



DAVID L WALKER
ELEMENTARY

**2025-26
CAMPUS
IMPROVEMENT
PLAN**

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Mission Statement

Our mission is through perseverance, intentionality, and consistency, David L Walker is committed to pursuing excellence, transforming, and inspiring all student learning to succeed in the global community.

Vision

Committed and dedicated to the goal and process of educating all students to achieve their full potential.

Campus Values

David L Walker Warrior Beam with **PRIDE**

We move with Purpose

Give respect

Display Integrity

Warriors are Dedicated and Show Empathy.



Comprehensive Needs Assessment

Needs Assessment Overview

David L. Walker Elementary has demonstrated a strong commitment to creating a safe, supportive, and inclusive environment for both students and staff. The campus has experienced a cultural transformation in recent years, significantly improving academic outcomes and morale. The implementation of the Accelerated Learning Academy has helped foster a culture of perseverance and academic urgency. Staff collaboration, consistent leadership support, and a shared vision for student excellence have all contributed to a positive climate. The most pressing needs are the instructional continuity, student achievement and growth for special education students, emergent bilingual students, Hispanic and African American students in the areas of 4th Read grade, 5th Reading grade, and 5th grade Science.

Additionally, ensuring effective tier 1 instruction, parent/school/community partnerships, weekly professional development, increasing interventions, and student technology literacy will enhance long-term student success.

Demographics

Our economically disadvantaged student group is 90.5%. Our campus consists of 57% of them are African American, 36% Hispanic, 1% Asian, 5% White and 2% of two or more races.

Strengths: Campus focuses on the needs of all student groups. The success and growth of all students is recognized through campus and district data.

Focus Area(s): Improve academic achievement and measurable growth for our special education population through targeted instructional strategies, data driven supports and inclusive practices.

Student Achievement

As a campus math is an overall strength and growth area. With fidelity to the curriculum teachers have excelled due to consistent implementation and intentionality with tier one instruction, effective PLC, walkthroughs and feedback. Having veteran teachers in 3rd and 4th grade math we have seen tremendous academic growth. Coaching and providing intentional feedback helped develop the teachers' content knowledge and capacity.

For the 2025 STAAR results the campus was rated a C rating according to the Texas Education Agency. David L Walker received 2 distinctions in the following categories: Academic Achievement in both Math and Science.

The goal is for our students to continue to display academic readiness in all content areas.

Campus Culture and Climate

Campus leadership is in their second year of working together. This team is continuing the process of implementing processes and systems which include: whole school culture, observation, feedback and data practices. We will collaborate to set clear expectations of specific leadership roles and support across the campus.

Campus instructional leaders have clear written and transparent roles and responsibilities. Core leadership tasks are scheduled on weekly calendars.

Campus instructional leaders use consistent written protocols and processes to lead grade level teams or other areas of responsibilities. Campus leaders consistently use data and other evidence to track progress towards intended outcomes. Campus counseling provides student support through: weekly groups, guidance lessons and individual student support.

We aim to strengthen community and parent involvement by building meaningful partnerships, enhancing communication and creating accessible opportunities for engagement.

To celebrate teachers and their academic successes the campus does the following things: teacher and staff member of the month, recognizing teachers for displaying instructional best practices, weekly "shout outs" through GroupMe and/or the weekly campus newsletter. To promote and increase staff morale there are monthly incentives implemented by the Sunshine Committee and/or the leadership team.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

While we recognize the dedication of our current staff, teacher turnover remains a concern, especially in core instructional areas. The recent shift in the academic calendar has contributed to increased staff mobility. As a result, the campus has faced the challenge of re hiring and onboarding new teachers for the 25-26 school-year, which can impact instructional continuity and student achievement. Strategic recruiting efforts are implemented with the campus leadership team.

Teachers and staff have worked collaboratively with campus administration to create a shared campus mission and vision. Every teacher that is new to the campus is provided with on campus support and mentorship.

