

# Keller Independent School District



## Basswood Elementary School

## 2025-2026 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

# Needs Assessment Overview

## Summary

Overall, Basswood elementary is a vibrant supportive school who values diversity, growth, and community.

### **Our Vision:**

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

### **Our Mission:**

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.

Basswood elementary boasts areas of strength that include a strong, experienced, and dedicated staff, a supportive community, and a legacy of high expectations for student academics and character development. Based on campus data, the campus needs to improve in areas of parent involvement, school-wide behavior expectations, repeat student behaviors, and student academic achievement.

# Demographics

## Summary

Basswood Elementary is a culturally diverse campus with 570 students currently enrolled. Our campus is one of the most diverse student bodies in the state of Texas. We are at 52.5% Hispanic, 12.7% White, 21.6% African-American, 5.% Asian. We have 48.2% of students considered "at risk," 40.9% LEP, 23.6% SPED, 35.3% of students serviced through RTI, 6.2% serviced through dyslexia, and 4.2% of students receive GT services.

## 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



High mobility rate with new students enrolling and not enough information known when students start to determine levels of support. (Students have a wide variety of academic, physical, emotional, and behavioral needs)

We do not have a consistent system in place to identify the academic, physical, emotional, and/or behavioral needs of students.

 = Priority

# Student Learning

## Summary

2025 STAAR Rating:

Texas Education Agency

### 2025 Accountability Rating Overall Summary BASSWOOD EL (220907126) - KELLER ISD - TARRANT COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | **2025**

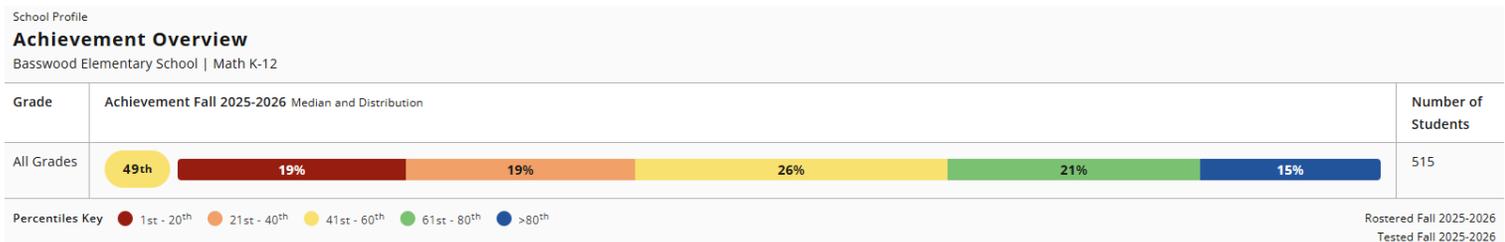
#### Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
<b>Overall</b>		<b>76</b>	<b>C</b>	
<b>Student Achievement</b>		<b>74</b>	<b>C</b>	<b>0%</b>
STAAR Performance	46	74		
College, Career and Military Readiness				
Graduation Rate				
<b>School Progress</b>		<b>77</b>	<b>C</b>	<b>70%</b>
Academic Growth	68	76	C	
Relative Performance (Eco Dis: 64.2%)		77	C	✓
<b>Closing the Gaps</b>	<b>45</b>	<b>74</b>	<b>C</b>	<b>30%</b>

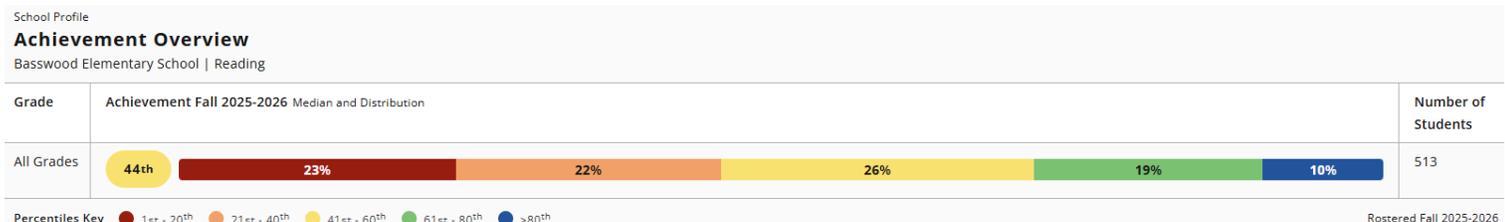
#### Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

Fall Math MAP:



Fall Reading MAP:



**Basswood Elementary School** Campus #220-907-126

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# Strengths

Grade 3 Math Approaches: 75% (above state/district)

Grade 5 Science Approaches: 77% (above state/district)

Grade 5 Reading: 91% Approaches, 67% Meets, 25% Masters

# Problem Statements Identifying Student Learning Needs

## Problem Statement

## Root Cause

1



All STAAR testing grades and subjects did not meet the goal of 80% approaches in the area of math. For MAP testing in all subject areas, none of the grade levels met the 80% goal.

