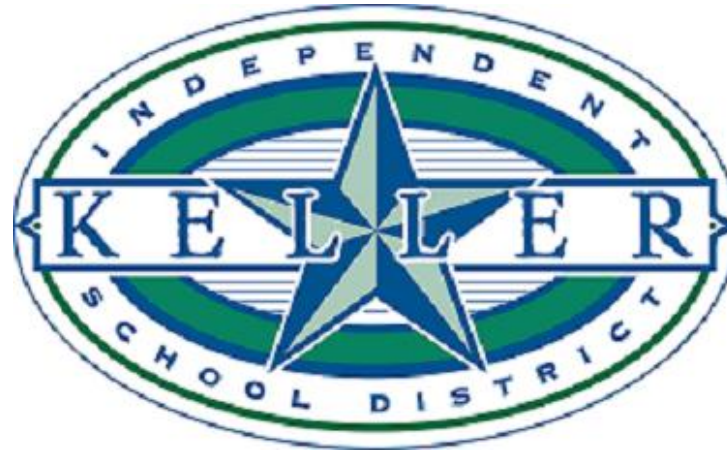


Keller Independent School District
Basswood Elementary School
2024-2025 Campus Improvement Plan



Mission Statement

Guided by our vision, we will strive for excellence by creating a school environment where.....

Instruction is differentiated and innovative, empowering students to take responsibility for their learning.

Students are engaged and given opportunities to grow and learn in a safe and caring atmosphere while setting goals for personal success.

Teachers foster a love for learning and create meaningful relationships while inspiring students to discover their unique abilities.

Administration supports teachers, guides students, and assists parents to create a positive learning community.

Parental partnership is essential to the success of our students.

Community members share their time, talents and resources to broaden the students' learning experiences.

Vision

Basswood Elementary intentionally inspires students to soar to educational excellence – fostering a diverse community that nurtures traditions and values, creating unlimited opportunities.

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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 (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. (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 (Prioritized): 4th Grade Math did not meet the 80% approaches goal. **Root Cause:** Still to be determined

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

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

Problem Statement 4 (Prioritized): 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 (Prioritized): 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 (Prioritized): 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 (Prioritized): 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 (Prioritized): 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 (Prioritized): 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.

Priority Problem Statements

Problem Statement 1: 4th Grade Math did not meet the 80% approaches goal.

Root Cause 1: Still to be determined

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 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 2: 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 2 Areas: Demographics

Problem Statement 3: 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 3: Student attendance is approximately 3% below our attendance goal.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 73.6% of staff feels that school based leadership makes decisions that are in the best interests of students.

Root Cause 4: More information is needed to determine why staff feels this way.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: 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 5: 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 5 Areas: School Processes & Programs

Problem Statement 6: 5th Grade Science did not meet the 75% approaches goal

Root Cause 6: Still to be determined

Problem Statement 6 Areas: Student Learning

Problem Statement 7: There is a lack of parent volunteers on a daily or weekly basis during the regular school day.

Root Cause 7: Teachers are not asking for volunteers according to the staff survey

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: There is little parental involvement in school PTA

Root Cause 8: 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.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: 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 9: Currently we do not have a specific plan in place for collecting data from families on a regular basis.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: 3rd-5th Grade RLA did not meet 80% approaches goal. (The average was 72% approaches)

Root Cause 10: Still to be determined

Problem Statement 10 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- Observation Survey results
- State-developed online interim assessments

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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Homeless data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback




Support Systems and Other Data



- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data







Goals













Goal 1: Increase Student Achievement

Performance Objective 1: By June 2025, the campus overall accountability rating will increase from a C to a B as measured by the STAAR assessments.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Each nine weeks teachers will develop a reading and math instructional plan for their class using common assessments and present that to campus administration during their teams scheduled data meetings.</p> <p>Measures: Number of reading plans created during the year and number of data meetings with campus administration.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Progress		
	Dec	Apr	July
			
