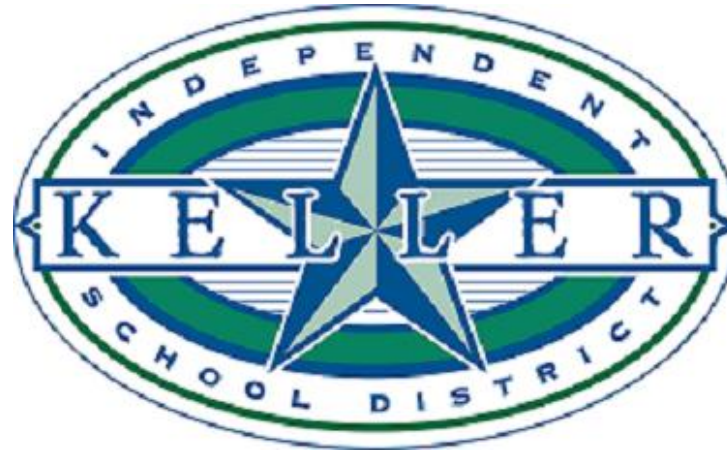


Keller Independent School District
Friendship Elementary School
2024-2025 Campus Improvement Plan



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

Demographics Summary

Our campus is a Title I campus comprised of approximately 563 Pre K-4th grade students. The enrollment for Friendship Elementary, as indicated on the 2023-2024 PEIMS snapshot report, was 533 students, slightly more from the previous academic school year. Our student ethnic distribution is African American 29.5%, Hispanic 22.6%, White 29.1%, Asian 8.7% and 2 or more Races 10.1%. In considering student participation in programs, at-risk 47.1%, 8.2% Section 504, 16.7% Emerging bilingual, 29.0% Special Education and 4.6% Gifted and Talented. The number of students who are considered economically disadvantaged is 70.3%. Two years ago this percentage was at 58.3% 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 12.4% (2023 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	0.0%
Hispanic	12.3%
White	87.7%
American Indian	0%
Asian	0%
Pacific Islander	0%
2 or More Races	0%

Student to Teacher ratio is 13.0 to 1. This ratio shows we meet the standard for performance and is below both district and state percentages.

Friendship Elementary Staff Demographics (2022-2023 TAPR) - Teachers by Years of Experience:

Beginning Teachers	9.8%
1-5 Years	26.6%
6-10 Years	28.3%
11-20 Years	24.2%
Over 20 years	11.1%

Campus programs include: GenEd Pre-Kindergarten, STACC, ESL, Gifted and Talented, Dyslexia, and Resource.

Demographics Strengths

- Our student population is diverse.
- We provide on-site programs with specially certified teachers to meet the needs of our students: Pre-Kindergarten, Special Education
- 8 professional staff members hold a Master's degree
- 20 staff members have ESL certifications
- Shared decision making through PLCs and SNAP Meetings
- 35% our professional staff have 11-20 years of experience
- Average years of experience of teachers - 9.3 years
- Average years of experience of teachers with district - 5.6 years

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There has been an increase in students enrolled in programs which require specialized support to address varying academic, behavior, and emotional needs **Root Cause:** Many students moved from 504 plans to IEPs and students need more academic and emotional/behavioral support than in years past.

Student Learning

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 2023-Spring 2024 (Math and Reading K-4)

Median Student Growth Percentile

Grade Level	Reading	Math
Kindergarten	55%	68*
First Grade	26.5%	41%
Second Grade	71%	58%
Third Grade	70%	85%
Fourth Grade	55%	71%

Student Learning Strengths

We met our CIP goals for 2021-2022 of 53% of students will met or exceed their EOY growth projections for math and 67% for reading campus-wide.

Kinder, 2nd, and 3rd grades exceeded campus growth projection goals in reading.

Kinder, 3rd, and 4th grades exceeded campus growth projection goals in math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students are not making expected growth in writing when compared to reading and math instruction. **Root Cause:** Teachers have not had adequate professional development in the area of writing.

School Processes & Programs

School Processes & Programs Summary

Our campus consists of Pre Kindergarten-4th for the 2023-2024 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 grades PK-2. All grade level teams intentionally plan with end goals in mind and meet for collaborative planning at least quarterly. Our staff is comfortable using technology for instructional and intervention purposes. Supplementally, PreK, Kinder and 1st grades utilized Seesaw as an online platform while 2nd, 3rd and 4th grades utilize Google Classroom. Additionally, programs such as iStation, MAP, Reading A-Z, 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, we are a 1:1 campus with all students PK-4th having 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. This school year, our staff will transition from using digital PBIS points with PBIS rewards to using physical Bolt Bucks.

