

Birdville Independent School District
Walker Creek Elementary
2025-2026 Campus Improvement Plan



Mission Statement

***Walker Creek's Mission is to create life-long learners
by building relationships and inspiring excellence.***

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Demographics (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022)	4
School Population 2023-2024	4
Student Demographics 2023-2023	5
Special Education Services 2022-2023	5
Staff Information 2022-2023	6
Student Indicators 2022-2023	6
Student Learning	9
School Processes & Programs	10
Perceptions	12
Priority Problem Statements	13
Goals	14
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.	14
Goal 2: Utilize efficient and effective operations to support and improve the learning organization.	19
Goal 3: All students and staff will learn and work in a safe and responsive environment.	22
State Compensatory	23
Budget for Walker Creek Elementary	23
Personnel for Walker Creek Elementary	23

Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Demographics (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022)	Count	Percent
Gender		
Female	208	47.60%
Male	229	52.40%
Ethnicity		
Hispanic-Latino	96	21.97%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	28	6.41%
Black - African American	20	4.58%
Native Hawaiian - Pacific Islander	1	0.23%
White	273	62.47%
Two-or-More	19	4.35%

School Population 2023-2024	Count	Percent
Student Total	502	100%
Early Education Grade	3	.60%
Pre-Kindergarten Grade	30	6%
Kindergarten Grade	69	13.74%
1st Grade	70	13.94%
2nd Grade	76	15.14%
3rd Grade	88	17.53%
4th Grade	90	17.93%
5th Grade	106	21.12%

Student Demographics 2023-2023	Count	Percent
Gender		
Female	232	46.22%
Male	270	53.78%
Ethnicity		
Hispanic-Latino	79	15.74%
Race		
American Indian - Alaskan Native	1	0.2%
Asian	31	6.18%
Black - African American	31	6.18%
Native Hawaiian - Pacific Islander	1	0.2%
White	332	66.14%
Two-or-More	27	5.38%

Special Education Services 2022-2023	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
	8	13.56%
Auditory impairment	0	0.00%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	1	2.33%
Emotional disturbance	11	18.64%
Learning disability	17	28.81%
Speech impairment	12	20.34%
Autism	11	18.64%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%
Instructional Settings		

Special Education Services 2022-2023		Count	Percent
Speech Therapy		13	22.03%
Homebound		0	0.00%
Hospital Class		0	0.00%
Mainstream		4	6.78%
Resource Room		27	45.76%
VAC		0	0.00%
Off Home Campus		0	0.00%
State School		0	0.00%
Residential Care		0	0.00%
Self Contained		15	25.42%
Full-Time Early Childhood		0	0.00%
Nonpublic Day School			
Staff Information 2022-2023		Count	Percent
Administrative Support		7	12.73%
Teacher		38	60.09%
Educational Aide		10	18.18%
Auxiliary			

Student Indicators 2022-2023		Count	Percent
At-Risk		31	12.15%
Foster Care		0	0.00%
IEP Continuer		0	0.00%
Immigrant		6	1.20%
Intervention Indicator		163	32.47%
Migrant		0	0.00%
Military Connected		3	0.60%
Transfer In Students		27	5.3785%
Unschoolled Asylee/Refugee		0	0%
Economic Disadvantage			
Economic Disadvantage Total		108	21.51%

Student Indicators 2022-2023	Count	Percent
Free Meals	94	18.73%
Reduced-Price Meals	14	2.79%
Other Economic Disadvantage	0	0.00%
Homeless and Unaccompanied Youth		
Homeless Status Total	0	0
Shelter	0	0.00%
Doubled Up	0	0
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	0	0
Is Unaccompanied Youth	0	0.00%

Demographics Strengths

Area	Strength
Gender	Near-equal gender distribution
Race & Ethnicity	Moderate diversity with strong Hispanic, Asian, and multiracial representation
Cultural Inclusion	Opportunities for multicultural education and culturally responsive practices
Social Environment	Balanced and inclusive foundation for peer interaction and equity

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): A rapidly increasing percentage of students at the campus are classified as At-Risk (45%), indicating challenges that impact their academic progress.

