

Fort Bend Independent School District
Walker Station Elementary
2024-2025 Campus Improvement Plan



Mission Statement

FBISD and WSE exist to inspire and equip all students to pursue futures beyond what they can imagine.

Vision

Fort Bend ISD will graduate students who exhibit the attributes of the District’s Profile of a Graduate.

WSE will provide a foundation which empowers all to reach their full potential while respecting our individual differences.

Core Beliefs

Walker Station Stallions Have Heart!

Have a positive attitude!

Expect Success!

Accept Responsibility!

Respect myself and others!

Think before acting!

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Comprehensive Needs Assessment

Revised/Approved: September 10, 2024

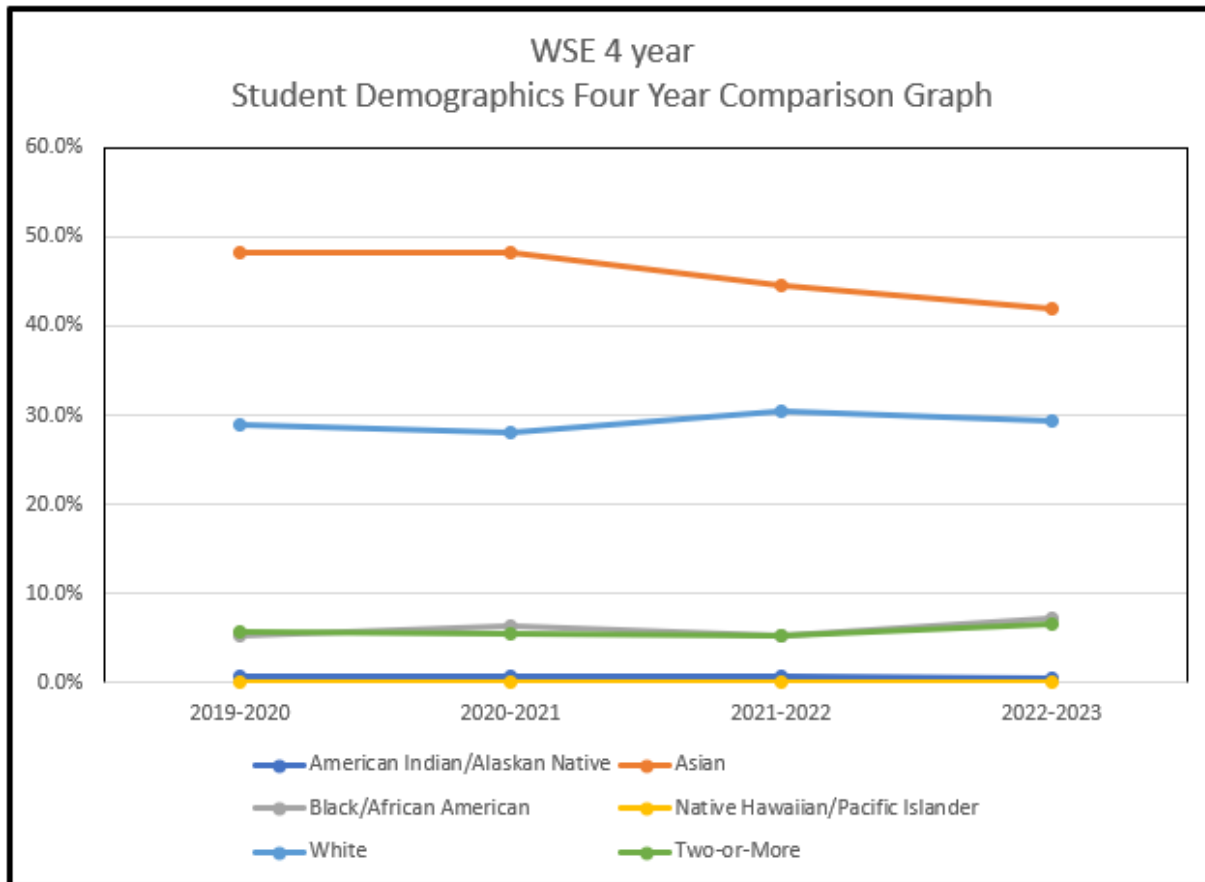
Demographics

Demographics Summary

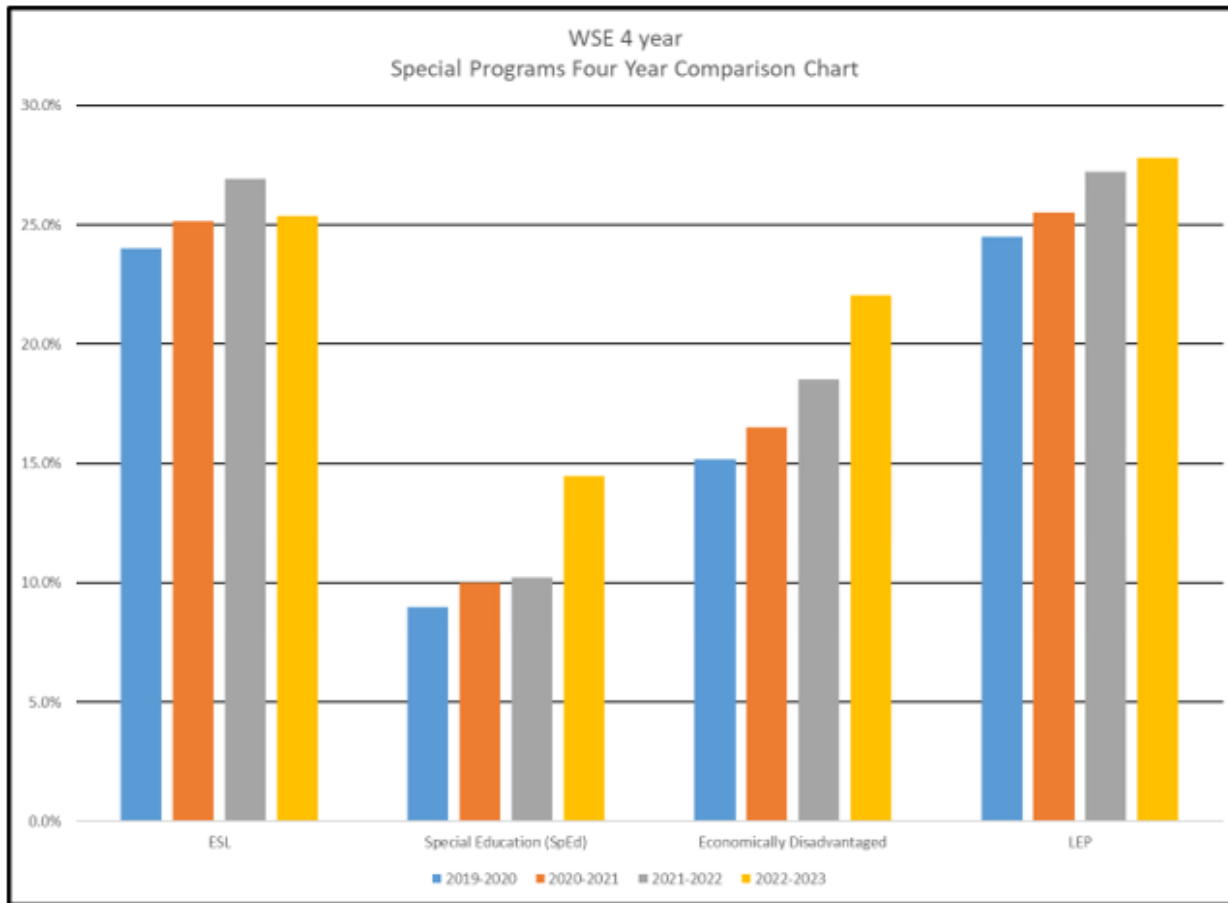
Walker Station Elementary has an extremely diverse student population and is comprised of a variety of learners. This diversity allows for students to learn and interact with students from other cultures and backgrounds. The demographic data based on enrollment over the past four years is listed below.

