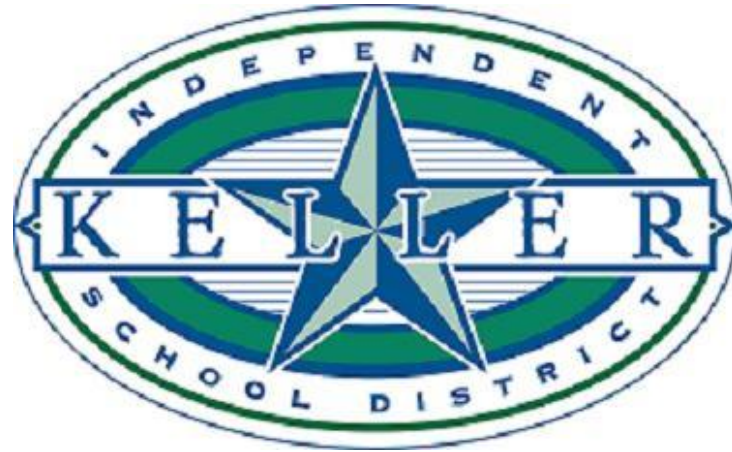# Keller Independent School District

Basswood Elementary School

2023-2024 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.

Table of Contents

Comprehensive Needs Assessment

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 325 out of 4,961 schools with 42.1% Hispanic, 24.8% White, 21.6% African-American, 5.8% 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, CORE, and Life 3 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 (22-23)
- 20.9% professional staff members with a Master's degree (22-23)
- 87% staff members with ESL certifications (22-23)
- Shared decision making through data-driven PLCs
- 0 years of experience: 7.6% of teachers (22-23)
- 1-5 years of experience: 22.7% of teachers (22-23)
- 6-10 years of experience: 22.7% of teachers (22-23)
- 11-20 years of experience: 39.6% of teachers (22-23)
- 20+ years of experience: 7.3% of teachers (22-23)
- Average years experience of teachers (overall): 11.1 years (22-23)
- Average years experience of teachers with campus: 10.3years (22-23)
- We have maintained a very high staff-retention rate since 2016 (85% or higher)

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 fifteen years old and has roughly 520 students in Prek-5th grade. 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, district-provided assessments, and campus-created assessments. Another focus area for the campus was student response and discourse.

During the 2022-2023 school year the percentage at Approaches Grade Level or Above for reading in 3rd grade was 84% (compared to the 86% district level and the 75% state level results), 4th grade was 80% (compared to the 85% district level and the 76% state level results), and 5th grade was 79% (compared to the 87% district level and 80% state level results). The percentage at Approaches Grade Level or Above for math in 3rd grade was 78% (compared to the 81% district level and the 72% state level results), 4th grade was 63% (compared to the 76% district level and the 70% state level results) and 5th grade was 77% (compared to the 86% district level and 79% state level results). The percentage at Approaches Grade Level or Above for 5th grade science was 62% (compared to the 74% district level and 63% 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 2023

3rd Grade STAAR reading meets category was at 53%

3rd Grade STAAR spanish reading meets category was at 50%

5th Grade STAAR english science approaches was 71%

3rd, 4th, and 5th Grade Reading, Math, and Science overall maintained percentages with a new assessment compared to 2022 results.

- 3rd Grade STAAR math approaches category was at 78% - this is inline with the district average
- 3rd Grade STAAR reading approaches category was at 84% - this is inline with the district average
- 4th Grade STAAR reading approaches was at 80% - this is inline with the district average
- 5th Grade STAAR Science english approaches category was at 71% - this is an 5% increase overall from last years results

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 3rd,. 4th, and 5th Grade Math did not meet the 80% approaches goal.   **Root Cause:** Residual learning gaps possibly due to a high mobility rate.

Problem Statement 2 (Prioritized): Attendance rates have declined from 95% in 2021-2022 to 92% in 2022-2023.   **Root Cause:** Student attendance has declined 3% from 2020-2021 to 2021-2022.

School Processes & Programs

School Processes & Programs Summary

Our campus consists of both bilingual and monolingual grades Pre K- 5th for the 2023-2024 school year. Each grade level follows the district curriculum. Early literacy curriculum uses Reading Horizons as our RLA resource. All grade level teams intentionally plan with end goals in mind by using the UbD model, as well as incorporating Performance Tasks. Staff has quick access to data to evaluate the students' 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 MAP, 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 four of AVID elementary implementation, and the site team will continue to roll out new strategies as part of the district-wide initiative. 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 each month.

