

Keller Independent School District
Basswood Elementary School
2024-2025 Comprehensive Needs Assessment

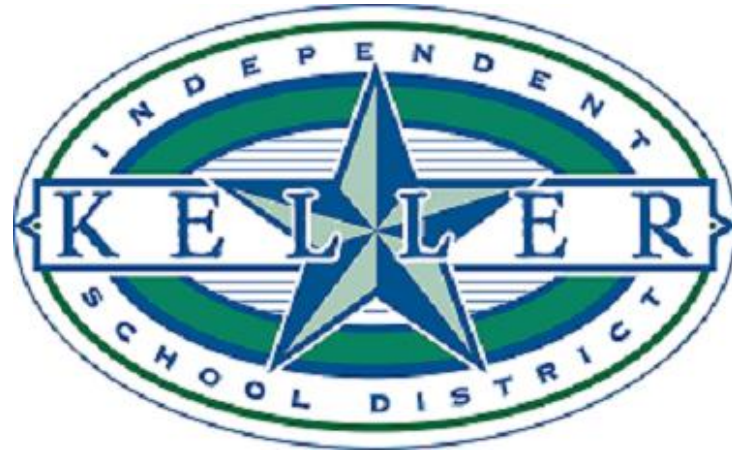


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Comprehensive Needs Assessment

Revised/Approved: October 10, 2024

Demographics

Demographics Summary

Basswood Elementary is a culturally diverse campus. According to Niche.com, our campus is one of the most diverse student bodies in the state of Texas. We are ranked at 296 out of 4,962 schools with 48.75% Hispanic, 17% White, 18.11% African-American, 6.55% Asian. Because of the diverse student population, we strive to match the diversity in our professional staff of 27.8% Hispanic, 65.1% White, 7.1% African-American. We have 87% of our classroom teachers that are ESL certified. We have maintained a high staff-retention rate of 86% for the 22-23 school year. 20.9% of our teachers hold a Masters Degree, and 39.6% of our teachers have between 11-20 years of teaching experience. Programs offered at BWE include Resource and Medically Fragile Special Ed. programs, as well as Bilingual, ESL, Dyslexia, Speech, and GT. Students identified through district RTI screeners receive Tier 2 and/or Tier 3 interventions offered through Comp. Ed and Title One resources.

Demographics Strengths

- Culturally diverse campus 79.1% professional staff members with a Bachelor's degree (23-24)
- 20.9% professional staff members with a Master's degree (23-24)
- 87% staff members with ESL certifications (23-24)
- Shared decision making through data-driven PLCs (23-24)
- 0 years of experience: 7.6% of teachers (23-24)
- 1-5 years of experience: 22.7% of teachers (23-24)
- 6-10 years of experience: 22.7% of teachers (23-24)
- 11-20 years of experience: 39.6% of teachers (23-24)
- 20+ years of experience: 7.3% of teachers(23-24)
- Average years experience of teachers (overall): 11.1 years(23-24)
- Average years experience of teachers with campus: 6.1 years(23-24)

Problem Statements Identifying Demographics Needs

Problem Statement 1: 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. (Students have a wide variety of academic, physical, emotional, and behavioral needs. **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.)

Student Learning

Student Learning Summary

Our campus is 16 years old and has roughly 525 students in Prek-5th grade. Additionally, our campus serves bilingual students (k-5). The STAAR assessments measure the main performance objectives used for the campus; however, other assessments help drive our instruction, such as MAP testing, running records assessments, Interims (BOY, MOY, EOY), district-provided assessments, and campus-created assessments.

During the 2023-2024 school year

The percentage at Approaches Grade Level or Above for Reading in last years,

- 3rd grade was 85% (compared to the 87% district level and the 76% state level results).
- 4th grade was 85% (compared to the 86% district level and the 77% state level results).
- 5th grade was 80% (compared to the 87% district level and 81% state level results).

The percentage at Approaches Grade Level or Above for Math in

- 3rd grade was 79% (compared to the 82% district level and the 73% state level results)
- 4th grade was 66% (compared to the 77% district level and the 71% state level results)
- 5th grade was 80% (compared to the 87% district level and 80% state level results).

The percentage at Approaches Grade Level or Above for Science:

- 5th grade science was 65% (compared to the 75% district level and 65% state level results).

Each teacher will track their students' performance throughout the year using data folders aligned to the state standards and data discussions occur four to five times a year and teachers share their action plans with administration. All students have individual data folders that they track their progress and set goals with action steps for improvement. Staff will continue to use the data gathered to monitor and guide instruction. Faculty and staff will use the district curriculum and resources along with differentiation and best practices to ensure success for students.