	2019-2020	2020-2021	2021-2022	2022-2023
Race				
American Indian/Alaskan Native	0.8%	0.7%	0.8%	0.5%
Asian	48.2%	48.3%	44.5%	41.9%
Black/African American	5.3%	6.3%	5.4%	7.2%
Native Hawaiian/Pacific Islander	0.0%	0.0%	0.0%	0.0%
White	28.9%	28.0%	30.5%	29.3%
Two-or-More	5.6%	5.4%	5.4%	6.6%
Programs				
ESL	24.0%	25.2%	26.9%	25.4%
Special Education (SpEd)	9.0%	10.0%	10.2%	14.5%
Economically Disadvantaged	15.2%	16.5%	18.5%	22.1%
LEP	24.5%	25.5%	27.2%	27.8%
School Population				
EE	1.0%	1.0%	0.7%	2.5%
PK	5.3%	2.7%	2.6%	2.6%
K	15.7%	13.6%	13.1%	12.4%
1	12.8%	16.4%	14.6%	14.2%
2	17.7%	13.4%	17.7%	16.1%
3	14.3%	18.4%	14.8%	17.3%
4	17.3%	15.4%	20.0%	15.1%
5	16.01%	19.24%	16.44%	19.98%
Total Enrollment	837	811	724	816

Overall, our students respect and value our diversity and this is evident in our low discipline referrals and high student engagement. The student groups based on race have remained consistent over the past four year.



Walker Station serves a variety of special populations. The percent of students serviced through special education, categorized as economically disadvantaged, and identified as limited English proficiency (LEP) have steadily increased each year over the past four years.



Historically, Walker Station retains students through elementary school with grade level cohorts remaining consistent or increasing from kindergarten to fifth grade.



Walker Station's overall attendance rate of 95.9% is below the district goal of 96.5%. The grade levels with the lowest attendance rates are Early Education (ECSE), Pre-K, Kindergarten, and Second Grade. The campus mobility rate for the 2022-23 is 6.8% which is significantly less than 2021-22 at 13.7%. The chronic absenteeism rate reduces from 8.5% in the 2021-22 school year to 6.6% in the 2022-23 school year. Chronic absenteeism continues to be an area of focus for our Attendance Committee. The Walker Station student attendance rate in the years after COVID-19 are significantly less than prior to the pandemic.

WSE - Percentage in Attendance

	Cumulative				
	2018-2019	2019-2020	2020-2021 (F2F & Remote)	2021-2022	2022-2023
All Students	97.30%	97.37%	98.12%	95.89%	95.94%

Ethnicity					
Hispanic/Latino	96.89%	96.47%	97.23%	94.95%	95.58%
American Indian or Alaska Native	97.54%	95.93%	96.60%	92.22%	95.09%
Asian	97.49%	97.61%	98.87%	96.49%	96.28%
Black or African American	97.61%	97.89%	97.31%	97.10%	96.42%
Native Hawaiian or Other Pacific Islander	92.53%	-	-	-	-
White	96.98%	97.25%	97.43%	95.16%	95.74%
Two or More Races	97.66%	97.50%	98.13%	96.68%	95.05%
Gender					
Male	97.35%	97.26%	97.86%	95.67%	95.89%
Female	97.24%	97.48%	98.40%	96.13%	96.00%
Grade					
Early Education	92.31%	93.43%	91.51%	92.64%	88.84%
Pre-Kindergarten	94.54%	93.36%	96.30%	95.97%	94.54%
Kindergarten	96.56%	96.71%	97.63%	95.27%	94.53%
1st	97.18%	97.05%	97.88%	94.82%	96.27%
2nd	97.53%	97.32%	98.25%	96.00%	95.55%
3rd	97.75%	97.78%	98.49%	96.39%	96.58%
4th	97.62%	98.06%	98.33%	96.08%	96.83%
5th	97.55%	97.97%	98.49%	96.67%	96.28%
Special Population					
At Risk	96.65%	97.13%	97.97%	95.27%	95.93%
Early Reading Indicator	96.65%	98.06%	96.47%	93.62%	94.86%
Economic Disadvantage	96.80%	96.49%	96.43%	95.43%	95.41%
Emergent Bilingual	96.80%	97.10%	98.40%	95.29%	95.92%
Foster Care	-	100.00%	-	99.73%	96.49%
Gifted and Talented	97.94%	97.83%	99.13%	97.07%	96.61%
Homeless Status	93.62%	-	-	-	90.00%
Migrant	-	-	-	-	-
Military Connected	96.26%	96.75%	-	95.19%	96.68%
RDSPD	-	-	-	-	-
Section 504	96.90%	96.24%	96.13%	94.41%	96.08%
Special Education	97.10%	97.29%	97.13%	95.33%	94.91%
Unaccompanied Youth	85.19%	-	-	-	-