Staff Quality, Recruitment, and Retention Strengths

To address these concerns, we aim to implement targeted recruitment strategies that attract experienced, high-quality educators and support systems to ensure their long-term retention. Strengthening partnerships with local universities, improving our mentorship programs for new hires, and exploring additional campus-based rewards and recognition initiatives will be vital as we build a more sustainable and resilient teaching workforce. Recognition such as teacher-of-the-month programs and increased leadership opportunities can assist in increasing the teacher morale. The principal implements “one on one” meetings with each staff member to receive feedback on campus improvement.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers and staff will implement the school-wide implementation of Bluebonnet Reading including writing, small group reading, and independent reading with fidelity for all students. All teachers in K-5th grade were trained on the Bluebonnet reading curriculum.

Teachers and staff will implement Bluebonnet math curriculum with fidelity for all students. Teachers will be trained on the use of Savaas for science and social studies curriculum for the upcoming school year. Science MAP testing will be new to the campus this year for students in grades 3rd-5th. All 3rd grade math teachers will now teach math and science content during each rotation. 4th grade science will be taught by the reading teacher. A 5th science teacher was hired to address the need in 5th grade science. All reading teachers will integrate social studies with reading content.

Our area of focus will be guiding all teachers to internalize at a deeper level to improve student outcomes based on all learners. Microteaching will be conducted during weekly PLC meetings based on teacher need.

Curriculum, Instruction, and Assessment Strengths

Teachers receive ongoing support for reading, science and math from campus instructional specialists during weekly PLC's and grade level meetings.

Parent and Community Engagement

Parent and Community Engagement Summary

Parental involvement means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring that:

1. Parents play an integral role in assisting their child's learning.
2. Parents are encouraged to be actively involved in their child's education at school.

Parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child. Teachers and staff communicate through various channels including Class Dojo, monthly parent newsletter, campus calendars, event flyers etc. Students who receive special services have annual updates to existing support plans. Provide an opportunity for families to have parent/teacher conference at our "Warrior Talks". Teachers will share BOY data and discuss how we will support and grow students throughout the year.

Parent and Community Engagement Strengths

As a campus we support families and the community through events such as: Literacy Night, STEMoween, PTA and Pro Dad which will start this year, and many more community outreach events. As a campus, we will intentionally increase family engagement opportunities.

School Context and Organization

School Context and Organization Summary

David L Walker is one of 17 elementary schools in Crowley Independent School District. We are located on the Southwest side of Fort Worth. We are a Title One Campus servicing approximately 433 Pre-K through 5th grade students. We have 1 self-contained special education unit that serves students from PreK through 5th grade. The campus consists of Campus principal, assistant principal, three TDSI's and a school counselor.

Parent portal and campuswide Dojo provides campus and district updates, events and resources. Weekly parent newsletters are sent out from campus principal with weekly updates. The staff hub is a source of reference for campus information, data, instructional and behavioral support.

School Context and Organization Strengths

All TDSI's provide ongoing instructional support and feedback during weekly PLC meetings. Real-time coaching is conducted by the administrative team which supports a growth mindset.

Technology

Technology Summary

Students have one-to-one Chromebook access. Students are provided targeted instruction through online platforms such as Amplify, Lexia, Accelerated Success, IXL, Boost and Zearn. Teachers also implement the use of Google classroom and various online platforms to support in class learning such as Sirius for reading, math and science.

Technology Strengths

Using one-to-one Chromebook access we have seen an increase in student engagement, academic growth across content areas and personalized instruction that is accessible to all learners.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- District Improvement plans (current and prior years)
- State and Federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card data

Student Data: Assessments

- State and Federal required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- mClass early reading assessment results
- Advanced Placement (AP) assessment data
- CCMR Outcomes
- SAT and/or ACT assessment data
- PSAT data
- Observation Survey results
- CLI data
- NWEA MAP reading and math assessment data
- Istation Indicators of Progress (ISIP) reading assessment data for 7th grade
- ISIP Español reading assessment data for Bilingual classes for grades PK-5

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug use data

Employee Data

- Professional learning Communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/student ratio
- 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

Parent/Community Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goal 1 – Thriving Students

Goal 1: All CISD students will be equipped with the skills and experience to thrive today and in the future.