Our campus has been working on strengthening tier 1 instruction to implement district-approved resources and a strong gradual release model. Our campus continues to experience a high mobility rate, low attendance percentages, and disruptive behaviors that impact the success of student academic growth.

 = Priority

# School Processes & Programs

## Summary

### Curriculum & Instruction

- Teachers implement Keller ISD curriculum frameworks with fidelity across all core subjects (English Language Arts, Mathematics, Science, and Social Studies).
- Instructional minutes are aligned by grade level to ensure equity in learning time.
- Differentiation strategies include push-in and pull-out support models for English Learners (ELs), Special Education, and Gifted and Talented (GT) students.

### Professional Development

- Staff participate in ongoing district and campus-based professional learning focused on instructional best practices, data analysis, and meeting diverse student needs.
- Collaborative planning cycles encourage peer-to-peer learning and shared leadership.

### Leadership & Decision-Making

- Decisions are made through a collaborative leadership model involving administration and Team Leads.
- Data-driven processes ensure that academic priorities, resource allocation, and interventions are responsive to student needs.

### Communication

- Families are engaged through newsletters, campus updates, PTA involvement, and parent-teacher conferences.
- Staff communication is supported by weekly updates, team meetings, and professional learning communities (PLCs).

### Organization, Scheduling & Support Services

- A structured master schedule prioritizes core instruction and intervention.
- Counseling services, academic interventions, and special programs provide wraparound support for student well-being.
- Attendance and progress are monitored to ensure every student remains on track.

### Technology Integration & Plan

- Classrooms are equipped with digital tools and platforms (DreamBox, Waggle, Read 180, Reading Horizons, Google Classroom).
- Teachers integrate technology to enhance instruction, personalize learning, and build digital citizenship skills.
- Ongoing professional development supports teachers in effective tech integration.

## Strengths

Basswood Elementary has established clear processes to promote teacher growth through multiple avenues of support. Educators regularly engage in professional learning communities (PLCs) and professional development sessions that are designed to address both instructional practices and classroom management strategies.

In addition, district and campus instructional coaches provide training and model lessons, offering in-class support to strengthen implementation. Teachers participate in data-focused meetings—including team data reviews, individual conferences, and RTI

discussions—where they analyze student progress and clearly communicate learning outcomes to guide next steps.

ClassDojo and PBIS are consistently implemented with fidelity to promote student engagement, reinforce positive behavior, and support a safe and productive learning environment.

# Problem Statements Identifying School Processes & Programs Needs

## Problem Statement

## Root Cause

1  
★

Delivering targeted intervention with fidelity to support student growth in Math and ELA.

Effective modeling for small group instruction and Tier 1 delivery are needed to support teacher and student growth.

★ = Priority

# 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 2025, 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, and this has consistently improved over the 2024-2025 school year. Our parent engagement events this year were well-attended, but inconsistent. We continue to struggle with our community involvement in our academic events. 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.

## Strengths

87% of parents report they feel supported and welcome at Basswood Elementary. 88% of parents report school administrators welcome and support concerns about their child and work to determine a solution. 83% of parents report they feel encouraged by the school to be involved.

# Problem Statements Identifying Perceptions Needs

## Problem Statement

## Root Cause

1



Only 63% of parents believe the school provides materials to help them support their child's education at home. And only 75% of parents are aware of additional services their child can have access to (counseling, speech therapy, etc.)

Parents need more support and information about how to help their students at home. With a diverse community, variety of needs, and high mobility rate, a lot of resources and training may not reach all parents.

 = Priority



# Priority Problem Statements

## Problem Statement

## Root Cause

1  
★

All STAAR testing grades and subjects did not meet the goal of 80% approaches in the area of math. For MAP testing in all subject areas, none of the grade levels met the 80% goal.

Our campus has been working on strengthening tier 1 instruction to implement district-approved resources and a strong gradual release model. Our campus continues to experience a high mobility rate, low attendance percentages, and disruptive behaviors that impact the success of student academic growth.

2  
★

Delivering targeted intervention with fidelity to support student growth in Math and ELA.

Effective modeling for small group instruction and Tier 1 delivery are needed to support teacher and student growth.