Root Cause: The high percentage of At-Risk students is primarily due to learning gaps and socioeconomic factors that could affect their educational opportunities and support.

Problem Statement 2 (Prioritized): The special education population continues to increase by multiple percentage points per year and now sits at 14% of the campus.

Root Cause: General education instruction and intervention systems may not be adequately meeting the needs of specific learners, leading to increased gaps for special education students especially with transient special education students who are new to the campus or withdraw and enroll frequently.

Student Learning

Student Learning Summary

State Accountability Ratings:

The Campus Domain I Score for **Student Achievement** reflects a commendable achievement with a score of 90, indicating that our campus has met or exceeded the necessary benchmarks. This score is particularly noteworthy given the stipulation that if any Domain II score is below 60, or if any Domain I score is below 70, or any Alternative Education Accountability (AEA) Domain I score is below 50, the score would have been capped at 89. Our ability to surpass these thresholds demonstrates the effectiveness of our instructional strategies and the dedication of our staff and students.

In Domain II-A for **Academic Growth**, our campus achieved a score of 87, which signifies strong performance in this area. This score is indicative of our commitment to maintaining high standards in academic growth and progress. It reflects the hard work of our educators in fostering an environment where students can thrive and improve consistently over time.

In Domain II-B **Relative Performance**, our Score of 77 suggests there is room for improvement in this area. While this score is respectable, it highlights the need for targeted interventions and strategies to enhance student outcomes further. We are committed to analyzing the underlying factors contributing to this score and implementing measures to support our students' continued growth and success.

Our Campus Domain III **Closing the Gaps** score stands at 78, which, while solid, is capped at 89 if any campus Domain III score is below 70 or any AEA Domain III score is below 60. This score indicates that while we are meeting certain expectations, there is potential for growth. We will focus on identifying areas where we can enhance our performance and ensure that all students have the opportunity to achieve their full potential.

Student Learning Strengths

Our school has set a reading performance measure goal for 2025, aiming for 73% of all students to earn a score that meets grade level or above. I am proud to report that we have already surpassed this target, achieving a score of 75%. This accomplishment reflects the dedication of our educators and the hard work of our students. It is a testament to the effectiveness of our reading programs and the supportive learning environment we have cultivated. We will continue to build on this success, ensuring that our students not only meet but exceed academic expectations.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Walker Creek Elementary needs to improve 4th grade STAAR Mathematics performance. Although 59% of all students met or mastered the 2025 STAAR assessment, our goal was 65% and we fell short due to 4th grade Math.

Root Cause: Gaps in Foundational Math Skills of new students, Instructional Misalignment to STAAR Rigor, Limited or misdirected Math Intervention or Tier 2/Tier 3 Supports

School Processes & Programs

School Processes & Programs Summary

In our commitment to enhancing curriculum and instruction, we prioritize Tier 1 instructional strategies to ensure that all students receive high-quality education from the outset. Our collaboration with the instructional facilitator is pivotal in aligning our teaching methods with the BISD curriculum, which is consistently implemented across all classrooms. Each year, we offer professional development opportunities that are intricately linked to the T-TESS Professional Goals and Student Learning Objectives, ensuring that our educators are equipped with the latest pedagogical skills and knowledge.

Our professional development initiatives are designed to foster continuous improvement among our staff. Programs such as Capturing Kids' Hearts and the BISD curriculum are integral to our training sessions, which are aligned with the T-TESS framework. This alignment ensures that our educators are not only meeting their professional goals but are also enhancing student learning outcomes.

