Keller Independent School District

Friendship Elementary School

2025-2026 Campus Improvement Plan

Mission Statement

Friendship Elementary will create a partnership with parents and community that will empower all students to achieve high standards of individual academic growth and excellence of character through diverse educational opportunities.

Vision

"Friendship ROCKS!"

Keller ISD and Friendship Elementary, an exceptional district and campus in which to learn, work and live.

Motto: Intentionally Exceptional!

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Comprehensive Needs Assessment

Demographics

Summary

Our campus is a Title I campus comprised of approximately 462 Pre K-4th grade students. The enrollment for Friendship Elementary, as indicated on the 2024-2025 PEIMS snapshot report, was 451 students, slightly less from the previous academic school year.

Our student ethnic distribution is:

African American	25.5%
Hispanic	21.7%
White	30.2%
Asian	9.5%
Pacific Islanders	0.7%
2 of More Races	12.4%

Our student participation in programs, at-risk 45%, 2.9% Section 504, 14.0% Emerging bilingual, 28.4% Special Education and 7.5% Gifted and Talented. The number of students who are considered economically disadvantaged is 63.0%. Two years ago this percentage was at ___% for economically disadvantaged students. Student mobility is defined as a student who has been in membership at the school for less than 83% of the school year (i.e., has missed six or more weeks at a particular school). The student mobility rate for Friendship Elementary is 18.5% (2024 TAPR). Students come from the community of Fort Worth and across the district for services such as Pre-Kindergarten or Special Education.

Teacher Ethnic Distribution is as follows (2023-2023 TAPR):

African American	2.5%
Hispanic	17.5%
White	77.5%
American Indian	2.5%
Asian	0%
Pacific Islander	0%
2 or More Races	0%

Student to Teacher ratio is 12.8 to 1. This ratio shows we meet the standard for performance and is below both district and state percentages.

Friendship Elementary Staff Demographics (2023-2024 TAPR) - Teachers by Years of Experience:

Beginning Teachers	5.0%
1-5 Years	22.5%
6-10 Years	33.8%
11-20 Years	24.9%
Over 20 years	13.8%

Campus programs in 24-25 include: GenEd Pre-Kindergarten, STACC, ESL, Gifted and Talented, Dyslexia, and Resource. Campus programs in 25-26 will include all of the previously listed programs plus ECSE (self-contained and co-teach classrooms)

Strengths

* Increasing in year's of experience with staff

* While 504 numbers dropped in part because of dyslexia falling under SpEd, the SpEd percentages did not increase overall

* Cultural Night in the Spring is the favorite event between both staff and families

Problem Statements Identifying Demographics Needs

	Problem Statement	**Root Cause**
1 ★	Students have gaps in prosocial skills between teachers and students and understanding/display of character traits.	Teachers need support and a resource in teaching character traits and prosocial skills to further minimize behavior and maximize instructional time.
2	As a school we need to find a more effective way to collect data from our families - 8 parents completed the Title I Annual Survey. Without the data we are unaware of specific strengths or weaknesses in community perceptions.	There currently isn't a specific plan in place for collecting data from our families.

★ **= Priority**

Student Learning

Summary

Tier 1 Instruction in PK-4 has been a focus this school year and students made noticeable growth because of the teachers' efforts. Grades K-4 continued to implement LLI for reading intervention during the fall and spring semester. Students, K-4, worked on Istation for Reading support this year and Dreambox for Math support. Teachers were able to pull reports to pinpoint instructional needs and facilitate small groups and tutoring based on needs. We have utilized MAP Growth Testing for Reading and Math.