Performance Objective 1: Provide a variety of learning and real-world experiences that strengthen academic achievement for success after graduation.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Provide hands-on science lab experiences weekly. Expected Result/Impact: Student academic growth in science Increase in student engagement Staff Responsible for Monitoring: Science TDSI Teachers	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
Strategy 2: Implement and teach explicitly the Read Draw Write strategy on word math problems. Expected Result/Impact: Academic growth in math Build student comprehension skills Increase test scores Staff Responsible for Monitoring: Campus administration TDSI's Teachers	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Integrate writing across content area Expected Result/Impact: Students will demonstrate higher-order thinking by synthesizing information and clearly expressing ideas across subjects. Staff Responsible for Monitoring: Classroom Teachers (K–5) – implement daily writing activities in lesson plans. Campus TDSI – model lessons, provide professional development	Formative			Summative
	Nov	Feb	May	July
	%			

Goal 1: THRIVING STUDENTS: All CISD students will be equipped with the skills and experiences to thrive today and in the future.

Performance Objective 2: Ensure equitable access to district aligned curriculum, instructional systems, resources, and experiences for all students.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Provide targeted campus professional development based on identified trends Expected Result/Impact: Build teacher capacity & confidence Decrease achievement gaps Improve student engagement Staff Responsible for Monitoring Campus administration Teachers TDSI's	Formative			Summative
	Nov	Feb	May	July
	%			

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Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Weekly lesson rehearsal during PLCs (microteaching)	%			
Expected Result/Impact: Identify and clear misconceptions Build teacher capacity				
Staff Responsible for Monitoring: TDSI's Campus Administration				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 3: Implement the coaching and feedback model using SND (see it, name it, do it)	%			
Expected Result/Impact: Increase teacher content knowledge level Real time teacher support Effective Tier 1 instruction				
Staff Responsible for Monitoring: Campus administration TDSI's				

Goal 1: THRIVING STUDENTS: All CISD students will be equipped to thrive today and in the future.

Performance Objective 3: Graduate college, career, military, and future ready students.

Evaluation Data Sources:

Strategy 1 Details		Reviews			
Strategy 1: Celebrate and recognize HBCU and College week. Expected Result/Impact: College exposure Staff Responsible for Monitoring: Campus administration Counselor		Formative			Summative
		Nov	Feb	May	July

Strategy 2 Details		Reviews			
Strategy 2: Host annual Career Day Expected Result/Impact: Job trades exposure Staff Responsible for Monitoring:		Formative			Summative
		Nov	Feb	May	July
		%			

Counselor				
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Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 3: Participating in District Academic Bowls and Competitions Expected Result/Impact: Provides a fun and engaging way to review core academic content Encourages critical thinking, problem-solving, and quick recall of information Staff Responsible for Monitoring Campus Administration	%			

Goal 2 – Engaged Community

Goal 2: CISD will partner with families and the community to meet the needs of all students and staff.

Performance Objective 1: Create opportunities for students, families, and community members to engage and learn together.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Provide an opportunity for families to have parent/teacher conference at our “Warrior Talks”. Teachers will share BOY data and discuss how we will support and grow students throughout the year. Expected Result/Impact: Student academic growth Family and school partnership Staff Responsible for Monitoring: Campus administration	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Increase Social and emotional opportunities through hosting Family Nights that focus on SEL tips and strategies. Expected Result/Impact:	Formative			Summative
	Nov	Feb	May	July
	%			

Decrease in student emotional outburst Decrease in behavior referrals Increase student & family connection Staff Responsible for Monitoring: Counselor Campus Administration				
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Goal 2: ENGAGED COMMUNITY: CISD will partner with families and the community to meet the needs of all students and staff.

Performance Objective 2: Continuously seeks and maintains meaningful partnerships with community members and organizations to enhance the learner's experience.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for community members to be present for campus events. Expected Result/Impact: Increased community engagement for Career Day Increased community and school collaboration Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Incorporate opportunities for students to engage with college and career experiences. Expected Result/Impact: Increase of information shared to students Increase of future ready students Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Provide opportunities for students to learn out in the community through field trips, battle of the books, and other events. Expected Result/Impact: Increase in student social awareness and modeling expectations in the community	Formative			Summative
	Nov	Feb	May	July
	%			

Decrease in referrals for student behavior				
Staff Responsible for Monitoring:				
Principal				

Goal 2: ENGAGED COMMUNITY: CISD will partner with families and the community to meet the needs of all students and staff.