Effective communication is a cornerstone of our school community. We maintain open lines of communication through regular parent and staff newsletters, and we hold parent conferences each semester, as well as on an as-needed basis. Parent information events and the Focus family portal provide additional platforms for engagement, while our presence on social media ensures that our community is informed and connected.

Our leadership and decision-making processes are collaborative and inclusive. Leadership teams, along with Site-Based and Campus Operations Committees, work together to ensure that decisions are made with input from all stakeholders. Collaboration between grade-level teams and administrators is facilitated through monthly PLC meetings, fostering a cohesive and unified approach to school management.

In terms of scheduling, we have implemented systematic small group interventions to address the diverse needs of our students. Our academic master schedules are carefully crafted to maximize instructional time and support student learning effectively.

Support services are an essential component of our educational framework. We offer comprehensive counseling services and a Social Emotional curriculum to support the well-being of our students. Our MTSS services are closely monitored through grade-level collaborative meetings, ensuring that interventions are timely and effective. Additionally, our staff has access to an instructional facilitator and BISD curriculum coordinators, providing them with the resources and support necessary to deliver exceptional education.

School Processes & Programs Strengths

At our school, we prioritize professional development and program updates annually to ensure that our campus remains at the forefront of educational excellence. Our top priorities include Continuous Improvement, which focuses on refining our teaching practices and school operations to enhance student outcomes. Capturing Kids Hearts is another key initiative, aimed at fostering positive relationships and creating a supportive school environment. We also emphasize the importance of a Social Emotional Curriculum, which equips students with essential life skills and emotional intelligence. Additionally, we adhere to the BISD Tier 1 Priorities 2.0, ensuring that our instructional strategies are aligned with district goals. The T-TESS framework is implemented with fidelity, providing a structured approach to teacher evaluation and professional growth.

We believe in the power of collaboration and have established ongoing partnerships between teachers, instructional experts, and administrators through professional learning communities. These collaborative efforts allow us to share best practices, address challenges, and innovate our teaching methods. By working together, we ensure that our staff is aligned with our campus priorities, leading to consistent and effective implementation across all classrooms. This alignment not only enhances the educational experience for our students but also fosters a cohesive and supportive professional environment for our educators.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need to address academic gaps, particularly for students with learning disabilities, who are struggling to meet grade-level expectations.

Root Cause: The Special Education population has increased significantly, growing from 56 students (12.61% of all students) in 2023-24 to 65 students which is over 14% of our current school population, contributing to the challenges in closing academic gaps.

Perceptions

Perceptions Summary

At our school, we prioritize the consistent implementation and communication of our Positive Behavior Intervention System - Capturing Kid's Hearts. This program is integral to fostering a supportive and nurturing environment for our students, and we ensure that all staff members are well-versed in its principles and practices. By maintaining a unified approach, we are able to effectively promote positive behavior and create a cohesive school culture.

We are fortunate to have a large number of dedicated parent volunteers and a strong Parent-Teacher Association (PTA). The PTA plays a crucial role in our school community, organizing monthly board meetings and community meetings that are aligned with grade-level student performance nights. This collaboration not only enhances student learning experiences but also strengthens the bond between the school and families.

Communication is a cornerstone of our school's success, and we strive to maintain positive and open lines of communication with parents and staff. Through various channels such as committees, staff meetings, grade-level newsletters, Blackboard, Focus, Facebook, and teacher/family events, we ensure that everyone is informed and engaged. This multi-faceted approach allows us to build a strong community and foster a sense of belonging among all stakeholders.

Each year, we conduct a safety survey for students, parents, and employees to gather valuable feedback on our school environment. The results of this survey are carefully reviewed and addressed at the beginning of each new school year, allowing us to make informed decisions and improvements to ensure the safety and well-being of our school community.

Accessibility to administrators is a priority at our school, and we are committed to providing staff and community members with easy and consistent access. This open-door policy encourages transparency and collaboration, enabling us to address concerns promptly and work together towards the common goal of enhancing our educational environment.

