Keller Independent School District

Friendship Elementary School

2026-2027 Campus Improvement Plan

Accountability Rating: D

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 462 Pre K-4th grade students. The enrollment for Friendship Elementary, as indicated on the 2024-2025 PEIMS snapshot report, was 463 students, which is almost exactly the same number of students.

Our student ethnic distribution is:

African American	**25.3%**
Hispanic	22.2%
White	31.1%
Asian	9.1%
Pacific Islanders	0.2%
2 of More Races	12.1%

Our student participation in programs, at-risk 48.8%, 4.1% Section 504, 16.0% Emerging bilingual, 22.0% Special Education and 3.9% Gifted and Talented. The number of students who are considered economically disadvantaged is 65.2%. 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 14.3% (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 (2024-2025 TAPR):

African American	**2.9%**
Hispanic	8.7%
White	88.4%
American Indian	0.0%
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 (2024-2025 TAPR) - Teachers by Years of Experience:

Beginning Teachers	**11.6%**
1-5 Years	31.9%
6-10 Years	20.3%
11-20 Years	28.9%
Over 20 years	7.3%

Campus programs in 25-26 include: GenEd Pre-Kindergarten, ECSE, ECSE, STACC, ESL, Gifted and Talented, Dyslexia, and Resource. Campus programs in 26-27 will include all of the previously listed programs.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 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.

Student Learning

Student Learning Summary

Tier 1 Instruction in PK-4 has been a continued focus this school year and students made noticeable growth because of the teachers' efforts. Grades PK-4 utilized the PDSA model to set goals and track student growth in reading and math. Students, K-4, Dreambox for Math support and Reading Horizons Discovery for Phonics 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 2025-Spring 2026 (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	64%	42%	18%
3rd Grade Reading	68%	41%	17%
4th Grade Math	53%	29%	10%
4th Grade Reading	70%	29%	9%
5th Grade Math	100%	100%	50%

Student Learning Strengths

- Reading Horizons Discovery is used with fidelity by teachers in grades Kinder-3rd grade; 4th grade teachers used it during the first semester
- 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 1: K-4 students are not making expected growth in reading.
Root Cause: Teachers need coaching support on planning more deeply for the entire RLA instructional block.

School Processes & Programs

School Processes & Programs Summary

Our campus consists of Pre Kindergarten-4th for the 2026-2027 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 and phonemic awareness 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 four units in math and four 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, Reading Horizons Discovery, 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 Kinder-4th grade are 1:1 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. As a campus we continue to use Bolt Bucks to recognize students who exhibit respect, responsibility and safety. For the fourth year, the teachers will utilize the Character Strong curriculum to teacher character lessons at least 3 times a week during morning meeting.

School Processes & Programs 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 1: Teachers are not able to differentiate for all students.
Root Cause: 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.

Problem Statement 2: Students are late arriving to school and missing instruction.
Root Cause: Students are not motivated nor incentivized to arrive at school early or on time.

Perceptions

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.

Perceptions 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

Goals

Goal 1: Increase Student Achievement

Performance Objective 1: By June 2027, 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	Reviews		
	Progress		Summative
	Dec	Feb	June
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 **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Action Step - Additional Targeted Support Action Step**			

Action Step 2 Details	Reviews		
	Progress		Summative
	Dec	Feb	June
Action Step 2: Classroom teachers in grades K-4 will utilize Reading Horizon Discovery lessons for 100% of students focusing on Tier I phonics instruction and utilizing data from the multi-skills checks to pull small groups for intervention and acceleration. **Measures:** Student growth and achievement; Reading Horizons reports **Staff Responsible for Monitoring:** Campus administration, instructional coaches, classroom teachers, **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials **- Targeted Support Action Step - Additional Targeted Support Action Step**			