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Each nine weeks a review of student growth and progress will be conducted for each grade level and teacher.</p> <p>Measures: Were the growth and progress reports run and provided to each grade level every six weeks.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, CIS</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Progress		
	Dec	Apr	July
			
Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Provide additional small group instruction and snacks to struggling students before, during, and after-school.</p> <p>Measures: Number of students involved in tutorials.</p> <p>Progress of students that were involved in tutorials.</p> <p>Staff Responsible for Monitoring: Teachers and Campus Administration</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Tutorials/Snacks - 211 - Title I Pt A Impr BSC Prg - \$8,500</p>	Progress		
	Dec	Apr	July
			

Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Support at-risk and struggling students by providing targeted interventions in reading and math through the use of Intervention Support Teachers and Campus Instructional Support Staff. (IST and CIS)</p> <p>Measures: Progress of students receiving targeted interventions.</p> <p>Staff Responsible for Monitoring: Instructional Support Teachers</p> <p>ESA</p> <p>Classroom Teachers</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Personnel - 211 - Title I Pt A Impr BSC Prg - \$65,557</p>	Progress		
	Dec	Apr	July
			
Action Step 5 Details	Progress Reviews		
<p>Action Step 5: Utilize additional certified teachers as tutors and substitutes to support small group interventions during the day.</p> <p>Measures: Progress and Performance of students.</p> <p>Comparison of data equal to or above the district average.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Admin, Certified Substitutes</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 2</p> <p>Funding Sources: Subs - 211 - Title I Pt A Impr BSC Prg - \$5,000</p>	Progress		
	Dec	Apr	July
			

Action Step 6 Details	Progress Reviews		
<p>Action Step 6: Provide professional development and resources to support reading and math such as:</p> <ul style="list-style-type: none"> - LLI Kits - comprehension toolkit - comprehension connections book study - genre connections book study - Running Records - Guided Reading - Student Data Folders - Team and Co-Teaching - Standard Based Data Tracking - Technology to enhance student learning - Book Studies related to our district core values - Number Talks - Principals in Action - book study - Taking Action - book study - CAMT summer workshop - Book Studies related to our district core values. <p>Measures: Number of professional development sessions.</p> <p>Implementation of the learned strategies in professional development.</p> <p>Staff Responsible for Monitoring: Campus Admin</p> <p>Teachers</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Books - 211 - Title I Pt A Impr BSC Prg - \$250</p>	Progress		
	Dec	Apr	July
			
Action Step 7 Details	Progress Reviews		
<p>Action Step 7: Provide kindergarten orientation/camp to all new incoming kinder students prior to the first day of school.</p> <p>Measures: Number of students participating in Kinder Camp.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Problem Statements: Demographics 1 - Perceptions 2</p>	Progress		
	Dec	Apr	July
			

Action Step 8 Details	Progress Reviews		
<p>Action Step 8: Provide and utilize technology tools to enhance instruction and engage students such as;</p> <ul style="list-style-type: none"> - laptops - chrome books - I-pads <p>Measures: What technology tools were purchased and how were they used during the year.</p> <p>Staff Responsible for Monitoring: Teachers, Technology PLC, Campus Administration</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Technology - 211 - Title I Pt A Impr BSC Prg - \$10,000</p>	Progress		
	Dec	Apr	July
			
Action Step 9 Details	Progress Reviews		
<p>Action Step 9: Each nine weeks create and use common assessments used for reading and math formative and summative data.</p> <p>Measures: Outcome from common assessments and success of action steps created each six weeks.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Problem Statements: Student Learning 1</p>	Progress		
	Dec	Apr	July
			
Action Step 10 Details	Progress Reviews		
<p>Action Step 10: Provide individual student workbooks with test bank of questions for core content areas for 3rd, 4th, and 5th grade.</p> <p>Measures: STAAR performance</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Problem Statements: Student Learning 1 - Perceptions 2</p> <p>Funding Sources: Think Up/STAAR Released Test - 211 - Title I Pt A Impr BSC Prg - \$7,100</p>	Progress		
	Dec	Apr	July
			
Action Step 11 Details	Progress Reviews		
<p>Action Step 11: Create flexible spaces around campus and purchase furniture for students to learn in a small group setting.</p> <p>Measures: Student growth will be measured with middle of the year and end of the year campus, district and state assessments.</p> <p>Staff Responsible for Monitoring: classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: furniture - 211 - Title I Pt A Impr BSC Prg - \$2,000</p>	Progress		
	Dec	Apr	July
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Demographics

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

Problem Statement 1: 4th Grade Math did not meet the 80% 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.




