Birdville Independent School District

Walker Creek Elementary

2026-2027 Initial Plan

Mission Statement

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

2025-2026 Fall PEIMS School Population

School Population	Count	Percent
Student Total	526	100.00%
EE	1	0.19%
PK	44	8.37%
KG	88	16.73%
01	97	18.44%
02	63	11.98%
03	80	15.21%
04	77	14.64%
05	76	14.45%
Not Enrolled on Snapshot (*Notes*)	0	

2025-2026 Fall PEIMS Student Programs		
Dyslexia	22	4.18%
Gifted and Talented	75	14.26%
Regional Day School Program for the Deaf	0	0.00%
Section 504	20	3.80%
Special Education (SPED)	68	12.93%
Bilingual/ESL		
Emergent Bilingual (EB)	48	9.13%
Bilingual	0	0.00%
English as a Second Language (ESL)	31	5.89%
Alternative Methods for Bilingual Education	0	0.00%
Alternative Methods for ESL	0	0.00%
Title I Part A		
Schoolwide Program	0	0.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	6	1.14%
Neglected	0	0.00%

2025-2026 Fall PEIMS Student Indicators

Student Indicators		
At-Risk	259	49.24%
Foster Care	4	0.76%
IEP Continuer	0	0.00%
Immigrant	8	1.52%
Intervention Indicator	0	0.00%
Migratory	0	0.00%
Military Connected	27	5.13%
Transfer In Students	29	5.51%
Unschooled Asylee/Refugee	0	0.00%
Economic Disadvantage		
Economic Disadvantage Total	152	28.90%
Free Meals	129	24.52%
Reduced-Price Meals	23	4.37%
Other Economic Disadvantage	0	0.00%
Homeless and Unaccompanied Youth		
Homeless Status Total	7	1.33%
Shelter	0	0.00%
Doubled Up	7	1.33%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	7	1.33%
Is Unaccompanied Youth	0	0.00%

2025-2026 Fall PEIMS Special Education Services		
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	7	10.29%
Auditory impairment	0	0.00%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	1	1.47%
Emotional disturbance	6	8.82%
Learning disability	28	41.18%
Speech impairment	13	19.12%
Autism	13	19.12%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy	13	19.12%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	17	25.00%
Resource Room	28	41.18%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	10	14.71%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

Demographics Strengths

Area	Strength
Gender	Near-equal gender distribution
Race & Ethnicity	Moderate diversity with strong Hispanic, Asian, and multi-racial 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 (49%), 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 18% 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

lead4ward 2026 Accountability Ratings Calculation - District Rollup

OnDataSuite and **lead4ward** have partnered this year to introduce the new Accountability Ratings Calculation – District Rollup report, which replaces the previous District Summary. This enhanced report is available to all u partners have access to other valuable reports, including the STAAR Academic Growth and STAAR Performance reports—powerful tools designed to support districts in analyzing and understanding their accountability data

					Domain I				Domain II-A				Domain II-B			
Campus	AEA	%Econ Disadv	Gr 3-12 Enr.	Total Enr.	Gr 3-12 Enr.	Proportional Weight*	Campus Scale Score	Proportional Points	Gr 3-12 Enr.	Proportional Weight*	Campus Scale Score	Proportional Points	Gr 3-12 Enr.	Proportional Weight*	Campus Scale Score	Propo Po
(220902121) Walker Creek EL	N	29.0	233	525	233	1.4	88	1.232	233	1.4	73	1.022	233	1.4	74	1.(

Campus's 2026 Domain Scores Based on Proportional Weighting	Campus Domain I Score (Campus got 89 if Campus's D2 score <60 or 4 or 1 any campus D1 score <70 or any AEA D1 score <50)	88	Campus Domain II-A Score	73	Campus Domain II-B Score	74	(Cappe

70% of Campu

NOTE: The Campus's Domain II score is capped at 89 if the Campus's D2-A or D2-B score <60 or if