Action Step 3 Details	Reviews		
	Progress		Summative
	Dec	Feb	June
Action Step 3: Grade level teams of teachers will meet weekly in PLC to analyze data including instructional walk data, MAP, reading performance tasks, summative/formative assessments, and Reading Horizons data to monitor overall student growth and achievement in reading. **Measures:** Student growth and achievement; data dashboard for 3rd & 4th grades; PLC agendas/minutes **Staff Responsible for Monitoring:** Campus administration, instructional coaches, classroom teachers. **Title I:** 2.51, 2.52, 2.53 **- 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 5: Instructional Leadership and Capacity Building **- Targeted Support Action Step - Additional Targeted Support Action Step**			

Action Step 4 Details	Reviews		
	Progress		Summative
	Dec	Feb	June
Action Step 4: Conduct focused and calibrated instructional walks to support teachers in instruction. Walkthroughs will be done bimonthly for 0-2 year teachers and monthly for 3+ year teachers with feedback using Get Better Faster provided within 48hours. **Measures:** Walkthrough schedule and documentation of teachers' progress on action steps **Staff Responsible for Monitoring:** Campus administration and campus instructional coach **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing **- Targeted Support Action Step - Additional Targeted Support Action Step**			

Action Step 5 Details	Reviews		
	Progress		Summative
	Dec	Feb	June
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, Student Achievement and Growth **Staff Responsible for Monitoring:** Summer Intervention Teachers **Title I:** 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Action Step - Additional Targeted Support Action Step**			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Increase Student Achievement

Performance Objective 2: By June 2027, 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	Reviews		
	Progress		Summative
	Dec	Feb	June
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			

Action Step 2 Details	Reviews		
	Progress		Summative
	Dec	Feb	June
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:** 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials **- Targeted Support Action Step - Additional Targeted Support Action Step**			

Action Step 3 Details	Reviews		
	Progress		Summative
	Dec	Feb	June
Action Step 3: Grade level teams of teachers will meet weekly in PLC to analyze data including instructional walk data, MAP, summative/formative assessments, and Dreambox data to monitor overall student growth and achievement in math. **Measures:** Student growth and achievement; data dashboard for 3rd & 4th grades; PLC agendas/minutes **Staff Responsible for Monitoring:** Campus admin, campus instructional coach, classroom teachers **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building - **Targeted Support Action Step - Additional Targeted Support Action Step**			

Action Step 4 Details	Reviews		
	Progress		Summative
	Dec	Feb	June
Action Step 4: Conduct focused and calibrated instructional walks to support teachers in instruction. Walkthroughs will be done bimonthly for 0-2 year teachers and monthly for 3+ year teachers with feedback using Get Better Faster provided within 48hours. **Measures:** Walkthrough schedule and documentation of teachers' progress on action steps **Staff Responsible for Monitoring:** Campus administration and campus instructional coach **Title I:** 2.52 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building - **Targeted Support Action Step - Additional Targeted Support Action Step**			

Action Step 5 Details	Reviews		
	Progress		Summative
	Dec	Feb	June
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 Teacher **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Action Step - Additional Targeted Support Action Step**			

 No Progress  Accomplished  Continue/Modify  Discontinue

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 Details	Reviews		
	Progress		Summative
	Dec	Feb	June
Action Step 1: Hold parent engagement/involvement events including Literacy Night, Math Night, STEAM Night, 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 **Title I:** 2.51 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials			

 No Progress  Accomplished  Continue/Modify  Discontinue

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	Reviews		
	Progress		Summative
	Dec	Feb	June
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 **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems			

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Employee Excellence and Organizational Improvement

Performance Objective 1: By May 2027, at least 95% of Friendship Elementary staff will indicate on the annual staff climate survey that Friendshipis a positive and supportive workplace where staff feel connected, respected, and fully invested in our shared mission of student success. Progress will be measured through end-of-year staff climate survey data.