Perceptions



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.








Goal 1: Increase Student Achievement

Performance Objective 2: By June 2025, 60% of 3rd-5th grade students will achieve meets standard in reading as measured by the RLA STAAR assessment.

HB3 Goal

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Each nine weeks teachers will develop a reading instructional plan for their class using common assessments and present that to campus administration during their teams scheduled data meetings.</p> <p>Measures: Number of RLA plans created during the year and number of data meetings with campus administration.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Problem Statements: Student Learning 2 - Perceptions 2</p>	Progress		
	Dec	Apr	July
			
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Each nine weeks a review of student growth and progress will be conducted for each grade level and teacher.</p> <p>Measures: Were the growth and progress reports run and provided to each grade level every six weeks.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, CIS</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 4</p>	Progress		
	Dec	Apr	July
			
Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Provide additional small group instruction to struggling students, before, during, and after school</p> <p>Measures: Number of students involved in tutorials.</p> <p>Progress of students that were involved in tutorials.</p> <p>Staff Responsible for Monitoring: Teachers and campus administration</p> <p>Problem Statements: Student Learning 2, 4 - School Processes & Programs 1 - Perceptions 2</p> <p>Funding Sources: Tutorials - 211 - Title I Pt A Impr BSC Prg - \$8,500</p>	Progress		
	Dec	Apr	July
			

Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Support at-risk and struggling students by providing targeted interventions in reading through the use of Intervention Support Teachers and Campus Instructional Support Staff. (IST and CIS)</p> <p>Measures: Progress of students receiving targeted interventions.</p> <p>Staff Responsible for Monitoring: Instructional Support Teachers</p> <p>ESA</p> <p>Classroom Teachers</p> <p>Problem Statements: Demographics 1 - Student Learning 2, 4</p> <p>Funding Sources: Personnel - 211 - Title I Pt A Impr BSC Prg - \$65,557</p>	Progress		
	Dec	Apr	July
			
Action Step 5 Details	Progress Reviews		
<p>Action Step 5: Utilize additional certified teachers as tutors and substitutes to support small group interventions during the day.</p> <p>Measures: Progress and Performance of students.</p> <p>Comparison of data equal to or above the district average.</p> <p>Staff Responsible for Monitoring: Teachers, Administration, Certified Substitutes</p> <p>Problem Statements: Student Learning 2, 4</p> <p>Funding Sources: subs - 211 - Title I Pt A Impr BSC Prg - \$5,000</p>	Progress		
	Dec	Apr	July
			

Action Step 6 Details	Progress Reviews		
<p>Action Step 6: Provide professional development and resources to support Math and Reading such as;</p> <ul style="list-style-type: none"> - Principals in Action - book study - Taking Action - book study - CAMT summer workshop - Student Data Folders - Team and Co-Teaching - Standard Based Data Tracking - Book Studies related to our district core valuesLLI Kits - comprehension toolkit - comprehension connections book study - genre connections book study - Running Records - Guided Reading - Technology to enhance student learning <p>Measures: Number of professional development sessions.</p> <p>Implementation of the learned strategies in professional development.</p> <p>Staff Responsible for Monitoring: Campus Admin</p> <p>Teachers</p> <p>Problem Statements: Student Learning 2, 4</p> <p>Funding Sources: Books - 211 - Title I Pt A Impr BSC Prg - \$250</p>	Progress		
	Dec	Apr	July
			
Action Step 7 Details	Progress Reviews		
<p>Action Step 7: Each nine weeks utilize reading common assessments for formative and summative data.</p> <p>Measures: Outcome from common assessments and success of action steps created each six weeks.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Problem Statements: Student Learning 2</p>	Progress		
	Dec	Apr	July
			
Action Step 8 Details	Progress Reviews		
<p>Action Step 8: Provide individual student workbooks with test bank of questions for additional tutoring for the core content areas for 3rd, 4th, and 5th grade.</p> <p>Measures: STAAR Performance</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: Think Up/STAAR Released Test - 211 - Title I Pt A Impr BSC Prg - \$3,000</p>	Progress		
	Dec	Apr	July
			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

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

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 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

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




Perceptions



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.