Student Learning Strengths

- **Strong overall academic achievement:** Domain I score of **88** is the campus's strongest domain, indicating students demonstrated a high level of performance on STAAR and other academic measures.
- **Strong student outcomes across tested grades/content areas:** The **88 Domain I score** suggests that a substantial proportion of students are achieving at Approaches, Meets, and/or Masters levels.
- **Evidence of student growth:** Domain II-A earned a **73**, indicating students demonstrated meaningful academic growth from the previous year.
- **Students are demonstrating progress compared to similar students/schools:** The **73 Domain II-A and 74 Domain II-B scores** indicate positive evidence in both student growth and relative performance.
- **Overall academic performance remains a campus strength:** The campus earned an **82 overall rating**, reflecting solid student achievement and growth despite areas for continued improvement.
- **A strong foundation for increasing Meets and Masters performance:** With Domain I at **88**, the campus has a strong achievement base from which to focus on moving more students from Approaches to Meets and from Meets to Masters.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Walker Creek Elementary needs to improve its Domain III performance on the Texas state accountability system. The campus earned a 69 in Domain III for the 2025-2026 school year, which is below the campus expectation and represents a significant decline from the previous year. This performance indicates a need for focused, campus-wide action to increase student growth and achievement, particularly

Root Cause: The primary contributing factors include gaps in foundational academic skills among special populations, inconsistent or insufficient small-group intervention and progress monitoring, and teacher assignment and instructional placement considerations that have impacted the campus's ability to consistently address student needs.

School Processes & Programs

School Processes & Programs Summary

Walker Creek Elementary will focus on high-quality Tier 1 instruction, purposeful use of data, and targeted intervention to address academic gaps and increase student achievement. Curriculum and professional learning will remain aligned with BISD expectations, T-TESS 2.0 goals, and campus needs, with emphasis on curriculum implementation, effective instructional strategies, student engagement, and support for high focus groups.

The campus will continue to strengthen family and staff communication, collaborative decision-making, and PLC structures to ensure stakeholders are informed and actively involved in campus improvement. Master schedules and intervention systems will be reviewed and adjusted to maximize instructional time and provide targeted support for high-focus students.

Through small group intervention, social-emotional supports, instructional coaching, and collaboration with BISD curriculum staff, Walker Creek will provide coordinated academic and student support. Ongoing data analysis and continuous improvement cycles will guide adjustments throughout the year with the goal of increasing student growth, closing academic gaps, and ensuring success for all students.

School Processes & Programs Strengths

Walker Creek Elementary has established strong processes and programs that support continuous improvement, student achievement, and campus culture. Strengths include consistent BISD curriculum implementation, data-driven decision-making, targeted instructional support, and strong family engagement. Programs such as Capturing Kids' Hearts and Character Strong support positive relationships and student engagement, while instructional coaching and collaboration with BISD curriculum staff provide ongoing support for teachers. These established systems provide a strong foundation for continued improvement in student growth and achievement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Walker Creek Elementary needs to optimize the master schedule to maximize instructional time and provide targeted support for students with learning disabilities and other high-focus student groups who are not consistently meeting grade-level expectations, as evidenced by STAAR performance.
Root Cause: The increasing number of students receiving Special Education services, reaching 18% of the campus enrollment in 2025-2026, has increased the need for more intentional scheduling and allocation of instructional resources to address the academic needs of these students.

Perceptions

Perceptions Summary

Walker Creek Elementary will continue to strengthen a positive, inclusive, and supportive campus culture through consistent implementation of Capturing Kids' Hearts, Character Strong, and social-emotional supports. The campus will build on its strong family and community engagement through PTA partnerships, parent volunteers, and meaningful family events.

Clear and consistent communication with staff and families will remain a priority through multiple communication platforms and opportunities for collaboration. The campus will also use stakeholder feedback and safety survey data to monitor school climate and safety. Accessible, collaborative campus leadership will continue to promote transparency, responsiveness, and shared responsibility for student success.