Performance Objective 3: Engage in consistent, current, and interactive communication that meets the diverse needs of the community.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Utilize communication platforms such as Class Dojo, parent newsletters, and flyers to communicate important information. Expected Result/Impact: Increased parent knowledge of campus happenings Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Utilize parent needs assessments and surveys to obtain school wide highlighted needs.	Formative			Summative
	Nov	Feb	May	July

Expected Result/Impact: Increased family sense of belonging and impact Staff Responsible for Monitoring: Counselor	%			
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Strategy 3 Details	Reviews			
Strategy 3: Hold quarterly advisory committee meetings with members of the community to assess the most current campus needs. Expected Result/Impact: Increased participation in campus events Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Feb	May	July
	%			

Goal 3 – Empowered Staff

Goal 3: EMPOWERED STAFF: CISD will empower all staff to meet the diverse needs of all students.

Performance Objective 1: Evaluate and enhance current campus-based professional learning opportunities.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Create a campus PD calendar that addresses current trends and patterns observed through weekly walkthrough. Teachers will lead the PD sessions. Expected Result/Impact: Increase teacher capacity Student academic growth Staff Responsible for Monitoring: Campus Administration TDSI's	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Ensure lesson rehearsal occurs weekly in all PLC's and provide teachers with real-time feedback. Expected Result/Impact: Build teacher confidence Content knowledge awareness Staff Responsible for Monitoring: Campus administration TDSI's	Formative			Summative
	Nov	Feb	May	July
	%			

Goal 3: EMPOWERED STAFF: CISD will empower all staff to meet the diverse needs of all students.

Performance Objective 2: Implement an onboarding program of learning and support for new to campus staff.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: New teacher orientation campus day. An opportunity to inform teachers of campus wide expectations. Expected Result/Impact Increase school culture Provide a sense of belonging Staff Responsible for Monitoring: Campus administration	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Meet with campus “accountability” partners monthly. Every staff member has a knowledgeable resource for on campus wonderings or questions. Expected Result/Impact: Increase school culture Provide a sense of belonging Staff Responsible for Monitoring: Assistant Principal	Formative			Summative
	Nov	Feb	May	July
	%			

Goal 3: EMPOWERED STAFF: CISD will empower all staff to meet the diverse needs of all students.

Performance Objective 3: Foster campus-leadership opportunities that strengthen teacher development and intentionally support long-term staff retention.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Conduct weekly PLC meetings Expected Result/Impact: Increase teacher capacity Student academic growth Staff Responsible for Monitoring: Campus administration	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Providing instructional coaching conversations Expected Result/Impact: Create engaging lessons increase of Tier 1 instruction with fidelity Staff Responsible for Monitoring: Campus administration TDSI's	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
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Strategy 3: Provide weekly “one-on-one” meetings with all 1st year teachers Expected Result/Impact: Teacher retention Create a sense of belonging Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Feb	May	July
	%			

Goal 4 – Safe and Healthy Environment

Goal 4: SAFE AND HEALTHY ENVIRONMENT: CISD will prioritize the wellness of all students and staff.

Performance Objective 1: Ensure all students experience a safe, secure and nurturing school environment.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Daily exterior and interior door checks Expected Result/Impact: Meet TEA requirements Creating safe learning environments Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Check in each visitor through the Raptor system. Expected Result/Impact: Student safety Staff Responsible for Monitoring: Campus administration	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 3 Details	Reviews			
Strategy 3: Conduct monthly safety drills such as fire and lockdown. Expected Result/Impact: Students follow the safety protocols Follow state guidelines Staff Responsible for Monitoring: Principal Assistant Principal	Formative			Summative
	Nov	Feb	May	July
	%			

Goal 4: SAFE AND HEALTHY ENVIRONMENT: CISD will prioritize the wellness of all students and staff.