Perceptions Strengths

Our entire staff is fully aware and actively engaged in implementing our campus's positive behavior intervention program, "Capturing Kids' Hearts." This program is integral to our school culture, focusing on building meaningful relationships and fostering a supportive environment for our students. By consistently applying the principles of this program, we ensure that every student feels valued and understood, which is crucial for their personal and academic growth.

The emphasis on respect is a cornerstone of our school community, as evidenced by the survey results showing that over 95% of our staff believe it is a priority throughout the campus. This commitment to respect is reflected in our daily interactions and the way we address challenges, creating a nurturing atmosphere where students and staff alike can thrive. By promoting respect, we lay the foundation for a positive and inclusive school environment.

Safety and order are paramount in our school, and it is reassuring to know that almost 100% of those surveyed perceive our campus as safe and orderly. This perception is a testament to the diligent efforts of our staff and administration in maintaining a secure environment where students can focus on learning without distractions. Our commitment to safety is unwavering, and we continuously strive to uphold the highest standards to ensure the well-being of everyone on campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): In our most recent feedback from stakeholders, there is a desire for more support from male parents and guardians in regard to showing a safety presence on our campus.

Root Cause: Lack of Clear Communication or Invitation, Unclear Role Expectations, Many males work during the school day

Priority Problem Statements

Problem Statement 1: Walker Creek Elementary needs to improve 4th grade STAAR Mathematics performance. Although 59% of all students met or mastered the 2025 STAAR assessment, our goal was 65% and we fell short due to 4th grade Math.

Root Cause 1: Gaps in Foundational Math Skills of new students, Instructional Misalignment to STAAR Rigor, Limited or misdirected Math Intervention or Tier 2/Tier 3 Supports

Problem Statement 1 Areas: Student Learning

Problem Statement 2: A rapidly increasing percentage of students at the campus are classified as At-Risk (45%), indicating challenges that impact their academic progress.

Root Cause 2: The high percentage of At-Risk students is primarily due to learning gaps and socioeconomic factors that could affect their educational opportunities and support.

Problem Statement 2 Areas: Demographics

Problem Statement 3: There is a need to address academic gaps, particularly for students with learning disabilities, who are struggling to meet grade-level expectations.

Root Cause 3: The Special Education population has increased significantly, growing from 56 students (12.61% of all students) in 2023-24 to 65 students which is over 14% of our current school population, contributing to the challenges in closing academic gaps.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: In our most recent feedback from stakeholders, there is a desire for more support from male parents and guardians in regard to showing a safety presence on our campus.

Root Cause 4: Lack of Clear Communication or Invitation, Unclear Role Expectations, Many males work during the school day

Problem Statement 4 Areas: Perceptions

Problem Statement 5: The special education population continues to increase by multiple percentage points per year and now sits at 14% of the campus.

Root Cause 5: General education instruction and intervention systems may not be adequately meeting the needs of specific learners, leading to increased gaps for special education students especially with transient special education students who are new to the campus or withdraw and enroll frequently.

Problem Statement 5 Areas: Demographics

Goals

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.


Performance Objective 1: All students will make at least one year's progress in reading and mathematics by the end of school year. a) Meet the progress monitoring targets in Prekindergarten - 3rd for each demographic group as measured by district approved screeners (BOY, MOY and EOY) to achieve the HB3 Board Goals. b) Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in reading and mathematics which would in turn increase the number of students performing at the "meets" and "masters" level as measured by the spring 2025 STAAR and EOC assessments. This will also increase Domain 1 Student Achievement which counts the number of students at the various performance levels for state assessments.