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.

Our commitment to safety is unwavering, and we continuously strive to uphold 100% of the district's expectations to ensure the well-being of everyone on campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Through the most recent Campus Needs Assessment, Walker Creek Elementary identified engaging and supporting chronically struggling students as an ongoing area of concern. These students may demonstrate academic, behavioral, attendance, or engagement challenges that can impact their ability to consistently access and succeed in the instructional environment.
Root Cause: Contributing factors include external challenges that may impact students' ability to fully engage in learning, including home-life circumstances, identified disabilities, academic skill gaps, attendance concerns, and social-emotional or behavioral needs. Additionally, some students require more intensive, individualized supports.

Priority Problem Statements

Problem Statement 1: Walker Creek Elementary needs to improve its Domain III performance on the Texas state accountability system. The campus earned a 69 in Domain III for the 2025-2026 school year, which is below the campus expectation and represents a significant decline from the previous year. This performance indicates a need for focused, campus-wide action to increase student growth and achievement, particularly

Root Cause 1: The primary contributing factors include gaps in foundational academic skills among special populations, inconsistent or insufficient small-group intervention and progress monitoring, and teacher assignment and instructional placement considerations that have impacted the campus's ability to consistently address student needs.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: A rapidly increasing percentage of students at the campus are classified as At-Risk (49%), 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: Walker Creek Elementary needs to optimize the master schedule to maximize instructional time and provide targeted support for students with learning disabilities and other high-focus student groups who are not consistently meeting grade-level expectations, as evidenced by STAAR performance.

Root Cause 3: The increasing number of students receiving Special Education services, reaching 18% of the campus enrollment in 2025-2026, has increased the need for more intentional scheduling and allocation of instructional resources to address the academic needs of these students.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Through the most recent Campus Needs Assessment, Walker Creek Elementary identified engaging and supporting chronically struggling students as an ongoing area of concern. These students may demonstrate academic, behavioral, attendance, or engagement challenges that can impact their ability to consistently access and succeed in the instructional environment.

Root Cause 4: Contributing factors include external challenges that may impact students' ability to fully engage in learning, including home-life circumstances, identified disabilities, academic skill gaps, attendance concerns, and social-emotional or behavioral needs. Additionally, some students require more intensive, individualized supports.

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 18% 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

Comprehensive Needs Assessment Data Documentation

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

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 2026 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)

Summative Evaluation: Met Objective

Strategy 1 Details
Strategy 1: Align all instructional practices with BISD Tier 1 priorities. **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 **Staff Responsible for Monitoring:** Administrators Classroom teachers Instructional Facilitator

Strategy 2 Details
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. **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 **Staff Responsible for Monitoring:** Administrators Classroom teachers Instructional Facilitator

Strategy 3 Details
Strategy 3: Collaborate, implement, and engage with the Continuous Improvement Cycle. **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. **Staff Responsible for Monitoring:** Administrators Classroom teachers Instructional Facilitator

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
Strategy 1: Implement Character Strong and Capturing Kids Hearts strategies on a daily basis **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 **Staff Responsible for Monitoring:** Counselor Administrators Classroom Teachers

Strategy 2 Details
Strategy 2: Implement a school wide initiative to strengthen student/staff relationships using positive behavior intervention systems. **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

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
Strategy 1: Update systems to positively impact student attendance **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 97% or above. **Staff Responsible for Monitoring:** Administrators Teachers Attendance Clerk

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
Strategy 1: Utilize the Continuous Improvement Process with fidelity **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 **Staff Responsible for Monitoring:** Classroom Teachers Administrators

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

Performance Objective 1: Follow all BISD Safety Measures will 100% fidelity every day.

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

Strategy 1 Details
Strategy 1: Review perception data from students, staff, and parents to identify strategies to improve campus operations and culture. **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 **Staff Responsible for Monitoring:** Administration Teachers Safety Committee Team Members