3  
★

High mobility rate with new students enrolling and not enough information known when students start to determine levels of support. (Students have a wide variety of academic, physical, emotional, and behavioral needs)

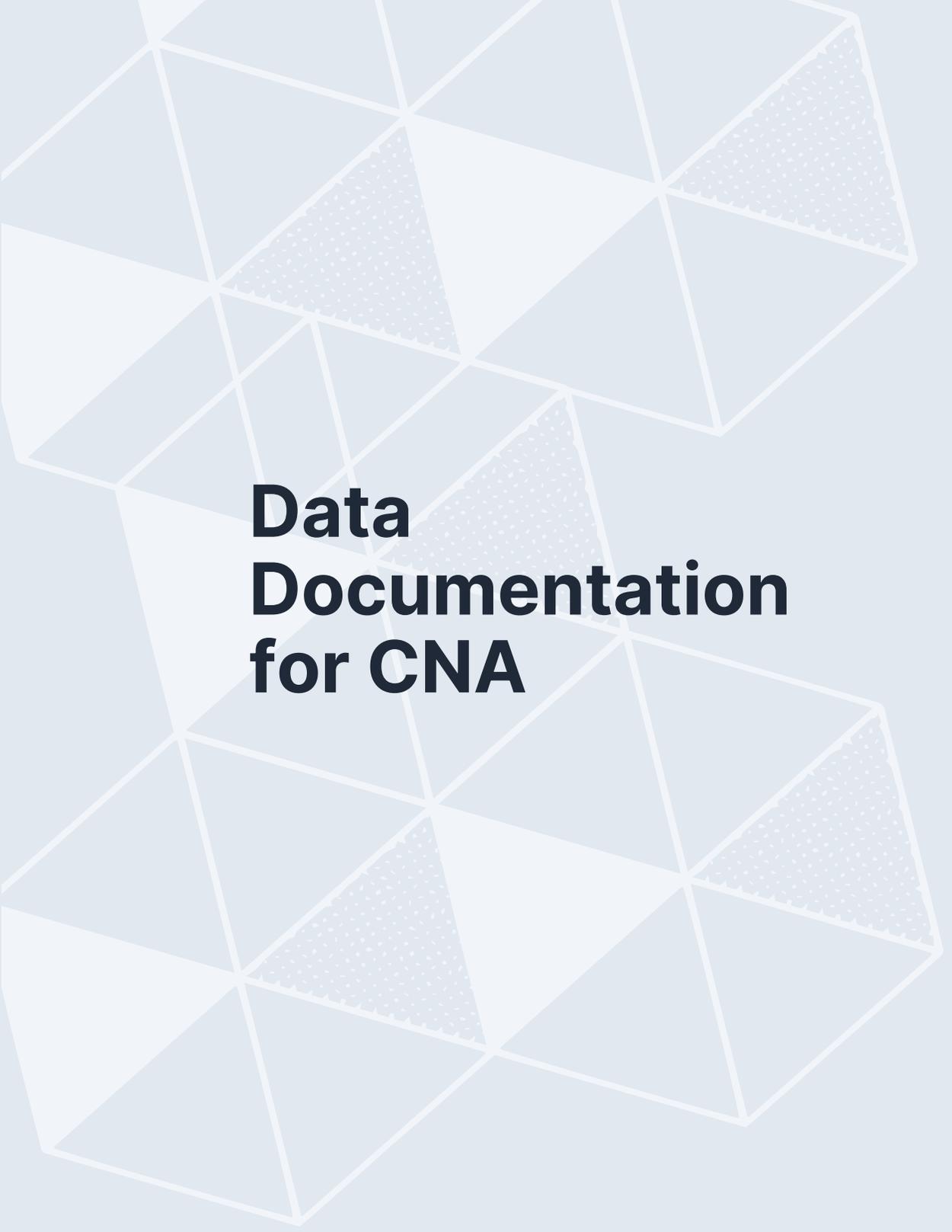
We do not have a consistent system in place to identify the academic, physical, emotional, and/or behavioral needs of students.

4  
★

Only 63% of parents believe the school provides materials to help them support their child's education at home. And only 75% of parents are aware of additional services their child can have access to (counseling, speech therapy, etc.)

Parents need more support and information about how to help their students at home. With a diverse community, variety of needs, and high mobility rate, a lot of resources and training may not reach all parents.