Demographics Strengths

Our school diversity allows students to experience unique perspectives that teaches them inclusion and acceptance of others. Approximately 1/4 of our students are bilingual. The mobility rate is low and grade level enrollment increases as students progress through elementary school at Walker Station. The increase in students identified in special education reflects an effective intervention, referral, and Child Find program.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The WSE attendance rate is currently below the district goal of 96.5%. **Root Cause:** Early Education, Pre-K, and Kindergarten attendance rates are decreasing the campus average because they are 2% or more below the district goal due to extended absences for travel and illness. WSE will communicate with parents the importance of their child being present in school and how it is a contributing factor in their academic success.

Student Learning

Student Learning Summary

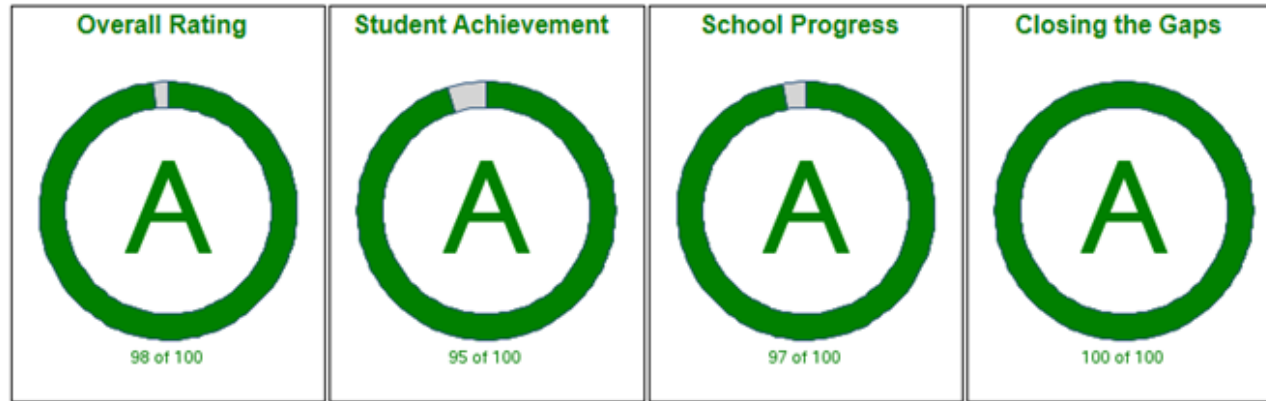
Overall, Walker Station students demonstrate high levels of academic achievement. School-wide, there was high evidence of students performing on or above grade level as viewed on the REN 360, Circle TX KEA, and BAS assessments. Many of our emergent bilingual students showed a full year's growth based on TELPAS results. WSE 3rd-5th grade students increased STAAR test performance on the spring 2022 administration when returning to traditional schooling after the pandemic.

2022 School Report Card:

WSE earned a letter grade of A earning 98/100 points and all six distinction designations. 2023 School Report Card will be available in the fall of 2023.

Accountability Ratings

This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or military. State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. Scores are scaled from 0 to 100 to align with letter grades.



Distinction Designations

Campuses that earn a rating of A-C are eligible for as many as seven distinction designations that are awarded when a school or district shows exceptional achievement in certain areas.



2019-2022 WSE STAAR Results:

The 2022 WSE STAAR results demonstrate a return to pre-pandemic performance. 2023 STAAR results will be available in August 2023.

	Approaches and Above			Meets and Above			Masters		
	2019 App	2021 App	2022 App	2019 Me	2021 Me	2022 Me	2019 Ma	2021 Ma	2022 Ma
Campus Level--Reading	94%	91%	95%	75%	71%	81%	56%	50%	61%
3rd Reading	89%	94%	94%	70%	68%	75%	50%	45%	56%
4th Reading	94%	87%	94%	71%	74%	83%	56%	51%	61%
5th Reading	98%	91%	98%	84%	71%	84%	61%	55%	66%
Campus Level--Math	96%	89%	95%	82%	68%	79%	66%	43%	59%
3rd Math	91%	87%	90%	72%	61%	66%	47%	39%	44%
4th Math	96%	93%	95%	85%	78%	80%	73%	59%	56%
5th Math	99%	88%	98%	88%	66%	88%	79%	36%	76%
5th Science	94%	79%	88%	75%	47%	77%	49%	19%	51%

2022 TELPAS Results:

The Texas English Language Proficiency Assessment System (TELPAS) measures the English proficiency of each student identified as LEP. The WSE TELPAS results from spring 2022 show higher ratings in the areas of listening and reading than speaking and writing. 2023 TELPAS results will be available in August 2023.