School Processes & Programs Strengths

- Implemented of district curriculum
- Teacher and student support is available
- Projectors/document cameras in each classroom
- Master Schedule campus map - keeping teams together
- Data meetings allow for teachers to identify students in academic need and work on plans to close gaps
- Discipline data supports positive influence of PBIS- reduction of discipline referrals
- Currently we have at least one teacher in each grade level trained in AVID and the school has programmed for more teachers and support staff to train in the summer.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a lack of parent volunteers on a daily or weekly basis during the regular school day.   **Root Cause:** waiting on campus parent survey results to determine the root cause

Problem Statement 2 (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:** Clubs were originally restricted due to COVID and Teachers overwhelmed due to high workload

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. With the data collected in February, 100% of staff that participated in the survey feel like they belong at BWE. 98% of staff feel like they are treated with respect, 96% of staff feel like we make decisions that are in the best interest of students, and 98% 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 virtual career week and encourage students to learn about various career paths and what is required for career success. Basswood Elementary has a need for PTA leadership and participation as well as staff participation expectations at evening events. Our parent engagement events this year were well-attended. We continue to struggle with our community involvement in our academic business. Our CEIC are sparsely attended. We will utilize the results from our parent surveys to increase participation in our academic events and school business meetings.

Perceptions Strengths

- Community partnerships with Sonic, Horace Mann, Kona Ice
- School Environment (Surveys show that 100% of staff feel like they belong on campus)
- AVID Career Day in the Spring

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents have indicated that there is a need for more communication about what their children are learning at school.   **Root Cause:** Inconsistency in the communication avenues across the campus. There are a variety of campus communication resources and staff utilizes a variety of communication resources to communicate with parents.

Problem Statement 2 (Prioritized): As a school we need to find a more effective way to collect data from our families. 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.

Priority Problem Statements

Problem Statement 1: Attendance rates have declined from 95% in 2021-2022 to 92% in 2022-2023.
Root Cause 1: Student attendance has declined 3% from 2020-2021 to 2021-2022.
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: 3rd,. 4th, and 5th Grade Math did not meet the 80% approaches goal.
Root Cause 3: Residual learning gaps possibly due to a high mobility rate.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: As a school we need to find a more effective way to collect data from our families. 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 4: Currently we do not have a specific plan in place for collecting data from families on a regular basis.
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: Clubs were originally restricted due to COVID and Teachers overwhelmed due to high workload
Problem Statement 5 Areas: School Processes & Programs

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 2024, 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		
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. **Measures:** Number of reading plans created during the year and number of data meetings with campus administration. **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1	**Progress**		
	Dec	**Apr**	**July**

Action Step 2 Details	Progress Reviews		
Action Step 2: Each nine weeks a review of student growth and progress will be conducted for each grade level and teacher. **Measures:** Were the growth and progress reports run and provided to each grade level every six weeks. **Staff Responsible for Monitoring:** Administration, Teachers, CIS **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 1, 2	**Progress**		
	Dec	**Apr**	**July**

Action Step 3 Details	Progress Reviews		
Action Step 3: Provide additional small group instruction and snacks to struggling students before, during, and after-school. **Measures:** Number of students involved in tutorials. Progress of students that were involved in tutorials. **Staff Responsible for Monitoring:** Teachers and Campus Administration **Problem Statements:** Student Learning 1 **Funding Sources:** Tutorials/Snacks - 211 - Title I Pt A Impr BSC Prg - $8,500	**Progress**		
	Dec	**Apr**	**July**

Action Step 4 Details	Progress Reviews		
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)	**Progress**		
	Dec	**Apr**	**July**
Measures: Progress of students receiving targeted interventions. **Staff Responsible for Monitoring:** Instructional Support Teachers ESA Classroom Teachers **Problem Statements:** Student Learning 1 **Funding Sources:** Personnel - 211 - Title I Pt A Impr BSC Prg - $65,557			