High Priority

HB3 Goal

Evaluation Data Sources: Elementary: CLI Engage - CIRCLE (prekindergarten reading and math), mClass (kindergarten reading and math), mClass (grades 1-2 reading), and Renaissance STAR Assessments (reading, grades 3-5 and mathematics, grades 1-5)

Strategy 1 Details	Reviews			
<p>Strategy 1: Align all instructional practices with BISD Tier 1 priorities.</p> <p>Actions: 1) Utilize district curriculum documents in PK-5th grade every day with fidelity 2) Create a culture of positive, growth-mindset collaboration between administration, teachers, and instructional facilitators regarding curriculum and instruction</p> <p>Staff Responsible for Monitoring: Administrators Classroom teachers Instructional Facilitator</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: SCE Campus Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure that structured intervention is provided for all students with particular attention paid to high focus groups determined by the most recent state and district assessment data.</p> <p>Actions: 1) Analyze previous year's assessment data for all students within professional learning communities 2) Give monthly screeners in Math and RLA provided by BISD throughout the school year 3) Respond to all assessment data with structured small group intervention, structured tutorials, as well as reteaching strategies</p> <p>Staff Responsible for Monitoring: Administrators Classroom teachers Instructional Facilitator</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Collaborate, implement, and engage with the Continuous Improvement Cycle.</p> <p>Actions: 1) Train all staff on the Continuous Improvement Cycle and the Plan Do Study Act process 2) Create and focus on professional goals and student learning objectives for all staff and students throughout the entire school year. 3) Monitor and respond to student progress using screener data, data folders, and interactive classroom Plan Do Study Act visuals.</p> <p>Staff Responsible for Monitoring: Administrators Classroom teachers Instructional Facilitator</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: A rapidly increasing percentage of students at the campus are classified as At-Risk (45%), indicating challenges that impact their academic progress. Root Cause: The high percentage of At-Risk students is primarily due to learning gaps and socioeconomic factors that could affect their educational opportunities and support.</p> <p>Problem Statement 2: The special education population continues to increase by multiple percentage points per year and now sits at 14% of the campus. Root Cause: General education instruction and intervention systems may not be adequately meeting the needs of specific learners, leading to increased gaps for special education students especially with transient special education students who are new to the campus or withdraw and enroll frequently.</p>

Student Learning

Problem Statement 1: Walker Creek Elementary needs to improve 4th grade STAAR Mathematics performance. Although 59% of all students met or mastered the 2025 STAAR assessment, our goal was 65% and we fell short due to 4th grade Math. **Root Cause:** Gaps in Foundational Math Skills of new students, Instructional Misalignment to STAAR Rigor, Limited or misdirected Math Intervention or Tier 2/Tier 3 Supports

School Processes & Programs





Problem Statement 1: There is a need to address academic gaps, particularly for students with learning disabilities, who are struggling to meet grade-level expectations. **Root Cause:** The Special Education population has increased significantly, growing from 56 students (12.61% of all students) in 2023-24 to 65 students which is over 14% of our current school population, contributing to the challenges in closing academic gaps.

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 2: Students will display dispositions indicative of high levels of social-emotional development as measured by a district-administered student survey.

High Priority

Evaluation Data Sources: Community survey, and discipline data in Focus

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Character Strong and Capturing Kids Hearts strategies on a daily basis</p> <p>Actions: 1) Train all staff members on Capturing Kids Hearts strategies and Character Strong concepts 2) Teach Capturing Kids Hearts and Character Strong lessons in all classrooms every Friday 2) Utilize Counselors to provide support to students in areas of social-emotional learning</p> <p>Staff Responsible for Monitoring: Counselor Administrators Classroom Teachers</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a school wide initiative to strengthen student/staff relationships using positive behavior intervention systems.</p> <p>Actions: 1) Follow components of Capturing Kids Hearts (Positive Behavior Intervention System) such as the Four Questions model, Social Contract, Good Things, Launches, and Affirmations on a daily basis. B) Classrooms will have tangible incentives for students to earn based on positive behaviors</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: A rapidly increasing percentage of students at the campus are classified as At-Risk (45%), indicating challenges that impact their academic progress. Root Cause: The high percentage of At-Risk students is primarily due to learning gaps and socioeconomic factors that could affect their educational opportunities and support.</p>

School Processes & Programs

Problem Statement 1: There is a need to address academic gaps, particularly for students with learning disabilities, who are struggling to meet grade-level expectations. **Root Cause:** The Special Education population has increased significantly, growing from 56 students (12.61% of all students) in 2023-24 to 65 students which is over 14% of our current school population, contributing to the challenges in closing academic gaps.

