support</p>	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			







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

**Performance Objective 1:** Throughout the 24-25 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.

**High Priority**





Action Step 1 Details	Progress Reviews		
<p><b>Action Step 1:</b> Positive communication: Implement processes for highlighting success and positive happenings that will be communicated in weekly newsletters.</p> <p><b>Measures:</b> Staff shout outs, instructional highlights, photograph student spotlights</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>
Action Step 2 Details	Progress Reviews		
<p><b>Action Step 2:</b> 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.</p> <p><b>Measures:</b> Survey results</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>
Action Step 3 Details	Progress Reviews		
<p><b>Action Step 3:</b> Continue to build upon the tradition of service through the implementation and participation of The Big Event, a campus wide day of service.</p>	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>

Action Step 4 Details	Progress Reviews		
<p><b>Action Step 4:</b> 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.</p> <p><b>Measures:</b> Daily Announcements, PBIS and discipline data</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Adult House Leaders</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Progress		
	Dec	Apr	July
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 3:** Employee Excellence and Organizational Improvement

**Performance Objective 1:** Establish systems and processes that recognize and support effective instruction, collaboration, professional growth, leadership, and fosters excellence among teacher, administrators and staff.

Action Step 1 Details	Progress Reviews		
<p><b>Action Step 1:</b> Implementation of Staff Shout Outs, recognition of teachers in the weekly newsletter and on social media  <b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Problem Statements:</b> Perceptions 1</p>	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>
Action Step 2 Details	Progress Reviews		
<p><b>Action Step 2:</b> Through feedback meetings 3x per year, campus administration will solicit input, feedback and ideas from campus staff to better inform the ways in which they can provide support to teachers and staff members,  <b>Measures:</b> Feedback notes  <b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>
Action Step 3 Details	Progress Reviews		
<p><b>Action Step 3:</b> Campus administration will attend weekly PLC meetings with each grade level in order to provide support, resources, coaching and collaborate in problem solving as needed.  <b>Measures:</b> PLC meeting minutes  <b>Staff Responsible for Monitoring:</b> Administration, IST</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Progress</b>		
	<b>Dec</b>	<b>Apr</b>	<b>July</b>

Action Step 4 Details	Progress Reviews		
<p><b>Action Step 4:</b> Conduct a staff climate and culture survey to determine staff satisfaction, need, and preferences.</p> <p><b>Measures:</b> Staff feedback</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Progress		
	Dec	Apr	July
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 1 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> Even with great school culture, there are some parents and students that may not feel like they are a part of the school. <b>Root Cause:</b> More and more of our parents are working and can't come to things during the day.</p>