Keller Independent School District

Basswood Elementary School

2026-2027 Campus Improvement Plan

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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

Demographics

Summary

Basswood Elementary is a Title I campus within Keller Independent School District serving students in grades Pre-K through 5th grade. The campus serves approximately 570-580 students and employs approximately 85 staff members. Basswood Elementary serves a highly diverse student population. The demographics include approximately 52.4% Hispanic students, 20% African American students, 15–16% White students, 4–5% Asian students, 7–8% students identifying as Two or More Races, and less than 1% Native American or Pacific Islander students.

Basswood Elementary serves a high-needs student population, with approximately 66.6% of students identified as Economically Disadvantaged. The campus also serves approximately 15–18% Emergent Bilingual/English Learners, 20–25% Special Education students, and 5–7% Gifted and Talented students. In addition, the campus has a significant At-Risk student population and operates as a schoolwide Title I campus. Gender demographics are relatively balanced, with approximately 51% male students and 49% female students.

The campus maintains an average attendance rate of approximately 94–95%. Student mobility rates remain higher than the district average due to housing and economic transitions within the community. Chronic absenteeism continues to be an area of focus, particularly among economically disadvantaged and at-risk student populations.

The campus staff includes a combination of beginning, mid-career, and veteran educators. Recruitment and retention efforts continue to focus on filling positions in elementary education, Special Education, and ESL support services while maintaining a collaborative and student-centered campus culture.

Strengths

Basswood Elementary is one of the most culturally diverse campuses in Texas, with a student body that reflects a rich mix of backgrounds and experiences. Our commitment to equity is evident in the wide range of support services we provide, including RTI, SPED, LEP, and dyslexia interventions, ensuring every student has access to the resources they need to thrive.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	The campus has experienced growth in student populations requiring targeted academic, behavioral, and social-emotional supports to address a wide range of individual student needs.	An increase in diverse academic, behavioral, and social-emotional student needs, combined with higher enrollment in specialized programs and increased economic and mobility challenges, has created a greater demand for targeted interventions and student support systems.
2	The campus has an increasing need for bilingual instructional and intervention support services to effectively meet the academic and communication needs of Spanish-speaking students and families.	Limited bilingual staffing in specialized support roles, including intervention and resource positions, has impacted the campus's ability to consistently provide native-language academic support and communication for Spanish-speaking students and families.

★ = Priority

Student Learning

Summary

All Grades - Reading	Year	State	District	Campus	African American	Hispanic	White	Asian	Two or more Races	Sped	Econ Dis.	EB/EL
At Approaches Grade Level or Above	2025	76%	85%	**83%**	76%	84%	81%	100%	87%	61%	79%	89%
	2024	76%	86%	**76%**	72%	80%	68%	93%	64%	41%	74%	79%
At Meets Grade Level or Above	2025	54%	67%	**52%**	33%	62%	43%	73%	47%	21%	48%	63%
	2024	54%	68%	**49%**	31%	51%	51%	67%	50%	16%	41%	54%
At Masters Grade Level	2025	23%	28%	**22%**	11%	29%	17%	18%	20%	6%	19%	33%
	2024	22%	29%	**25%**	13%	27%	34%	27%	14%	8%	18%	29%
All Grades - Math												
At Approaches Grade Level or Above	2025	72%	79%	**67%**	48%	73%	61%	91%	73%	39%	63%	85%
	2024	72%	80%	**74%**	67%	78%	66%	93%	57%	39%	70%	87%
At Meets Grade Level or Above	2025	45%	54%	**37%**	19%	43%	37%	64%	40%	15%	31%	53%
	2024	43%	55%	**40%**	23%	42%	46%	60%	36%	4%	29%	54%
At Masters Grade Level	2025	20%	26%	**17%**	6%	21%	17%	27%	20%	6%	13%	25%
	2024	17%	24%	**15%**	5%	16%	20%	33%	7%	0%	10%	19%

Strengths

- Student growth continues to improve in targeted areas despite increased academic and intervention needs across the campus.
- Teachers consistently utilize data-driven instruction, small-group interventions, and targeted support strategies to address student needs.
- The campus demonstrates a commitment to academic growth through collaborative planning, intervention systems, and focused instructional support.
- Increased performance at the Meets and Masters levels in several areas reflects progress toward improving rigorous, grade-level instruction for all students.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Reading achievement gaps continue to exist among targeted student groups, particularly Economically Disadvantaged, Emergent Bilingual, and Special Education students.	Gaps in foundational literacy skills, vocabulary development, and increasing language and academic support needs have impacted reading achievement.
2	Mathematics performance indicates a need for improved achievement at the Meets and Masters Grade Level standards among targeted student groups.	Gaps in foundational math skills and inconsistent differentiated intervention support have impacted student mastery of grade-level concepts.