MAP Student Growth Summary Report Fall 2024-Spring 2025 (Math and Reading K-4)

Median Student Growth Percentile

Grade Level	Reading	Math
Kindergarten	47th	67th
First Grade	17th	56th
Second Grade	48th	65th
Third Grade	34th	68th
Fourth Grade	45th	50th

STAAR Scores (Math & Reading 3-4)

	Approaches	Meets	Masters
3rd Grade Math	70%	41%	13%
3rd Grade Reading	66%	29%	5%
4th Grade Math	64%	37%	15%
4th Grade Reading	80%	55%	27%
5th Grade Math	95%	84%	58%

Dreambox Growth (K-4th Grade)

	More than 5 lessons	All students
Kinder	.9	.7
1st	1	.8
2nd	1.3	1.1
3rd	1.6	1.3
4th	1.5	1.1

Strengths

* Implementation of alignment problem solving and fact fluency w/ Origo

* 4th grade math and reading increases on STAAR

* 2nd-4th grade teachers are maximizing the use of Dreambox in closing academic gaps. Students on average are making more than 1 year's growth

Problem Statements Identifying Student Learning Needs

	Problem Statement	**Root Cause**
1 ★	K-4 students are not making expected growth in reading.	Teachers need coaching support on planning more deeply for the entire RLA instructional block.
2 ★	K-2 students are not making expected growth in math.	Teachers need additional coaching support to plan for problem solving which utilizes more concrete models, math charts and manipulatives.

★ **= Priority**

School Processes & Programs

Summary

Our campus consists of Pre Kindergarten-4th for the 2025-2026 school year. Each grade level follows the district curriculum and scope and sequence. Early literacy curriculum uses Letterland (Pre-Kinder) and Reading Horizons (K-4) as a phonics resource and Heggerty as a phonemic awareness resource in Pre-Kindergarten.

All grade level teams have opportunity to intentionally plan with end goals in mind and meet for collaborative planning. In the past the collaborative planning was done quarterly. This year the collaborative planning will be done in advance of the three units in math and three units in RLA that have been targeted as priority units. Our staff is comfortable using technology for instructional and intervention purposes. Programs such as Dreambox, and other KISD supported programs are used for instructional purposes with students. Technology is used for communication with parents and colleagues, lesson planning, and access to district resources and digital learning. Additionally, students in grades 3rd-4th are 1:1 having access to an iPad for instruction. Students in grades Pre-Kinder-2nd grade are 1:2 with have access to an iPad for instruction. Staff has quick access to data to evaluate the students' performance.

Campus implementation of Positive Behavioral Intervention Support (PBIS) continues to be implemented campus-wide. As a campus we continue to use Bolt Bucks to recognize students who exhibit respect, responsibility and safety. For the third year, the teachers will utilize the Character Strong curriculum to teacher character lessons at least 3 times a week during morning meeting.

Strengths

- Implementation of district curriculum following scope and sequence (especially Reading Horizons)
- Reading and Math Workshop models are the frameworks of learning.
- Teacher and student support is available
- Master Schedule - minimizes instructional interruptions with pullouts and keeps teams together
- Data meetings allow for teachers to identify students in academic and behavioral need and work on plans to close gaps
- Campus faculty and staff share a passion and dedication to providing relevant and engaging learning opportunities for students. ****
- Utilizing Bolt Bucks
- Attendance

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Teachers are not able to differentiate for all students.	The wide range of student achievement levels, and students' pullout services present a challenge for teachers to be able to meet the needs on their own.
2	Students are late arriving to school and missing instruction.	Students are not motivated nor incentivized to arrive at school early or on time.

★ **= Priority**

Perceptions

Summary

Data is gathered from areas of parent and staff climate, and from discipline records, PTA volunteer logs and Title 1 parent surveys and needs in the overall climate and family/community involvement at Friendship Elementary. We started collecting data in regards to parent perceptions of school events. Morning meetings are used with students to develop healthier peer relations and increase social emotional intelligence. Parents have identified an area of support needed as academic support, specifically in regards to teacher communication regarding what their students are learning and how parents can help from home. Friendship Elementary has a need for continued PTA leadership and increased PTA participation as well as staff participation at family engagement events. We continue to struggle with consistent involvement in our academic-content related events. Our CEIC and academic events are more sparsely attended. We utilized the results from our parent surveys to increase participation in our academic events.

Strengths

* Strong presence on social media (specifically Facebook) and is used to tell the Friendship story to our community

* Bring Your Grown-Up to School Day has more than 250+ attend each year

* Staff morale is very high and teachers/staff recruit others to work on our campus.