	Listening				Speaking				Reading				Writing			
	BEG	INT	ADV	AH	BEG	INT	ADV	AH	BEG	INT	ADV	AH	BEG	INT	ADV	AH
Kindergarten (32)	0%	19%	69%	13%	6%	31%	56%	6%	0%	34%	56%	9%	9%	41%	44%	6%
1st Grade (34)	6%	38%	35%	21%	6%	35%	38%	21%	12%	35%	24%	29%	6%	47%	24%	24%
2nd Grade (29)	3%	0%	31%	66%	10%	34%	52%	3%	7%	10%	38%	45%	3%	28%	38%	31%
3rd Grade (24)	0%	4%	13%	83%	4%	25%	71%	0%	4%	17%	17%	63%	4%	25%	33%	38%
4th Grade (41)	0%	12%	39%	49%	2%	32%	54%	12%	2%	2%	32%	63%	0%	2%	20%	78%
5th Grade (33)	0%	6%	27%	67%	0%	15%	73%	12%	0%	3%	12%	85%	0%	6%	48%	45%

2022-2023 EOY Ren360:

The 2023 EOY Ren360 demonstrate a high percentage of students performing at or above benchmark in reading and math, with math scores being the highest of all tests taken. Throughout the testing windows, more students consistently score in the at/above level category as the year progressed.

	Early Literacy			Reading			Math		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
At/Above Level	64.5%	76.6%	79.8%	76.3%	79.6%	82.1%	87.5%	92.4%	91.9%
On Watch	11%	10.2%	6.6%	9.4%	8.8%	8%	5.8%	3.2%	3.9%
Intervention	14.3%	5.5%	7%	6.8%	5.7%	4.6%	4%	2%	1.9%
Urgent Intervention	10.3%	5.5%	6.6%	7.5%	5.9%	5.3%	2.7%	2.4%	2.2%

2022-2023 EOY BAS:

The Benchmark Assessment System (BAS) measures instructional reading level of students. Teachers assess students one-on-one to identify a hard, instructional, and independent reading level. Teachers report instructional reading levels to the district.

	Kindergarten			1st Grade			2 nd Grade		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Above Level	NA	48%	66%	63%	64%	50%	41%	63%	52%
On Level	NA	25%	15%	14%	15%	31%	11%	19%	30%
Below Level	NA	25%	18%	21%	20%	19%	16%	18%	17%

It is important to note that the definition of above, on, and below level increases in each grade level throughout the year. The FBISD instructional reading expectations for each grade level are listed below.

	Kindergarten			1 st Grade			2 nd Grade		
	BL	OL	AL	BL	OL	AL	BL	OL	AL
Term 1	NA	NA	NA	C-	D	E+	I-	J	K+
Term 2	A-	B	C+	E-	F	G+	J-	K	L+
Term 3	B-	C	D+	G-	H	I+	K-	L	M+
Term 4	C-	D	E+	I-	J	K+	L-	M	N+

Student Learning Strengths

As reflected in the data above, Walker Station's Meets and Masters rates on the STAAR test grew in all 3rd - 5th tested areas in 2022. WSE students demonstrated growth in STAAR, TELPAS, Ren 360, and BAS. WSE earned all six possible distinction designations in 2022.