School Processes & Programs Strengths

- Implementation of district curriculum following scope and sequence (especially Heggerty and 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.
- Technology needs are addressed at the campus level

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Some students continue to lag behind academically despite Tier I instruction, interventions and tutoring efforts. **Root Cause:** Formative and summative assessment data is not regularly analyzed to drive Tier I instructional decisions.

Problem Statement 2 (Prioritized): Teachers do not receive pertinent information about newly enrolled students in a timely manner to meet their academic, physical, social, emotional, and behavioral needs immediately upon enrollment. **Root Cause:** We do not have a consistent system in place to identify the academic, physical, emotional, and behavioral needs of the new students who come to us each year. (No current consistent system/screeners used to determine these needs as new students enroll.)

Perceptions

Perceptions Summary

Data is gathered from areas of parent and staff climate, and from discipline records, 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 sparsely attended. We utilized the results from our parent surveys to increase participation in our academic events.

Perceptions Strengths

- Students, parents, and staff "agree" or "strongly agree" that our campus is safe place and that we promote and work toward academic success for all students.
- School Environment (Surveys show that 100% of staff feel like they belong on campus)
- Cultural Night in the Spring is the favorite event between both staff and families

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students have gaps in prosocial skills between teachers and students and understanding/display of character traits. **Root Cause:** Teachers need support and a resource in teaching character traits and prosocial skills to further minimize behavior and maximize instructional time.

Problem Statement 2: Three teachers left mid-school year during 2023-2024. **Root Cause:** Identifying quality candidates for teaching positions has been challenging because of the limited number of qualified applicants and the high standards required for these roles.

Problem Statement 3 (Prioritized): As a school we need to find a more effective way to collect data from our families - 34 parents completed the Title I Annual Survey while 100+ will complete a 2 question survey by text. Without the data we are unaware of specific strengths or weaknesses in community perceptions. **Root Cause:** There currently isn't a specific plan in place for collecting data from our families.

Priority Problem Statements

Problem Statement 1: Students have gaps in prosocial skills between teachers and students and understanding/display of character traits.

Root Cause 1: Teachers need support and a resource in teaching character traits and prosocial skills to further minimize behavior and maximize instructional time.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: As a school we need to find a more effective way to collect data from our families - 34 parents completed the Title I Annual Survey while 100+ will complete a 2 question survey by text. Without the data we are unaware of specific strengths or weaknesses in community perceptions.

Root Cause 2: There currently isn't a specific plan in place for collecting data from our families.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Teachers do not receive pertinent information about newly enrolled students in a timely manner to meet their academic, physical, social, emotional, and behavioral needs immediately upon enrollment.

Root Cause 3: We do not have a consistent system in place to identify the academic, physical, emotional, and behavioral needs of the new students who come to us each year. (No current consistent system/screeners used to determine these needs as new students enroll.)

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Students are not making expected growth in writing when compared to reading and math instruction.

Root Cause 4: Teachers have not had adequate professional development in the area of writing.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: There has been an increase in students enrolled in programs which require specialized support to address varying academic, behavior, and emotional needs

Root Cause 5: Many students moved from 504 plans to IEPs and students need more academic and emotional/behavioral support than in years past.

Problem Statement 5 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals


Goal 1: Increase Student Achievement


Performance Objective 1: By June 2025, 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 Details	Progress Reviews		
<p>Action Step 1: Quarterly 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.</p> <p>Measures: Grade level reading instructional plans, student growth and achievement data</p> <p>Staff Responsible for Monitoring: Campus administration, instructional coaches, classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Classroom teachers in grades K-4 will utilize Istation lessons for 100% of students focusng on closing instructional gaps and front-loading instruction.</p> <p>Measures: Student growth and achievement, Istation reports</p> <p>Staff Responsible for Monitoring: Campus administration, instructional coaches, classroom teachers,</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July

Action Step 3 Details	Progress Reviews		
<p>Action Step 3: During weekly PLCs, teachers will analyze data including instructional walk data, MAP, reading performance tasks, and istation data to monitor overall student growth and achievement in math.</p> <p>Measures: Student growth and achievement</p> <p>Staff Responsible for Monitoring: Campus administration, instructional coaches, classroom teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Conduct 10 focused instructional walks per month to observe each literacy component, including Foundational Skills, Reading Instruction, and Writing Instruction to support teachers in implementing identified TEKS.</p> <p>Measures: Walkthrough data, achievement data</p> <p>Staff Responsible for Monitoring: Campus administration, campus instructional coach</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 5 Details	Progress Reviews		
<p>Action Step 5: Ensure teachers receive proper professional development and coaching support to effectively teach writing through the writing process and across core content areas.</p> <p>Measures: attendance at PD and PLC, writing growth and achievement data</p> <p>Staff Responsible for Monitoring: Campus administration, campus instructional coaches</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Progress		
	Dec	Apr	July

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:





Student Learning

Problem Statement 1: Students are not making expected growth in writing when compared to reading and math instruction. **Root Cause:** Teachers have not had adequate professional development in the area of writing.