Priority Problem Statements

	Problem Statement	**Root Cause**
1 ★	Students have gaps in prosocial skills between teachers and students and understanding/display of character traits.	Teachers need support and a resource in teaching character traits and prosocial skills to further minimize behavior and maximize instructional time.
2 ★	K-4 students are not making expected growth in reading.	Teachers need coaching support on planning more deeply for the entire RLA instructional block.
3 ★	K-2 students are not making expected growth in math.	Teachers need additional coaching support to plan for problem solving which utilizes more concrete models, math charts and manipulatives.
4 ★	Teachers are not able to differentiate for all students.	The wide range of student achievement levels, and students' pullout services present a challenge for teachers to be able to meet the needs on their own.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **Campus goals**

- ☑ **HB3 Reading and math goals for PreK-3**

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

- ☑ **State and federal planning requirements**

Accountability Data

- ☑ **Student Achievement Domain**

- ☑ **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**

Student Data: Assessments

- ☑ **STAAR current and longitudinal results, including all versions**

- ☑ **STAAR released test questions**

- ☑ **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**

- ☑ **Student failure and/or retention rates**

- ☑ **Local diagnostic reading assessment data**

- ☑ **Texas approved PreK - 2nd grade assessment data**

- ☑ **Other 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**

- ☑ **Dyslexia data**

☑ **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

☑ **Attendance data**

☑ **Discipline records**

Employee Data

☑ **Professional learning communities (PLC) data**

☑ **State certified and high quality staff data**

☑ **T-TESS data**

Parent/Community Data

☑ **Parent surveys and/or other feedback**

☑ **Parent engagement rate**

Support Systems and Other Data

☑ **Communications data**

☑ **Budgets/entitlements and expenditures data**

Goals

Goal 1 Increase Student Achievement

Performance Objective 1

By June 2026, the percent of 3rd grade students hitting the "meets standard" rating in reading will be at 60% as measured by the STAAR assessments.

Action Step 1

Teachers will meet with instructional coaches to develop a reading instructional plan for the grade level to identify priority TEKS, common assessment dates, and artifacts that will demonstrate student growth and proficiency to campus administration for key units.

Measures: Grade level reading instructional plans, student growth and achievement data

Staff Responsible for Monitoring: Campus administration, instructional coaches, classroom teachers

Problem Statements: Student Learning 1

Funding Sources: Instructional Coach and Intervention Support Teacher 211 - Title I Pt A Impr BSC Prg, $150,455

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

Moderate Progress			
December	**April**	**July**	**August**

Action Step 2

Classroom teachers in grades K-4 will utilize Reading Horizon Discovery lessons for 100% of students focusng on Tier I phonics instruction and utilizing data from the skills checks to pull small groups.

Measures: Student growth and achievement, Istation reports

Staff Responsible for Monitoring: Campus administration, instructional coaches, classroom teachers,

Problem Statements: School Processes & Programs 1

Funding Sources: Headphones for Reading Horizons Skills Check 211 - Title I Pt A Impr BSC Prg, $5,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Progress Reviews

Moderate Progress			
December	**April**	**July**	**August**

Action Step 3

Grade level teams of teachers will establish and utilize a PDSA model to analyze data including instructional walk data, MAP, reading performance tasks, and Reading Horizons data to monitor overall student growth and achievement in reading.

Measures: Student growth and achievement, PDSA bulletin boards

Staff Responsible for Monitoring: Campus administration, instructional coaches, classroom teachers.

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

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

Progress Reviews

Moderate Progress			
December	**April**	**July**	**August**

Action Step 4

Conduct focused and calibrated instructional walks to observe each literacy component, including Foundational Skills, Reading Instruction, and Writing Instruction to support teachers in implementing identified TEKS.

Measures: Walkthrough forms

Staff Responsible for Monitoring: Campus administration

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

Some Progress			
December	**April**	**July**	**August**

Action Step 5

Teachers will provide summer intervention for at-risk 2nd and 3rd graders to help minimize summer slide and provide intervention for HB1416 students.