Action Step 5 Details	Progress Reviews		
Action Step 5: Utilize additional certified teachers as tutors and substitutes to support small group interventions during the day.	**Progress**		
Measures: Progress and Performance of students.	**Dec**	**Apr**	**July**
Comparison of data equal to or above the district average. **Staff Responsible for Monitoring:** Teachers, Campus Admin, Certified Substitutes **Problem Statements:** Student Learning 1 **Funding Sources:** Subs - 211 - Title I Pt A Impr BSC Prg - $5,000			

Action Step 6 Details	Progress Reviews		
Action Step 6: Provide professional development and resources to support reading and math such as:	**Progress**		
- LLI Kits	**Dec**	**Apr**	**July**
- 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.			
Measures: Number of professional development sessions.			
Implementation of the learned strategies in professional development.			
Staff Responsible for Monitoring: Campus Admin			
Teachers			
Problem Statements: Student Learning 2 - School Processes & Programs 2			
Funding Sources: Books - 211 - Title I Pt A Impr BSC Prg - $250			

Action Step 7 Details	Progress Reviews		
Action Step 7: Provide kindergarten orientation/camp to all new incoming kinder students prior to the first day of school.	**Progress**		
Measures: Number of students participating in Kinder Camp.	**Dec**	**Apr**	**July**
Staff Responsible for Monitoring: Teachers			
Problem Statements: Demographics 1 - Perceptions 2			

Action Step 8 Details	Progress Reviews		
Action Step 8: Provide and utilize technology tools to enhance instruction and engage students such as;	**Progress**		
- laptops - chrome books - I-pads	**Dec**	**Apr**	**July**
Measures: What technology tools were purchased and how were they used during the year. **Staff Responsible for Monitoring:** Teachers, Technology PLC, Campus Administration **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 2 **Funding Sources:** Technology - 211 - Title I Pt A Impr BSC Prg - $10,000			

Action Step 9 Details	Progress Reviews		
Action Step 9: Each nine weeks create and use common assessments used for reading and math formative and summative data.	**Progress**		
Measures: Outcome from common assessments and success of action steps created each six weeks.	**Dec**	**Apr**	**July**
Staff Responsible for Monitoring: Teachers **Problem Statements:** Demographics 1 - Student Learning 1			

Action Step 10 Details	Progress Reviews		
Action Step 10: Provide individual student workbooks with test bank of questions for core content areas for 3rd, 4th, and 5th grade.	**Progress**		
Measures: STAAR performance	**Dec**	**Apr**	**July**
Staff Responsible for Monitoring: Teachers **Problem Statements:** Demographics 1 - Student Learning 1 **Funding Sources:** Think Up/STAAR Released Test - 211 - Title I Pt A Impr BSC Prg - $7,100			

Action Step 11 Details	Progress Reviews		
Action Step 11: Create flexible spaces around campus and purchase furniture for students to learn in a small group setting.	**Progress**		
Measures: Student growth will be measured with middle of the year and end of the year campus, district and state assessments.	**Dec**	**Apr**	**July**
Staff Responsible for Monitoring: classroom teachers **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 2 **Funding Sources:** furniture - 211 - Title I Pt A Impr BSC Prg - $2,000			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Performance Objective 1 Problem Statements:

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16 of 32

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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: 3rd,. 4th, and 5th Grade Math did not meet the 80% approaches goal.   **Root Cause**: Residual learning gaps possibly due to a high mobility rate.
Problem Statement 2: Attendance rates have declined from 95% in 2021-2022 to 92% in 2022-2023.   **Root Cause**: Student attendance has declined 3% from 2020-2021 to 2021-2022.

School Processes & Programs
Problem Statement 2: 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**: Clubs were originally restricted due to COVID and Teachers overwhelmed due to high workload

Perceptions
Problem Statement 2: As a school we need to find a more effective way to collect data from our families. 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.

Goal 1: Increase Student Achievement

Performance Objective 2: By June 2024, the percent of 3rd grade students hitting the meets standard in both reading and math will be at 60% as measured by the STAAR assessments.