Performance Objective 2: Cultivate a positive campus environment that prioritizes the whole student by promoting social-emotional development, academic success, and overall well-being.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Provide lunch and learns for teachers that covers social and emotional topics. Expected Result/Impact: Improve morals Professional growth Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Feb	May	July
	%			

Strategy 2 Details	Reviews			
Strategy 2: Provide monthly guidance lessons. Expected Result/Impact: Student self-regulation Increase positive relationships and behaviors Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Feb	May	July
	%			

Goal 4: SAFE AND HEALTHY ENVIRONMENT: CISD will prioritize the wellness of all students and staff.

Performance Objective 3: Ensure a safe, welcoming and engaging environment that fosters a sense of community among our families and staff.

Evaluation Data Sources:

Strategy 1 Details		Reviews			
Strategy 1: Host family connection events such as: Literacy Night, STEMoween, PTA and Pro Dad, Career Day Expected Result/Impact: Increase family engagement Community partnership Staff Responsible for Monitoring: Campus administration		Formative			Summative
		Nov	Feb	May	July
		%			

Strategy 2 Details		Reviews			
Strategy 2: Celebrate students through monthly Shining Warrior ceremonies. Expected Result/Impact: Increase positive student behaviors Promote social skills and character building Staff Responsible for Monitoring: Campus Administration Counselor Teachers		Formative			Summative
		Nov	Feb	May	July
		%			

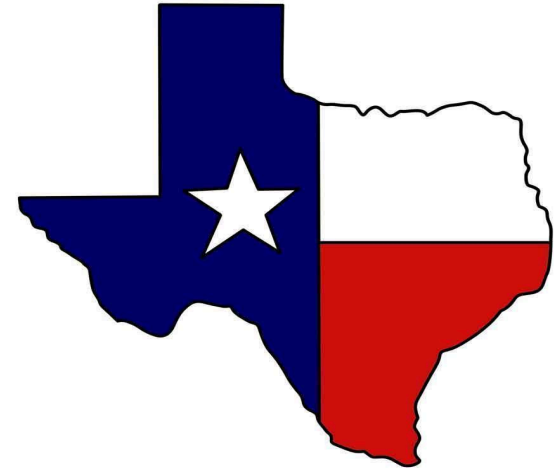
Goal 4: SAFE AND HEALTHY ENVIRONMENT: CISD will prioritize the wellness of all students and staff.

Performance Objective 4: Create opportunities and awareness for prioritizing staff holistic health.

Evaluation Data Sources:

Strategy 1 Details		Reviews			
Strategy 1: Incorporate SEL meditation moments in weekly staff meetings. Expected Result/Impact: Decrease teacher anxiety Staff Responsible for Monitoring Counselor		Formative			Summative
		Nov	Feb	May	July
		%			

Strategy 2 Details		Reviews			
Strategy 2: Incorporate weekly wellness initiatives for all students, teachers, and staff. Expected Result/Impact Increase in positive student behaviors and mindsets Increase in staff morale and retention Increase in staff awareness of tips, tools, and resources for their overall mental health. Staff Responsible for Monitoring: Counselor		Formative			Summative
		Nov	Feb	May	July
		%			



State Compensatory

Personnel for Campus Improvement Plan

Name	Position	FTE
Paraprofessional Staff		
Professional Staff		

Title I Schoolwide Elements



ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The campus Comprehensive Needs Assessment identified the following areas of concern as they relate to the stated goal of Title One: to help all students, particularly those in greatest need, master the state mandated curriculum.

1. The percentage of students achieving “meets grade level standards or above” in _____ (%) is below the state average (%).
2. The percentage of students achieving “meets grade level standards or above” in _____ (%) is below the state average (%).
3. The percentage of students achieving “meets grade level standards or above” in _____ (%) is below the state average (%).
4. The percentage of students achieving “meets grade level standards or above” in _____ (%) is below the state average (%).

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

2.2: Regular monitoring and revision

2.3: Available to parents and community in an understandable format and language

2.4: Opportunities for all children to meet State standards

2.5: Increased learning time and well-rounded education

2.6: Address needs for all students, particularly at-risk

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Included in Compliance Addendum

3.2: Offer flexible number of parent involvement meetings