Walker Station provides students with small group intervention time during a 45-minute block in the day, called Stallion

Academy, where students receive individualized targeted instruction or enrichment. Teachers regularly bring students to SST to track and monitor progress, make academic decisions, and set goals to ensure success for all students. The staff begins the SPED referral process for students in need of early intervention to establish the appropriate individualized academic plan for continued growth and success. The CST supports and ensures student growth campus wide by supporting the curriculum through analyzing trends and identifying areas where more support is needed to secure continued success.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students struggle to articulate academically sound verbal and written responses due to limited vocabulary development impacting all subject areas as evidenced by TELPAS, Science CERs, and BAS scores. **Root Cause:** Teachers have observed changes to students post-pandemic that include a decrease in student exposure to real-life experiences, an increase in screen time outside of school, and a shift in communication style to mirror brief text messaging and abbreviations. As a result, teachers will work within their vertical teams to plan ways to expose students to developmentally appropriate vocabulary.

School Processes & Programs

School Processes & Programs Summary

Personnel:

Walker Station Elementary provides all instructional programs required by the district. The campus implements the district's curriculum located in Schoology. Differentiated instruction regularly occurs to reach all learners. Grade level teams meet regularly to discuss and plan instructional activities as well as determine the formative and summative assessments used to gauge student understanding and growth.

Walker Station Elementary works diligently to recruit, support, and retain highly qualified staff. We recruit staff through the FBISD Job Fair, Taleo, and professional recommendations. A Teachers Advancing Professional Practice (TAPP) mentor is assigned to all teachers with zero years of teaching experience to help ensure they have a structured support system. Our campus has one team leader per grade level (PK-5, SPED, and Outclass teams). There is one principal, assistant principal, Campus Compliance Coordinator (CCC), and counselor. During the 2022-23 school year, one classroom remained with an uncertified substitute, two long-term substitute positions were filled with uncertified teachers, and two vacancies remained unfilled for the entirety of the school year.

Professional Practices:

Grade level PLC meetings are held on a regular rotating schedule to ensure the district's curriculum is implemented with fidelity as well as to analyze data to determine next steps and needed student interventions. Teachers implement the appropriate instructional model for each content area and understand how to use formative assessment to guide their instructional decisions and next steps. Teachers, specialists, and administrators collaborate during PLC meetings to identify areas of needed improvement and to celebrate strengths and accomplishments. Walk-throughs are done regularly, and data are analyzed to ensure teachers are on track with the curriculum as well as the level of rigor for each subject area. Regular feedback concerning instruction is provided to teachers via walk-throughs, conferences, T-TESS, and PLC meetings to identify strengths and areas of improvement.

Organizational and Administrative:

Walker Station Elementary administrators understand the importance of structured systems to support teachers and staff in providing a quality educational program to all students. Therefore, administrators regularly provide feedback and communicate expectations and/or pertinent information via email, team leader meetings, faculty meetings, PLC meetings, T-TESS observations, walk-throughs, and individual meetings. Based on this, teachers and staff provide instructional opportunities for students that are differentiated, research-based, and aligned to the curriculum. The progress of identified tiered students are

discussed each term in Student Support Team meetings with teachers, administrators, and specialists to review progress-monitoring data, determine tier 2 and 3 interventions, and identify next steps for individual students.

Gifted and Talented Program

WSE serves 96 students identified as GT. Opportunities for independent study are available to all 2nd-5th grade GT students through Innovation Hour during Stallion Academy. Students present their academic endeavors at the annual GT Showcase. Additionally, enrichment opportunities are available to all students through UIL Competitions, Spelling Bee, Science Fair, and a variety of clubs.

WSE Clubs

Students are able to further explore their interests and develop leadership skills through before and after school clubs including: Broadcast, Choir, Coding Club, Film Club, Garden Club, NEHS, Origami Club, S.W.A.T., Safety Patrol, Student Council, UIL Creative Writing, UIL Music Memory, Ukulele Club, and Watercolor Club.

School Processes & Programs Strengths

The common goal at Walker Station is for all students to grow the equivalency of at least one grade level each school year. Teachers collect a variety of progress measures and record it on each child's Student Profile Sheet (Ren 360, BAS, Guided Reading levels, report card grades, learning assessment score, STAAR scores, etc.). By centralizing the data, teachers can analyze trends in learning to interrupt common patterns to maximize learning.