★ = Priority

School Processes & Programs

Summary

Basswood Elementary is committed to providing high-quality instruction through strong collaboration, intentional lesson design, and data-driven instructional practices. Teachers work collaboratively within Professional Learning Communities (PLCs) to plan rigorous lessons aligned to the Keller ISD curriculum, TEKS, district frameworks, and Learning Essentials. Staff members utilize district resources, student data, and targeted instructional strategies to ensure students receive meaningful, standards-based instruction across all content areas.

Basswood Elementary continues to build a strong campus culture focused on relationships, student growth, and academic success. The campus prioritizes creating a supportive and inclusive learning environment where students feel safe, connected, and challenged. Staff members work collectively to identify student needs, implement interventions, and maintain high expectations for all learners while strengthening partnerships with families and the community.

The campus master schedule includes dedicated intervention and enrichment time to provide targeted academic support for students. Teachers participate in regular PLC meetings focused on Reading and Mathematics to analyze student performance data, monitor growth, discuss instructional strategies, and ensure alignment across grade levels. Additional collaborative meetings address attendance, behavior, RtI processes, and intervention effectiveness to support the academic, behavioral, and social-emotional needs of students. Basswood Elementary also maintains a strong PBIS framework that promotes positive behavior, celebrates student success, and fosters a safe and structured learning environment.

Strengths

- Teachers actively collaborate through PLCs to analyze student data, plan instruction, and monitor student progress.
- Instruction is aligned to Keller ISD curriculum documents, TEKS, district frameworks, and Learning Essentials to ensure consistency across grade levels.
- The campus provides dedicated intervention and enrichment time to support targeted student academic needs.
- Staff members utilize data-driven instructional practices to guide interventions and instructional decision-making.
- Basswood Elementary maintains a strong PBIS framework that promotes positive student behavior and recognizes student success.
- The campus demonstrates a strong commitment to building positive relationships with students, staff, families, and the community.
- Collaborative systems are in place to support attendance, behavior, RtI processes, and intervention effectiveness.
- Teachers and staff work collectively to create a safe, supportive, and student-centered learning environment.
- Campus leadership supports ongoing professional growth and collaboration among staff members.
- Intervention and support systems are structured to address the academic, behavioral, and social-emotional needs of students.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Inconsistent implementation of instructional and intervention practices across grade levels has impacted student academic growth and progress monitoring.	Variations in instructional practices, intervention delivery, and collaborative planning processes have limited consistency in student support and instructional alignment across the campus.
2	The campus has an increasing need for bilingual instructional and intervention support to effectively serve Spanish-speaking students and families.	Limited bilingual staffing in specialized support roles has impacted the campus's ability to consistently provide native-language academic support and communication services.

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Perceptions

Summary

Basswood Elementary uses a variety of data sources to evaluate campus climate and family/community engagement, including staff and parent surveys, discipline data, volunteer records, Title I parent feedback, and counseling program data. This information helps identify areas of strength and opportunities for growth in supporting students, families, and staff.

Based on survey data collected in February, staff perceptions of the campus climate remain overwhelmingly positive. All staff members who participated indicated that they feel a sense of belonging at Basswood Elementary. Additionally, 98% reported feeling respected, 96% believe campus decisions are made with students' best interests in mind, and 98% feel that questions and concerns are addressed in a timely and responsive manner.

While family engagement events continue to be well attended, the campus recognizes a need to strengthen parent leadership opportunities through PTA involvement and increase staff participation in evening events. Additionally, participation in campus academic decision-making groups, such as CEIC meetings, remains limited. Moving forward, Basswood Elementary will use parent survey feedback and other engagement data to develop strategies that increase family involvement in academic programs, school improvement efforts, and campus leadership opportunities.

Strengths

(Parent and Family Survey): 94.6% 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): 94.7% of staff agrees that school based leadership is available when I have a concern. 91.6 % of staff agree that school based leadership is responsive when I have a concern. 96.2% of staff feels that BWE is a safe learning environment for staff and students.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	The expectations of the school are currently being reshaped and redesigned, due to new staff and leadership. The change process may challenge some existing beliefs, values, systems and structures.	Due to transfers, resignations and new hires systems are being put into place to positively impact student achievement and behavior.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**
- [x] **Local Accountability Systems (LAS) data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Running Records results**
- [x] **Observation Survey results**

- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**
- [x] **Intervention data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/ stability**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**

Student Data: Behavior and Other Indicators

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

- [x] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **T-PESS data**
- [x] **Staff mobility/stability**
- [x] **Support structures: mentors**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Parent activity evaluations and feedback data**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**

- [x] **Study of best practices and high yield strategies**
- [x] **Horizontal and vertical team alignments processes**
- [x] **Technology and resource allocation data**
- [x] **Enrichment course/materials**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**

Goals

Goal 1 Increase Student Achievement.