★ = Priority



# Data Documentation for CNA

# Data Documentation for CNA

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

## Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- Effective Schools Framework data

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

## 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

Gifted and talented data

Dyslexia data

## **Student Data: Behavior and Other Indicators**

Attendance data

Discipline records

Violence and/or violence prevention records

## **Employee Data**

Professional learning communities (PLC) data

Staff surveys and/or other feedback

Teacher/Student Ratio

State certified and high quality staff data

Campus department and/or faculty meeting discussions and data

Professional development needs assessment data

T-TESS data

## **Parent/Community Data**

Parent surveys and/or other feedback

Parent engagement rate

Community surveys and/or other feedback

## **Support Systems and Other Data**

Communications data



# Goals

# Goal 1 Increase Student Achievement

## Performance Objective 1 High Priority

By June 2026, 60% of 3rd-5th grade students will achieve meets in Math and Reading, as measured by the STAAR.

### Action Step 1 Targeted Support Action Step

Identify key TEKS that need focused attention based on previous STAAR results and current instructional gaps

**Staff Responsible for Monitoring:** Administrators, IST, SPED and Gen. Ed Teachers

**Problem Statements:** Student Learning 1 - School Processes & Programs 1

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

#### Progress Reviews

Moderate Progress

December

April

July

August

### Action Step 2 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

Moderate Progress

December

April

July

August

### Action Step 3 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

**Problem Statements:** School Processes & Programs 1

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

#### Progress Reviews

Considerable Progress

December

April

July

August

### Action Step 4

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

**Staff Responsible for Monitoring:** Admin and Teachers

**Problem Statements:** School Processes & Programs 1

**Title I:** 2.5.2

**TEA Priorities:** Improve low-performing schools

#### Progress Reviews

Some Progress

December

April

July

August

### Action Step 5

Schedule the District Assessment Team to participate in PLCs to provide guidance on data interpretation and identify areas of instructional need.

**Staff Responsible for Monitoring:** Admin

**Problem Statements:** Student Learning 1

**Title I:** 2.5.3

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

## Progress Reviews

Some Progress

December

April

July

August

## Action Step 6

Create flexible spaces around the campus and provide furniture for student learning in small group setting.

**Problem Statements:** Student Learning 1

## Progress Reviews

No Progress

December

April

July

August

## Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

All STAAR testing grades and subjects did not meet the goal of 80% approaches in the area of math. For MAP testing in all subject areas, none of the grade levels met the 80% goal.

Our campus has been working on strengthening tier 1 instruction to implement district-approved resources and a strong gradual release model. Our campus continues to experience a high mobility rate, low attendance percentages, and disruptive behaviors that impact the success of student academic growth.

## Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Delivering targeted intervention with fidelity to support student growth in Math and ELA.

Effective modeling for small group instruction and Tier 1 delivery are needed to support teacher and student growth.

# Goal 2 Excellence in Student, Parent, and Community Relationships

## Performance Objective 1

By June 2026, Basswood will foster a positive school culture promoting parental involvement and open communication between all stakeholders to promote student success.

### Action Step 1

Using ParentSquare to communicate with parents about events and information

**Measures:** Increased participation in events  
End of the Year survey

**ESF Levers:** Lever 3: Positive School Culture

#### Progress Reviews

December

April

July

August

### Action Step 2

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

April

July

August

### Action Step 3

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

**Funding Sources:** Extra Duty funds and supplies for PFE events 211 - Title I Pt A Impr BSC Prg, \$3,100

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

**Progress Reviews**

**December**

**April**

**July**

**August**

**Action Step 4**

All Basswood staff will maintain timely and meaningful communication with families through email, phone, and weekly newsletters to foster engagement and connection.

**Measures:** Title 1 Survey

**Staff Responsible for Monitoring:** Admin and Leadership Team

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

**Progress Reviews**

**December**

**April**

**July**

**August**

# Goal 3 Employee Excellence and Organizational Improvement

## Performance Objective 1

By the end of the 2025-2026 school year, all Basswood ES staff will report that BWES is a positive place to work and grow as measured by end of year staff survey.

### Action Step 1

Implementation of Panther Praise, recognition of teachers in the weekly newsletter and on social media

**Staff Responsible for Monitoring:** Admin

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 3: Positive School Culture

#### Progress Reviews

December

April

July

August

### Action Step 2

Campus administration will hold three feedback meetings annually to gather input, suggestions, and ideas from staff, guiding strategies to enhance support for teachers and staff members

**Staff Responsible for Monitoring:** Admin

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 3: Positive School Culture

#### Progress Reviews

December

April

July

August

### Action Step 3

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**

**April**

**July**

**August**



# State Compensatory Education

# State Compensatory

## Budget for Basswood Elementary School

**Total SCE Funds:** \$11,000.00

**Total FTEs Funded by SCE:** 0

### **Brief Description of SCE Services and/or Programs**

Extra duty pay for staff to provide tutorials for all students to address learning gaps and HB 1416 accelerated instruction.