    HB3 Goal

Action Step 1 Details	Progress Reviews		
Action Step 1: Each nine weeks teachers will develop a math and reading instructional plan for their class using common assessments and present that to campus administration during their teams scheduled data meetings.	**Progress**		

Measures: Number of math plans created during the year and number of data meetings with campus administration.
    Staff Responsible for Monitoring: Teachers
 	
    Problem Statements: Demographics 1 - Student Learning 1
	Dec	**Apr**	**July**

Action Step 2 Details	Progress Reviews		
Action Step 2: Each nine weeks a review of student growth and progress will be conducted for each grade level and teacher.	**Progress**		

Measures: Were the growth and progress reports run and provided to each grade level every six weeks.
    Staff Responsible for Monitoring: Administration, Teachers, CIS
 	
    Problem Statements: Demographics 1 - Student Learning 1
	Dec	**Apr**	**July**

Action Step 3 Details	Progress Reviews		
Action Step 3: Provide additional small group instruction to struggling students, before, during, and after school	**Progress**		
Measures: Number of students involved in tutorials.	**Dec**	**Apr**	**July**

Progress of students that were involved in tutorials.
    Staff Responsible for Monitoring: Teachers and campus administration
 	
    Problem Statements: Student Learning 1, 2 - School Processes & Programs 2
    Funding Sources: Tutorials - 211 - Title I Pt A Impr BSC Prg - $8,500			

Action Step 4 Details	Progress Reviews		
Action Step 4: Support at-risk and struggling students by providing targeted interventions in math and reading through the use of Intervention Support Teachers and Campus Instructional Support Staff. (IST and CIS)	**Progress**		
	Dec	**Apr**	**July**
Measures: Progress of students receiving targeted interventions. **Staff Responsible for Monitoring:** Instructional Support Teachers ESA Classroom Teachers **Problem Statements:** Demographics 1 - Student Learning 1 **Funding Sources:** Personnel - 211 - Title I Pt A Impr BSC Prg - $65,557			

Action Step 5 Details	Progress Reviews		
Action Step 5: Utilize additional certified teachers as tutors and substitutes to support small group interventions during the day.	**Progress**		
	Dec	**Apr**	**July**
Measures: Progress and Performance of students. Comparison of data equal to or above the district average. **Staff Responsible for Monitoring:** Teachers, Administration, Certified Substitutes **Problem Statements:** Student Learning 1 **Funding Sources:** subs - 211 - Title I Pt A Impr BSC Prg - $5,000			

Action Step 6 Details	Progress Reviews		
Action Step 6: Provide professional development and resources to support Math and Reading such as;	**Progress**		
- 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 - 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	**Dec**	**Apr**	**July**
Measures: Number of professional development sessions. Implementation of the learned strategies in professional development. **Staff Responsible for Monitoring:** Campus Admin Teachers **Problem Statements:** Demographics 1 - Student Learning 1 **Funding Sources:** Books - 211 - Title I Pt A Impr BSC Prg - $250			

Action Step 7 Details	Progress Reviews		
Action Step 7: Each nine weeks create and use math and reading common assessments used for formative and summative data.	**Progress**		
Measures: Outcome from common assessments and success of action steps created each six weeks.	**Dec**	**Apr**	**July**
Staff Responsible for Monitoring: Teachers **Problem Statements:** Student Learning 1			

Action Step 8 Details	Progress Reviews		
Action Step 8: Provide individual student workbooks with test bank of questions for core content areas for 3rd, 4th, and 5th grade.	**Progress**		
Measures: STAAR Performance	**Dec**	**Apr**	**July**
Staff Responsible for Monitoring: Teachers			

Problem Statements: Student Learning 1
Funding Sources: Think Up/STAAR Released Test - 211 - Title I Pt A Impr BSC Prg - $3,000

0% No Progress   100% 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: 3rd,. 4th, and 5th Grade Math did not meet the 80% approaches goal. **Root Cause**: Residual learning gaps possibly due to a high mobility rate.
Problem Statement 2: Attendance rates have declined from 95% in 2021-2022 to 92% in 2022-2023. **Root Cause**: Student attendance has declined 3% from 2020-2021 to 2021-2022.

School Processes & Programs
Problem Statement 2: 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**: Clubs were originally restricted due to COVID and Teachers overwhelmed due to high workload

Goal 1: Increase Student Achievement

Performance Objective 3: By June 2024, the percent of 5th-grade students meeting the "approaches" grade level standard in science will increase from 62%-75% as measured by 2024 STAAR assessment.