Performance Objective 1 ☑ High Priority

By June of 2027, 60% of 3rd-5th grade students will score "Meets" on the state reading and math assessment.

Action Step 1 ☑ Targeted Support Action Step

Provide quality Tier 1 Reading instruction to students by utilizing the district curriculum, correlating core documents and teacher resources.

Measures: Instruction aligned with the suggested planning calendar.
Increased rigor and alignment to grade-level standards.

Staff Responsible for Monitoring: Campus Administration, District RLA & MATH Coach and Classroom Teachers

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

Progress Reviews

December	February	June

Action Step 2 ☑ Targeted Support Action Step

Support Tier 2 and Tier 3 students by providing targeted interventions in reading through the use of our Intervention Support Teachers and classroom teachers during our scheduled intervention times. District approved resources will be utilized during these intervention times.

Measures: Progress of students receiving targeted interventions
RtI/SIT team data

Staff Responsible for Monitoring: Campus Administration
Instructional Support Teachers
Classroom Teachers

Title I: 2.5.1, 2.5.3

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

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

Progress Reviews

December	February	June

Action Step 3 ☑ Targeted Support Action Step

Scheduled Walkthroughs followed by actionable feedback during priority units in Kindergarten through 5th grade

Measures: Walk Throughs/Feedback documented and provided frequently

Staff Responsible for Monitoring: Administrators

Title I: 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

December	February	June

Action Step 4 ☑ Targeted Support Action Step

Conduct regular PLCs and data meetings to review MAP Growth and common assessment results with Campus Coaches.

Measures: Documented meetings and instructional adjustments noted

Staff Responsible for Monitoring: Admin and Teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Progress Reviews

December	February	June

Action Step 5

Schedule District coaches to join walkthroughs & PLCs & team planning to work with teachers

Measures: Walkthrough feedback

Staff Responsible for Monitoring: Admin and Teachers

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

December	February	June

Goal 2 Overall Excellence in Student, Parent and Community Relations.

Performance Objective 1

By the end of the 2026-2027 school year, Basswood Elementary will cultivate strong family-school partnerships by providing opportunities for families to actively support student learning and engage in their child's educational journey. Through ongoing communication, family engagement events, and collaborative learning opportunities, Basswood will promote shared ownership of student success. Progress will be measured through participation rates, family engagement data, and end-of-year parent survey feedback.

Action Step 1

Parents and students will be provided opportunities to engage with staff members that will facilitate and foster students' overall academic and social-emotional well-being in developing the whole child.

Staff Responsible for Monitoring: Counselor and Campus Administration

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Progress Reviews

December	February	June

Action Step 2

Campus staff will communicate opportunities to be involved through multiple platforms such as newsletters, texts, and the school website to ensure accessibility and high participation.

Measures: Parent square and parent sign in sheets

Staff Responsible for Monitoring: Teachers, Campus Administration

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

December	February	June

Action Step 3

Implement regular opportunities to recognize and celebrate student, staff, and family achievements through newsletters, social media, and community events, fostering a sense of accomplishment and engagement within the school community.

Measures: Atleast 6 recognitions per 9 weeks

Staff Responsible for Monitoring: Admin

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

December	February	June

Action Step 4

BWES committees will set up and host family nights that support our core beliefs and enforce academics. These events could include STEAM night, Reading and Math nights.

Measures: Title 1 Survey, family participation in campus events as documented by sign-in sheets

Staff Responsible for Monitoring: Admin and Leadership Team

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

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

December	February	June

Goal 3 Employee Excellence and Organizational Improvement.

Performance Objective 1

By May 2027, at least 95% of Basswood Elementary staff will indicate on the annual staff climate survey that Basswood is 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

Teachers will participate in small group committees to decide and lead campus engagement activities for teachers and staff.

Measures: Committee membership and number of events

Staff Responsible for Monitoring: Campus administration

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Progress Reviews

December	February	June

Action Step 2

Conduct a staff climate and culture survey to determine staff satisfaction, need, and preferences

Measures: Staff Feedback

Staff Responsible for Monitoring: admin

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

December	February	June

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Counselng	--	Jennifer Price	8/31/2026
Coordinated Health Program	Director of Nursing	--	Jennifer Price	8/31/2026
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
Technology Integration	--	--	Jennifer Price	8/31/2026