Goal 1: Increase Student Achievement

Performance Objective 3: By June 2025, 60% of 3rd-5th grade students will achieve meets standard in Math as measured by the Math STAAR assessment.

HB3 Goal

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Each nine weeks teachers will develop a reading instructional plan for their class using common assessments and present that to campus administration during their teams scheduled data meetings.</p> <p>Measures: Number of Math plans created during the year and number of data meetings with campus administration.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Problem Statements: Student Learning 1 - Perceptions 2</p>	Progress		
	Dec	Apr	July
			
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Each nine weeks a review of student growth and progress will be conducted for each grade level and teacher.</p> <p>Measures: Were the growth and progress reports run and provided to each grade level every six weeks.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, CIS</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 4</p>	Progress		
	Dec	Apr	July
			
Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Provide additional small group instruction to struggling students, before, during, and after school</p> <p>Measures: Number of students involved in tutorials.</p> <p>Progress of students that were involved in tutorials.</p> <p>Staff Responsible for Monitoring: Teachers and campus administration</p> <p>Problem Statements: Student Learning 1, 4 - School Processes & Programs 1 - Perceptions 2</p> <p>Funding Sources: Tutorials - 211 - Title I Pt A Impr BSC Prg - \$8,500</p>	Progress		
	Dec	Apr	July
			

Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Support at-risk and struggling students by providing targeted interventions in math through the use of Intervention Support Teachers and Campus Instructional Support Staff. (IST and CIS)</p> <p>Measures: Progress of students receiving targeted interventions.</p> <p>Staff Responsible for Monitoring: Instructional Support Teachers</p> <p>ESA</p> <p>Classroom Teachers</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 4</p> <p>Funding Sources: Personnel - 211 - Title I Pt A Impr BSC Prg - \$65,557</p>	Progress		
	Dec	Apr	July
			
Action Step 5 Details	Progress Reviews		
<p>Action Step 5: Utilize additional certified teachers as tutors and substitutes to support small group interventions during the day.</p> <p>Measures: Progress and Performance of students.</p> <p>Comparison of data equal to or above the district average.</p> <p>Staff Responsible for Monitoring: Teachers, Administration, Certified Substitutes</p> <p>Problem Statements: Student Learning 1, 4</p> <p>Funding Sources: subs - 211 - Title I Pt A Impr BSC Prg - \$5,000</p>	Progress		
	Dec	Apr	July
			

Action Step 6 Details	Progress Reviews		
<p>Action Step 6: Provide professional development and resources to support Math such as;</p> <ul style="list-style-type: none"> - Number Talks - Principals in Action - book study - Taking Action - book study - CAMT summer workshop - Student Data Folders - Team and Co-Teaching - Standard Based Data Tracking - Technology to enhance student learning <p>Measures: Number of professional development sessions.</p> <p>Implementation of the learned strategies in professional development.</p> <p>Staff Responsible for Monitoring: Campus Admin</p> <p>Teachers</p> <p>Problem Statements: Student Learning 1, 4</p> <p>Funding Sources: Books - 211 - Title I Pt A Impr BSC Prg - \$250</p>	Progress		
	Dec	Apr	July
			
Action Step 7 Details	Progress Reviews		
<p>Action Step 7: Each nine weeks utilize reading common assessments for formative and summative data.</p> <p>Measures: Outcome from common assessments and success of action steps created each six weeks.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Problem Statements: Student Learning 1</p>	Progress		
	Dec	Apr	July
			
Action Step 8 Details	Progress Reviews		
<p>Action Step 8: Provide individual student workbooks with test bank of questions for additional tutoring for the core content areas for 3rd, 4th, and 5th grade.</p> <p>Measures: STAAR Performance</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: Think Up/STAAR Released Test - 211 - Title I Pt A Impr BSC Prg - \$3,000</p>	Progress		
	Dec	Apr	July
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Demographics

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

Problem Statement 1: 4th Grade Math did not meet the 80% 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




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










Perceptions

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.