At WSE, strengths include:

- Collaborative planning aligning student need, TEKS, and pacing guides
- Informative Professional Learning Communities to discuss best practices
- Individualized goal setting for each student
- High achievement expectations shared by teacher, parents, students, and the community
- Effective analysis of data as it impacts instruction - Formative Assessments, Ren 360, TX-KEA, CIRCLE, BAS, Learning Assessments, TELPAS, and STAAR

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): WSE was not fully staffed with the appropriate certified personnel. **Root Cause:** The state-wide teacher shortage combined with serving 70 students over demographer projections resulting in recruitment and hiring challenges.

Perceptions

Perceptions Summary

Walker Station Elementary has served students in the New Territory community for over 30 years. There is a welcoming, family-oriented culture that infiltrates staff, student, and the school community. Walker Station Elementary is an essential part of the community and there is a true sense of family and commitment to excellence in education of our stallions. Administrators have an open-door policy and are approachable to all stakeholders, including teachers, parents, and students. All stakeholders work collaboratively to foster a loving and supportive environment for students to grow.

Parent Engagement

WSE had over 250 parent volunteers in the 2022-23 school year. Parents actively participate in various opportunities including all campus events, field trips, fundraising, and PTO meetings. The WSE PTO is a well-established organization run by parent volunteers. The PTO is an essential partner to help WSE achieve success.

Positive Behavior Interventions & Supports

The campus has the mantra, "We are WSE!" The W stands for Work Hard, the S stands for Spread Kindness, and the E stands for Exhibit Responsibility. WSE is a No Place for Hate recognized campus. Students and staff celebrate Stallions Have Heart Month each February when they learn about and practice kindness.

The PBIS Committee meets monthly to discuss student behavior, school processes, behavior interventions, and attendance trends. There is one representative from each team on the PBIS committee. The PBIS Committee implemented the Super Stallion of the month initiative in January of 2023, recognizing over 300 Stallions in the spring of 2023 for exemplifying the We are WSE expectations.

WSE experienced an increase in student discipline offenses in fall of 2022. After implementation of the Super Stallion of the Month initiative, teacher professional development related to functions of behavior in January of 2023, and the appropriate identification of needs and corresponding services for students with disabilities, discipline violations decreased in the spring of 2023.

Student Health and Wellness

WSE received the FBISD Wellness Award – Gold. Campus wellness initiatives include healthy snack guidelines, Turn it Gold Week, WATCH Week, designated time for recess and physical activity, campus-wide Field Day, SWAT club, regular guidance lessons, and annual screenings.

Perceptions Strengths

Walker Station Elementary maintains a tradition of excellence in supporting students and the WSE community at large. WSE is responsive to the needs of students and makes appropriate adjustments to policies and procedures as needed. Faculty, staff, and students are well informed about the Super Stallion of the Month recognition program and each grade-level has adopted an incentive program that is specific to them that incentivizes students to meet expectations.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Student misbehavior continues to increase in frequency and intensity during the spring semester. **Root Cause:** Inconsistent or lenient expectations and accountability measures for students.

Problem Statement 2 (Prioritized): Parents have expressed feeling unwelcome at WSE and shared the perception that parents were not wanted/allowed to be involved in school events during the school day. **Root Cause:** Due to the combination of some continued health and safety procedures with new security-related safety procedures, the rigidity and strict implementation of the rules in place have created tension between parents and staff members at times.

Priority Problem Statements

Problem Statement 1: Students struggle to articulate academically sound verbal and written responses due to limited vocabulary development impacting all subject areas as evidenced by TELPAS, Science CERs, and BAS scores.

Root Cause 1: Teachers have observed changes to students post-pandemic that include a decrease in student exposure to real-life experiences, an increase in screen time outside of school, and a shift in communication style to mirror brief text messaging and abbreviations. As a result, teachers will work within their vertical teams to plan ways to expose students to developmentally appropriate vocabulary.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The WSE attendance rate is currently below the district goal of 96.5%.

Root Cause 2: Early Education, Pre-K, and Kindergarten attendance rates are decreasing the campus average because they are 2% or more below the district goal due to extended absences for travel and illness. WSE will communicate with parents the importance of their child being present in school and how it is a contributing factor in their academic success.

Problem Statement 2 Areas: Demographics

Problem Statement 3: WSE was not fully staffed with the appropriate certified personnel.

Root Cause 3: The state-wide teacher shortage combined with serving 70 students over demographer projections resulting in recruitment and hiring challenges.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Student misbehavior continues to increase in frequency and intensity during the spring semester.