Action Step 1 Details	Progress Reviews		
Action Step 1: Each nine weeks create and use science common assessments used for formative and summative data.	**Progress**		
Measures: Outcome from common assessments and success of action steps created each six weeks.	Dec	Apr	July
Staff Responsible for Monitoring: Teachers **Problem Statements:** Demographics 1 - Student Learning 1			

Action Step 2 Details	Progress Reviews		
Action Step 2: Provide professional development and resources to support science such as; - Coaching and feedback	**Progress**		
- Student data folders - Team and Co-Teaching - Standard Based Data Tracking - Book Studies related to our district core values.	Dec	Apr	July
Measures: Number of professional development sessions. Implementation of the learned strategies in professional development. **Staff Responsible for Monitoring:** Campus Admin and Teachers **Problem Statements:** Demographics 1 - Student Learning 1 - Perceptions 2 **Funding Sources:** Books - 211 - Title I Pt A Impr BSC Prg - $250			

Action Step 3 Details	Progress Reviews		
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.	**Progress**		
Measures: Number of science plans created during the year and number of data meetings with campus administration.	Dec	Apr	July
Staff Responsible for Monitoring: Teachers **Problem Statements:** Student Learning 1			

Action Step 4 Details	Progress Reviews		
Action Step 4: Provide individual student workbooks with test bank of questions for core content areas for 5th grade.	**Progress**		
Measures: STAAR Performance	**Dec**	**Apr**	**July**
Staff Responsible for Monitoring: Teachers **Problem Statements:** Student Learning 1 **Funding Sources:** Forde Ferrier and STAAR Released Test - 211 - Title I Pt A Impr BSC Prg - $1,575			

Action Step 5 Details	Progress Reviews		
Action Step 5: Provide additional small group instruction to struggling students before, during, and after-school.	**Progress**		
Measures: Science STAAR	**Dec**	**Apr**	**July**
Staff Responsible for Monitoring: Teachers **Problem Statements:** Demographics 1 - Student Learning 1, 2 **Funding Sources:** Tutorials - 211 - Title I Pt A Impr BSC Prg - $8,500			

Action Step 6 Details	Progress Reviews		
Action Step 6: Utilize additional certified teachers as tutors and substitutes to support small group interventions during the day.	**Progress**		
Measures: Progress and Performance of students.	**Dec**	**Apr**	**July**
Comparison of data equal to or above the district average. **Staff Responsible for Monitoring:** Teachers Administration Certified Subs **Problem Statements:** Demographics 1 - Student Learning 1 **Funding Sources:** Tutorials - 211 - Title I Pt A Impr BSC Prg - $3,500			

0% No Progress   100% 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: 3rd,. 4th, and 5th Grade Math did not meet the 80% approaches goal.   **Root Cause**: Residual learning gaps possibly due to a high mobility rate.
Problem Statement 2: Attendance rates have declined from 95% in 2021-2022 to 92% in 2022-2023.   **Root Cause**: Student attendance has declined 3% from 2020-2021 to 2021-2022.

Perceptions
Problem Statement 2: As a school we need to find a more effective way to collect data from our families. 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.

Goal 1: Increase Student Achievement

Performance Objective 4: By June of 2024, 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		
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.	**Progress**		
	Dec	**Apr**	**July**
Measures: Was there a monthly AVID strategy for each month of the school year. **Staff Responsible for Monitoring:** Teachers and campus administration **Problem Statements:** Student Learning 1, 2			

Action Step 2 Details	Progress Reviews		
Action Step 2: Provide the necessary AVID supplies and materials for teachers and students such as;	**Progress**		
-binders -folders -calendars -highlighters -paper -pens -dividers -etc.	**Dec**	**Apr**	**July**
Measures: What was purchased over the year. What was useful and what was not useful. **Staff Responsible for Monitoring:** Campus Secretary and campus admin **Problem Statements:** Student Learning 2 - School Processes & Programs 2 **Funding Sources:** Supplies for managing organization - 211 - Title I Pt A Impr BSC Prg - $2,500			

Action Step 3 Details	Progress Reviews		
Action Step 3: Professional development will focus on increasing Hattie's effect size.	**Progress**		
Measures: Sign in sheet	**Dec**	**Apr**	**July**
Staff Responsible for Monitoring: Campus admin and teachers **Problem Statements:** Student Learning 1 - Perceptions 2			

Action Step 4 Details	Progress Reviews		
Action Step 4: Students will begin to own Costa's thinking through personal question development.	**Progress**		
Measures: Teacher observations and student discussions **Staff Responsible for Monitoring:** Teachers, Campus Coach, Campus Admin **Problem Statements:** Student Learning 1, 2	**Dec**	**Apr**	**July**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: 3rd,. 4th, and 5th Grade Math did not meet the 80% approaches goal.   **Root Cause**: Residual learning gaps possibly due to a high mobility rate.
Problem Statement 2: Attendance rates have declined from 95% in 2021-2022 to 92% in 2022-2023.   **Root Cause**: Student attendance has declined 3% from 2020-2021 to 2021-2022.