Action Step 1 Details	Reviews		
	Progress		Summative
	Dec	Feb	June
Action Step 1: Conduct a staff climate and culture survey to determine staff satisfaction, need, and preferences **Measures:** Staff feedback on climate survey **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Talent Retention and Strategic Staffing			

 No Progress  Accomplished  Continue/Modify  Discontinue

Targeted Support Action Steps

Goal	Objective	Action Step	Description
1	1	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.
1	1	2	Classroom teachers in grades K-4 will utilize Reading Horizon Discovery lessons for 100% of students focusing on Tier I phonics instruction and utilizing data from the multi-skills checks to pull small groups for intervention and acceleration.
1	1	3	Grade level teams of teachers will meet weekly in PLC to analyze data including instructional walk data, MAP, reading performance tasks, summative/formative assessments, and Reading Horizons data to monitor overall student growth and achievement in reading.
1	1	4	Conduct focused and calibrated instructional walks to support teachers in instruction. Walkthroughs will be done bimonthly for 0-2 year teachers and monthly for 3+ year teachers with feedback using Get Better Faster provided within 48hours.
1	1	5	Teachers will provide summer intervention for at-risk 2nd and 3rd graders to help minimize summer slide and provide intervention for HB1416 students.
1	2	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.
1	2	3	Grade level teams of teachers will meet weekly in PLC to analyze data including instructional walk data, MAP, summative/ formative assessments, and Dreambox data to monitor overall student growth and achievement in math.
1	2	4	Conduct focused and calibrated instructional walks to support teachers in instruction. Walkthroughs will be done bimonthly for 0-2 year teachers and monthly for 3+ year teachers with feedback using Get Better Faster provided within 48hours.
1	2	5	Teachers will provide summer intervention for at-risk 2nd and 3rd graders to help minimize summer slide and provide intervention for HB1416 students.

Additional Targeted Support Action Steps

Goal	Objective	Action Step	Description
1	1	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.
1	1	2	Classroom teachers in grades K-4 will utilize Reading Horizon Discovery lessons for 100% of students focusing on Tier I phonics instruction and utilizing data from the multi-skills checks to pull small groups for intervention and acceleration.
1	1	3	Grade level teams of teachers will meet weekly in PLC to analyze data including instructional walk data, MAP, reading performance tasks, summative/formative assessments, and Reading Horizons data to monitor overall student growth and achievement in reading.
1	1	4	Conduct focused and calibrated instructional walks to support teachers in instruction. Walkthroughs will be done bimonthly for 0-2 year teachers and monthly for 3+ year teachers with feedback using Get Better Faster provided within 48hours.
1	1	5	Teachers will provide summer intervention for at-risk 2nd and 3rd graders to help minimize summer slide and provide intervention for HB1416 students.
1	2	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.
1	2	3	Grade level teams of teachers will meet weekly in PLC to analyze data including instructional walk data, MAP, summative/ formative assessments, and Dreambox data to monitor overall student growth and achievement in math.
1	2	4	Conduct focused and calibrated instructional walks to support teachers in instruction. Walkthroughs will be done bimonthly for 0-2 year teachers and monthly for 3+ year teachers with feedback using Get Better Faster provided within 48hours.
1	2	5	Teachers will provide summer intervention for at-risk 2nd and 3rd graders to help minimize summer slide and provide intervention for HB1416 students.

Title I Personnel

Name	Position	Program	FTE
Ashley Noto	Intervention Support Teacher	Title I	1.0
Sheila Shaffer	Instructional Coach	Title I	1.0

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Counselng		Jennifer Price	8/31/2026
Child Abuse and Neglect	Director of Counseling		Jennifer Price	10/28/2026
Coordinated Health Program	Director of Nursing		Jennifer Price	8/31/2026
Decision-Making and Planning Policy Evaluation	Jennifer Price		Jennifer Price	10/28/2026
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
Student Welfare: Discipline/Conflict/Violence Management			Jennifer Price	10/28/2026
Technology Integration	Chief Academic Officer		Jennifer Price	8/31/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	Director of Security		Jennifer Price	10/28/2026