Goal 1: Increase Student Achievement





Performance Objective 2: By June 2025, 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 Details	Progress Reviews		
<p>Action Step 1: Quarterly 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.</p> <p>Measures: Grade level math instructional plans, student growth and achievement data</p> <p>Staff Responsible for Monitoring: Campus administration, instructional coaches, classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>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.</p> <p>Measures: Dreambox usage, math achievement data and growth</p> <p>Staff Responsible for Monitoring: Classroom teachers and math instructional coach</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Progress		
	Dec	Apr	July

Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Teachers will use Origo's Book and Box of Facts as a resource to increase students' numerical fluency and provide consistent vertical instruction.</p> <p>Measures: participation in PD, observations, lesson plans Staff Responsible for Monitoring: Administration, math instructional coach</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 4 Details	Progress Reviews		
<p>Action Step 4: During weekly PLCs, teachers will analyze data including instructional walk data, MAP, math summative assessments, Dreambox and numerical fluency growth to monitor overall student growth and achievement in math.</p> <p>Measures: Student growth and achievement Staff Responsible for Monitoring: Campus administration, instructional coaches, classroom teachers</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 5 Details	Progress Reviews		
<p>Action Step 5: Conduct 10 focused instructional walks per month to observe and support teachers in implementing identified TEKS.</p> <p>Measures: Walkthrough data, achievement data Staff Responsible for Monitoring: Campus administration, campus instructional coaches</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</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>			





Goal 2: Increase student, parent, and community engagement

Performance Objective 1: By June 2025, 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 Details	Progress Reviews		
<p>Action Step 1: Hold parent engagement/involvement events including Literacy Night, Math Night, STEAM Night with Fort Worth Science Museum, Cultural Night, STAAR Parent Night, and Curriculum Nights</p> <p>Measures: Attendance/sign-in sheets, Title I EOY survey, student achievement data</p> <p>Staff Responsible for Monitoring: Campus administration, Campus Committees</p> <p>Title I: 2.6, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</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>			

Goal 2: Increase student, parent, and community engagement

Performance Objective 2: Promote consistent school-wide positive behavior intervention supports to re-teach and reward desired school behaviors

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Collect baseline data through a teacher survey on participation, support, and effectiveness of Bolt Bucks and overall PBIS program to reward and recognize students with positive behaviors.</p> <p>Measures: discipline and classroom data; quarterly survey</p> <p>Staff Responsible for Monitoring: Administration, PBIS Committee</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: 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.</p> <p>Measures: usage of Character Strong, discipline data, counseling referrals</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Classroom Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Progress		
	Dec	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue			





Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: There has been an increase in students enrolled in programs which require specialized support to address varying academic, behavior, and emotional needs
Root Cause: Many students moved from 504 plans to IEPs and students need more academic and emotional/behavioral support than in years past.

Goal 2: Increase student, parent, and community engagement

Performance Objective 3: Collect baseline data on systematic communication between students, families, and the school.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Collect baseline data on the number of parents who participate parent-teacher conferences learn about their child's progress and build partnership for their child's success.</p> <p>Measures: Parent Conference Documentation</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Quarterly track the number of phone calls received in the front office where parents ask questions that have already been addressed through existing communication channels.</p> <p>Measures: Documentation chart</p> <p>Staff Responsible for Monitoring: Front office, campus administration</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 3</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 3 Problem Statements:

Perceptions

Problem Statement 3: As a school we need to find a more effective way to collect data from our families - 34 parents completed the Title I Annual Survey while 100+ will complete a 2 question survey by text. Without the data we are unaware of specific strengths or weaknesses in community perceptions. **Root Cause:** There currently isn't a specific plan in place for collecting data from our families.

State Compensatory

Budget for Friendship Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 2.5

Brief Description of SCE Services and/or Programs

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Personnel for Friendship Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ashley Noto	IST	0.5
Debra Stankewitz	IST	1
Laura Follett	IST	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashley Noto	IST		.5
Rebekah Penland	Instructional Literacy Coach		1.0
Sheila Shaffer	Instructional Math Coach		1.0