Perceptions


Problem Statement 1: In our most recent feedback from stakeholders, there is a desire for more support from male parents and guardians in regard to showing a safety presence on our campus. **Root Cause:** Lack of Clear Communication or Invitation, Unclear Role Expectations, Many males work during the school day

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

Evaluation Data Sources: Overall district ADA as per Summer PEIMS submission as well as Focus Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Update systems to positively impact student attendance</p> <p>Actions: 1) Use campus and district provided funding in order to encourage, increase, and reward attendance PK-5th grade 2) Provide incentives for classes with the highest attendance each each month 3) Grade-level attendance achievements will be displayed in the main hallway with a campus goal of 96% or above.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Attendance Clerk</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June



Performance Objective 1 Problem Statements:

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School Processes & Programs

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Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Use continuous improvement to identify and improve operations and outcomes in every department and campus.

High Priority

Evaluation Data Sources: Evaluation of goal achievement as per department improvement plans

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize the Continuous Improvement Process with fidelity</p> <p>Actions: 1) Teachers will follow the BISD continuous improvement timeline each nine weeks 2) All students will engage with mission statements on a weekly basis 3) All staff will be trained on continuous improvement and PDSA as it relates to T-TESS and student achievement 4) Each classroom will have a Plan Do Study Act cycle in progress based on recent assessment data 5) Students will use data folders to track progress in reading, math, and science</p> <p>Staff Responsible for Monitoring: Classroom Teachers Administrators</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:


Demographics
<p>Problem Statement 1: A rapidly increasing percentage of students at the campus are classified as At-Risk (45%), indicating challenges that impact their academic progress. Root Cause: The high percentage of At-Risk students is primarily due to learning gaps and socioeconomic factors that could affect their educational opportunities and support.</p>
School Processes & Programs
<p>Problem Statement 1: There is a need to address academic gaps, particularly for students with learning disabilities, who are struggling to meet grade-level expectations. Root Cause: The Special Education population has increased significantly, growing from 56 students (12.61% of all students) in 2023-24 to 65 students which is over 14% of our current school population, contributing to the challenges in closing academic gaps.</p>

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Respond to results of the campus safety survey that is administered annually to students, staff, and parents.

Evaluation Data Sources: 1) District provided campus safety survey from all stakeholders
2) Campus Safety Committee Meeting Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Review perception data from students, staff, and parents to identify strategies to improve campus operations and culture.</p> <p>Actions: 1) Review and respond to most recent (previous year's) end-of-year safety survey data 2) Communicate survey results to all stakeholders 3) Take corrective action from survey results 4) Conduct and respond to monthly campus safety committee feedback</p> <p>Staff Responsible for Monitoring: Administration Teachers Safety Committee Team Members</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June



Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: In our most recent feedback from stakeholders, there is a desire for more support from male parents and guardians in regard to showing a safety presence on our campus. Root Cause: Lack of Clear Communication or Invitation, Unclear Role Expectations, Many males work during the school day</p>

State Compensatory

Budget for Walker Creek Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 2.15

Brief Description of SCE Services and/or Programs

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Personnel for Walker Creek Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Andrea Murillo	Educational Assistant	0.33
Cassie Adams	Teacher	0.33
Donna Hobbs	Educational Assistant	0.33
Julie Hester	Instructional Facilitator	0.5
Stacy Hildebrandt	Reading Intervention	0.33
Stacy Winans	Teacher	0.33