School Processes & Programs
Problem Statement 2: 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**: Clubs were originally restricted due to COVID and Teachers overwhelmed due to high workload

Perceptions
Problem Statement 2: As a school we need to find a more effective way to collect data from our families. 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.

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

Performance Objective 1: By June 2024, 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		
Action Step 1: Hold parent engagement/involvement events including Bring Your Dad to School Day, Math Night, Science Night, and Curriculum Night.	**Progress**		

Measures: sign in sheets, parent surveys
    Staff Responsible for Monitoring: Campus Administration, Teachers
 	
    Title I:
    4.1, 4.2
    Problem Statements: Demographics 1 - Perceptions 2
	Dec	Apr	July

Action Step 2 Details	Progress Reviews		
Action Step 2: Hold parent-teacher conferences to inform parents of their child's progress.	**Progress**		

Measures: sign in sheets
    Staff Responsible for Monitoring: Classroom Teachers
 	
    Title I:
    4.1, 4.2
    Problem Statements: Demographics 1 - Student Learning 2 - Perceptions 2
	Dec	Apr	July

Action Step 3 Details	Progress Reviews		
Action Step 3: Provide multiple opportunities for parents to respond to brief surveys that provide us feedback.	**Progress**		

Measures: survey results
    Staff Responsible for Monitoring: Campus Admin and Leadership team
 	
    Problem Statements: Perceptions 2
	Dec	Apr	July

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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 2: Attendance rates have declined from 95% in 2021-2022 to 92% in 2022-2023.   **Root Cause**: Student attendance has declined 3% from 2020-2021 to 2021-2022.

Perceptions
Problem Statement 2: As a school we need to find a more effective way to collect data from our families. 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.

Goal 3: Employee Excellence and Organizational Improvement

Performance Objective 1: By June 2023, we will recognize teachers at our panther parties each nine weeks for the great work they are doing.

Action Step 1 Details	Progress Reviews		
Action Step 1: Work with panther parties planning committee to determine criteria to determine what teachers are recognized each 9 weeks.	**Progress**		
Measures: how many teachers are recognized each nine weeks	**Dec**	**Apr**	**July**
Staff Responsible for Monitoring: campus admin and panther party committee **Problem Statements:** Demographics 1 - Student Learning 2			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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 2: Attendance rates have declined from 95% in 2021-2022 to 92% in 2022-2023.   **Root Cause**: Student attendance has declined 3% from 2020-2021 to 2021-2022.

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

Personnel for Basswood Elementary School

Name	Position	FTE
Elena Lopez Torres	ESA	1
Kimberlyn Webb	Teacher	1

Title I Personnel

Name	Position	Program	FTE
Deborah Young	Instructional Support Teacher (IST)		1.0
Jennifer Wagner	Campus Instructional Coach		1.0

Campus Funding Summary

			211 - Title I Pt A Impr BSC Prg		
Goal	**Objective**	**Action Step**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Tutorials/Snacks		$8,500.00
1	1	4	Personnel		$65,557.00
1	1	5	Subs		$5,000.00
1	1	6	Books		$250.00
1	1	8	Technology		$10,000.00
1	1	10	Think Up/STAAR Released Test		$7,100.00
1	1	11	furniture		$2,000.00
1	2	3	Tutorials		$8,500.00
1	2	4	Personnel		$65,557.00
1	2	5	subs		$5,000.00
1	2	6	Books		$250.00
1	2	8	Think Up/STAAR Released Test		$3,000.00
1	3	2	Books		$250.00
1	3	4	Forde Ferrier and STAAR Released Test		$1,575.00
1	3	5	Tutorials		$8,500.00
1	3	6	Tutorials		$3,500.00
1	4	2	Supplies for managing organization		$2,500.00
				Sub-Total	$197,039.00