Goal 1: Increase Student Achievement

Performance Objective 4: By June 2025, the percent of 5th-grade students meeting the "approaches" grade level standard in Science will increase from 55%-65% as measured by 2024 5th Grade Science STAAR assessment.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Each nine weeks create and use science common assessments used for formative and summative data. Measures: Outcome from common assessments and success of action steps created each six weeks. Staff Responsible for Monitoring: Teachers Problem Statements: Student Learning 1</p>	Progress		
	Dec	Apr	July
			
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Provide professional development and resources to support science such as; - Coaching and feedback - Student data folders - Team and Co-Teaching - Standard Based Data Tracking - Book Studies related to our district core values. Measures: Number of professional development sessions. Implementation of the learned strategies in professional development. Staff Responsible for Monitoring: Campus Admin and Teachers Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 4 - Perceptions 2 Funding Sources: Books - 211 - Title I Pt A Impr BSC Prg - \$250, MAP Testing - 211 - Title I Pt A Impr BSC Prg - \$500</p>	Progress		
	Dec	Apr	July
			
Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Each nine weeks teachers will develop a science instructional plan for their class using common assessments and present that to campus administration during their teams scheduled data meetings. Measures: Number of science plans created during the year and number of data meetings with campus administration. Staff Responsible for Monitoring: Teachers Problem Statements: Demographics 1 - Student Learning 4</p>	Progress		
	Dec	Apr	July
			

Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Provide individual student workbooks with test bank of questions for core content areas for 5th grade.</p> <p>Measures: STAAR Performance</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Forde Ferrier and STAAR Released Test - 211 - Title I Pt A Impr BSC Prg - \$1,575</p>	Progress		
	Dec	Apr	July
			
Action Step 5 Details	Progress Reviews		
<p>Action Step 5: Provide additional small group instruction to struggling students before, during, and after-school.</p> <p>Measures: Science STAAR</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 2</p> <p>Funding Sources: Tutorials - 211 - Title I Pt A Impr BSC Prg - \$8,500</p>	Progress		
	Dec	Apr	July
			
Action Step 6 Details	Progress Reviews		
<p>Action Step 6: Utilize additional certified teachers as tutors and substitutes to support small group interventions during the day.</p> <p>Measures: Progress and Performance of students.</p> <p>Comparison of data equal to or above the district average.</p> <p>Staff Responsible for Monitoring: Teachers Administration Certified Subs</p> <p>Problem Statements: Demographics 1 - Student Learning 4</p> <p>Funding Sources: Tutorials - 211 - Title I Pt A Impr BSC Prg - \$3,500</p>	Progress		
	Dec	Apr	July
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 4 Problem Statements:

Demographics
<p>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.)</p>

Student Learning

Problem Statement 1: 4th Grade Math did not meet the 80% 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








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








Perceptions

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.

Goal 1: Increase Student Achievement

Performance Objective 5: By June of 2025, Basswood Elementary will utilize developmentally appropriate organizational tools (binders, agendas, calendars) and monthly focus instructional strategies to support academic success for all students.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: The AVID Site Team (Leadership Team) will present monthly AVID instructional strategies that focus on each area of WICOR. They will also provide examples during each monthly training.</p> <p>Measures: Was there a monthly AVID strategy for each month of the school year.</p> <p>Staff Responsible for Monitoring: Teachers and campus administration</p> <p>Problem Statements: Student Learning 4 - School Processes & Programs 1</p>	Progress		
	Dec	Apr	July
			