Measures: Attendance, Dreambox Data, Student Achievement and Growth

Staff Responsible for Monitoring: Summer Intervention Teachers

Title I: 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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

Progress Reviews

No Progress

December	April	July	August

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	K-4 students are not making expected growth in reading.	Teachers need coaching support on planning more deeply for the entire RLA instructional block.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Teachers are not able to differentiate for all students.	The wide range of student achievement levels, and students' pullout services present a challenge for teachers to be able to meet the needs on their own.

Performance Objective 2

By June 2026, the percent of 3rd grade students hitting the "meets standard" rating in math will be at 60% as measured by the STAAR assessments.

Action Step 1

Teachers will meet with instructional coaches to develop a math instructional plan for the grade level to identify priority TEKS, common assessment dates, and artifacts that will demonstrate student growth and proficiency to campus administration for key units.

Measures: Grade level math instructional plans, student growth and achievement data

Staff Responsible for Monitoring: Campus administration, instructional coaches, classroom teachers

Title I: 2.5.1, 2.5.2, 2.5.3

Progress Reviews

Moderate Progress			
December	**April**	**July**	**August**

Action Step 2

Classroom teachers in grades K-4 will strategically and intentionally assign and monitor DreamBox lessons for 100% of students focusing on closing instructional gaps and front-loading instruction.

Measures: Dreambox usage, math achievement data and growth

Staff Responsible for Monitoring: Classroom teachers and math instructional coach

Title I: 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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

Progress Reviews

Some Progress			
December	**April**	**July**	**August**

Action Step 3

Teachers will use Origo's Book and Box of Facts and district numerical fluency lessons as a resource to increase students' numerical fluency and provide consistent vertical instruction.

Measures: walkthroughs, observations, lesson plans

Staff Responsible for Monitoring: Administration, math instructional coach

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

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

Progress Reviews

Moderate Progress			
December	**April**	**July**	**August**

Action Step 4

Grade level teams of teachers will establish and utilize a PDSA model to analyze data including instructional walk data, MAP, reading performance tasks, and data to monitor overall student growth and achievement in math.

Measures: Student growth and achievement, PDSA bulletin boards

Staff Responsible for Monitoring: Campus administration, instructional coaches, classroom teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

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

Progress Reviews

Moderate Progress			
December	**April**	**July**	**August**

Action Step 5

Conduct focused and calibrated instructional walks to observe each math instructional component, including Numerical Fluency, Problem Solving, Spiral Review, and the main lesson to support teachers in implementing identified TEKS.

Measures: Walkthrough forms

Staff Responsible for Monitoring: Campus Administration

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

Some Progress			
December	**April**	**July**	**August**

Goal 2 Increase student, parent, and community engagement

Performance Objective 1

By June 2026, the campus will promote parental and community involvement in campus planning and events by promoting a minimum of 3 academic events as measured by Title I documentation and sign-in sheets.

Action Step 1

Hold parent engagement/involvement events including Literacy Night, Math Night, STEAM Night with Fort Worth Science Museum, Cultural Night, Bring Your Grown-Up to School, and Curriculum Nights

Measures: Attendance/sign-in sheets, Title I EOY survey, student achievement data

Staff Responsible for Monitoring: Campus administration, Campus Committees

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Progress Reviews

Considerable Progress			
December	**April**	**July**	**August**

Performance Objective 2

Promote consistent school-wide positive behavior intervention supports to re-teach and reward desired school behaviors

Action Step 1

Provide direct teach of character skills and community building through Morning Meeting with the use of the Character Strong program at least 3 days a week.

Measures: usage of Character Strong, discipline data, counseling referrals

Staff Responsible for Monitoring: Administration, Counselor, Classroom Teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

Considerable Progress

| **December** | **April** | **July** | **August** |

State Compensatory Education

State Compensatory

Budget for Friendship Elementary School

Total SCE Funds: $10,000.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

These funds are being used for 3rd & 4th grade teachers to tutor students for accelerated instruction for HB1416 and at-risk students who need additional supports to close gaps.

Personnel for Friendship Elementary School

Name	Position	FTE
Geri Weaver	ESL Teacher	1
Laura Follett	IST	1

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Ashley Noto	IST & 4th Grade Hybrid Math Teacher		1
Sheila Weaver	Instructional Coach		1