Student Learning Strengths

Update with STAAR once we receive results for 2024

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 4th Grade Math did not meet the 80% approaches goal. **Root Cause:** Still to be determined

Problem Statement 2: 3rd-5th Grade RLA did not meet 80% approaches goal. (The average was 72% approaches) **Root Cause:** Still to be determined

Problem Statement 3: 5th Grade Science did not meet the 75% approaches goal **Root Cause:** Still to be determined

Problem Statement 4: Post-COVID attendance rates continue to fall below the previous attendance goal of 97%. The attendance rate for 2023-2024 is currently at 93.64%. **Root Cause:** Student attendance is approximately 3% below our attendance goal.

School Processes & Programs

School Processes & Programs Summary

Our campus consists of both bilingual and monolingual grades Pre K- 5th for the 2024-2025 school year. Each grade level follows the district curriculum. Early literacy curriculum uses HMH, Heggerty, Reading Horizons, and Patterns of Power. All grade level teams intentionally plan with end goals in mind by using the UbD model, as well as incorporating performance tasks and unit summatives. Staff has quick access to data through Aware and NWEA to evaluate student performance. Our staff is proficient in utilizing technology for instructional purposes and intervention. In addition, we are a one-to-one campus with student technology. Programs such as Raz-Kids, Dreambox, Canvas, Seesaw, and other KISD supported programs are used for student learning opportunities. Technology is also used for communication with parents and colleagues, lesson planning, and access to district resources. The campus is approaching year six of applying AVID strategies, and the site team will continue to reinforce this program schoolwide. Campus implementation of Positive Behavioral Intervention Support (PBIS) has been expanded into the classroom through the behavior calendar, ClassDojo/Basswood Bucks, and a PBIS party occurring regularly throughout the school year.

School Processes & Programs Strengths

- Implementation of district curriculum
- 1:1 student devices
- Decrease of disciplinary referrals due to positive influence of PBIS
- Data meetings allow for teachers to:

- Identify academic strengths and weaknesses
- create intervention plans based upon student need
- monitor and adjust instruction

- Avid

- One teacher in each grade level AVID trained
- Monthly AVID strategy trainings
- Avid Student of the Month

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is room for improvement in offering students a greater number of after school clubs and programs. In 2023-2024 we only offered a few clubs throughout the school year - Cooking Club, Broadway Troupe, and Battle of the Books. **Root Cause:** Teachers struggle to find time to prepare for clubs Teachers have after school personal commitments and cannot hold clubs after 4pm Teachers are unsure what kind of clubs to offer

Problem Statement 2: There is a lack of parent volunteers on a daily or weekly basis during the regular school day. **Root Cause:** Teachers are not asking for volunteers according to the staff survey

Problem Statement 3: There is little parental involvement in school PTA **Root Cause:** Many parents lack additional time to dedicate to volunteering to help lead on the PTA board and in chair positions. Parents need more communication and training about PTA processes.

Perceptions

Perceptions Summary

Data is gathered from areas of parent and staff climate, and from discipline records, volunteer logs, Title 1 parent surveys, and small group counseling to determine strengths and needs in the overall climate and family/community involvement at Basswood Elementary. We started collecting data in regards to parent perceptions of school events and communications in April, 2023. With the data collected in March 2024, 85.2% of staff that participated in the survey feel like they belong at BWE. 81.5% of staff feel like they are treated with respect, 74% of staff feel like we make decisions that are in the best interest of students, and 88.9% feel our campus is responsive to questions or concerns. Morning meetings are used with students to develop healthier peer relations and increase social emotional intelligence. We consulted with outside professionals (who were parents of students) to help with our Career week and encourage students to learn about various career paths and what is required for career success. Parents have identified an area of support needed as academic support, specifically in regards to materials to help support their child at home. Basswood Elementary has a need for PTA leadership and participation. We also need specificity in evening event participation by staff from our administration (i.e. 1 event per semester, 1 out of 4, etc is highly encouraged for staff to attend). Our parent engagement events this year were well-attended, but inconsistent. Streamlined communication about events is necessary. We continue to struggle with our community involvement in our academic business. Our CEIC are sparsely attended and many staff are not aware of what CEIC entails. We will utilize the results from our parent surveys to increase participation in our academic events and school business meetings.

Perceptions Strengths

(Parent and Family Survey): 88.9% parent response say they feel welcomed at Basswood and that their concerns about their child are welcomed and supported. 100% state they receive information in a language they can understand. 94.4% of parent responses report that they understand how their child's performance will be reported.

(Staff Survey): 92.6% of staff agrees that school based leadership is available when I have a concern. 88.9% of staff agree that school based leadership is responsive when I have a concern. 88.9% of staff feels that BWE is a safe learning environment for staff and students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: As a school we need to find a more effective way to collect data from our families. (Only 36 parents completed the last survey.) 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. **Root Cause:** Currently we do not have a specific plan in place for collecting data from families on a regular basis.

Problem Statement 2: 73.6% of staff feels that school based leadership makes decisions that are in the best interests of students. **Root Cause:** More information is needed to

determine why staff feels this way.