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Provide the necessary AVID supplies and materials for teachers and students such as;</p> <ul style="list-style-type: none"> -binders -folders -calendars -highlighters -paper -pens -dividers -etc. <p>Measures: What was purchased over the year. What was useful and what was not useful.</p> <p>Staff Responsible for Monitoring: Campus Secretary and campus admin</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: Supplies for managing organization - 211 - Title I Pt A Impr BSC Prg - \$2,500</p>	Progress		
	Dec	Apr	July
			
Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Professional development will focus on increasing Hattie's effect size.</p> <p>Measures: Sign in sheet</p> <p>Staff Responsible for Monitoring: Campus admin and teachers</p> <p>Problem Statements: Demographics 1</p>	Progress		
	Dec	Apr	July
			




Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Students will begin to own Costa's thinking through personal question development.</p> <p>Measures: Teacher observations and student discussions</p> <p>Staff Responsible for Monitoring: Teachers, Campus Coach, Campus Admin</p> <p>Problem Statements: Student Learning 1</p>	Progress		
	Dec	Apr	July
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			







Performance Objective 5 Problem Statements:

Demographics
<p>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.)</p>
Student Learning
<p>Problem Statement 1: 4th Grade Math did not meet the 80% approaches goal. Root Cause: Still to be determined</p> <p>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.</p>
School Processes & Programs
<p>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</p>

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

Performance Objective 1: By June 2025, establish and promote parental involvement and open communication between all stakeholders we serve, while creating a culture of affirmation and accountability.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Hold parent engagement/involvement events including Literacy Night, Math Night, Science Night, and Parent Curriculum Night.</p> <p>Measures: sign in sheets, parent surveys</p> <p>Staff Responsible for Monitoring: Campus Administration, Teachers</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: School Processes & Programs 1</p>	Progress		
	Dec	Apr	July
			
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Hold parent-teacher conferences to inform parents of their child's progress.</p> <p>Measures: sign in sheets</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Student Learning 4</p>	Progress		
	Dec	Apr	July
			
Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Provide multiple opportunities for parents to respond to brief surveys that provide us feedback.</p> <p>Measures: survey results</p> <p>Staff Responsible for Monitoring: Campus Admin and Leadership team</p> <p>Problem Statements: Demographics 1 - Student Learning 4</p>	Progress		
	Dec	Apr	July
			

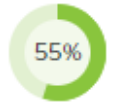




Action Step 4 Details	Progress Reviews		
<p>Action Step 4: We will recognize students at our panther parties each nine weeks for the great work they are doing.</p> <p>Staff Responsible for Monitoring: Administrators and Teachers</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools</p>	Progress		
	Dec	Apr	July
			
Action Step 5 Details	Progress Reviews		
<p>Action Step 5: Will rebuild the PTA board with new parent and teacher leaders to help grow our PTA organization.</p> <p>Measures: Completely filling the PTA Board Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture</p>	Progress		
	Dec	Apr	July
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
<p>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.)</p>
Student Learning
<p>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.</p>
School Processes & Programs
<p>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</p>

Goal 3: Employee Excellence and Organizational Improvement

Performance Objective 1: By June 2025, we will recognize teachers at our faculty meetings each month for the great work they are doing utilizing staff shout outs, celebrations, Heart @ Work drawings, and Staff of the Month Recognition.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Work with staff and leadership team to develop new staff recognized system showcasing Staff of the Month, each month.</p> <p>Measures: How many staff nominations are submitted</p> <p>Staff Responsible for Monitoring: Lead Teacher Team</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 2</p>	Progress		
	Dec	Apr	July
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>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</p>
Perceptions
<p>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.</p>

State Compensatory

Budget for Basswood Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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Personnel for Basswood Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Kimberlyn Webb	ESL Teacher	1
Kristin Moses	Instructional Support Teacher (IST)	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Deborah Young	Instructional Support Teacher (IST)		1.0
Jennifer Wagner	Campus Instructional Coach		1.0
Lorena Ortega	Title 1 Paraprofessional		1.0