Root Cause 4: Inconsistent or lenient expectations and accountability measures for students.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Parents have expressed feeling unwelcome at WSE and shared the perception that parents were not wanted/allowed to be involved in school events during the school day.

Root Cause 5: Due to the combination of some continued health and safety procedures with new security-related safety procedures, the rigidity and strict implementation of the rules in place have created tension between parents and staff members at times.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Equity data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

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

Goals

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students



Performance Objective 1: By May 2025, WSE will improve the effectiveness of literacy instruction through the implementation of aligned curriculum and targeted interventions as evidence through the indicators of success.











Indicators of Success: Formative

- * By October 2024, all teacher K-5 will engage in unit and grade mapping for Terms 1 and 2.
- * By December 2024, we will observe the development of aligned, teacher-created formative assessments and data analysis during PLC meetings in grade 2-5 occurring at least once per term.
- * By February 2025, we will increase the percentage of students showing growth in literacy on the MAP assessment.
- * By April 2025, 90% Reading teachers will demonstrate a proficient or above rating in 2.2 Content Knowledge and Expertise as evidenced in T-TESS walkthroughs and observations.

Summative

- * By May 2025, we will increase the percentage of students showing growth in literacy on MAP at 90%.
- * By May 2025, 100% of students will meet expected or accelerated growth on STAAR in reading in 4th and 5th grades.
- * By May 2025, we will increase the percent of students demonstrating mastery of reading STAAR at the meets grade level standard to 80%.
- * By May 2025, we will maintain a score of 100 on the closing the gap indicator on our school report card.

Strategy 1 Details	Reviews			
Strategy 1: Professional learning communities will intentionally plan the implementation of instructional models and co-create formative assessments to measure learning. Strategy's Expected Result/Impact: Increased performance on Ren360, BAS, TELPAS, and STAAR results. Staff Responsible for Monitoring: Principal and Assistant Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: - 199 General Fund SCE	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will engage in ongoing professional development with a focus on developing academic and conversational vocabulary in all students, especially students receiving services from special education, struggling readers, and emergent bilinguals. Strategy's Expected Result/Impact: Increased performance on TELPAS (speaking), BAS, and STAAR short answer questions. Staff Responsible for Monitoring: Principal and Assistant Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 3 Details	Reviews			
Strategy 3: Teachers in K-2nd grade will implement the new FBISD phonics curriculum with fidelity. Strategy's Expected Result/Impact: Students will develop a stronger literacy foundation as evidenced by increased BAS, Ren360 early lit, and Ren360 reading. Staff Responsible for Monitoring: Principal, Assistant Principal, and LIT TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 4 Details	Reviews			
Strategy 4: Through Student Support Team meetings, teachers will review multiple forms of student data to determine intervention needs and provide targeted Tier 2 & 3 interventions. Strategy's Expected Result/Impact: Students will demonstrate expected or accelerated growth on Ren360 and STAAR. Additionally, appropriate referrals to special education will be made as evidenced by the qualification rate. Staff Responsible for Monitoring: Principal and Assistant Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working



Performance Objective 1: By May 2025, WSE will improve culture and climate of the learning environment through the implementation of student ownership of learning and behavior practices as evidence through the indicators of success.






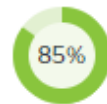
Indicators of Success: Formative







- * By August 2024, WSE will directly teach and reinforce campus-wide behavior expectations for common areas and post the expectations throughout the school.
- * By September 2024, teachers will engage in professional development on PBIS and understand how to teach behavior expectation to students - 80% of classrooms will have co-created respect agreements in use.
- * By October 2024, all students in grades 2-5 will have an opportunity to enrich their school experience through participation in clubs.
- * By December 2024, the attendance rate will be at 98% or above.
- * By January 2025, GT students will engage in goal-setting activities and monitor their progress toward goal attainment.
- * By January 2025, all students will have engaged in two guidance lessons related to student ownership of behavior.

Summative

- * By May 2025, the chronic absenteeism rate at WSE will decrease from 6.6% (54 students in 2022-2023) to 4% (32 students) or less.
- * By May 2025, all GT students will have completed an independent study.
- * By May 2025, WSE will progress from
- * By May 2025, WSE will maintain low discipline referrals of no more than 5% of the study body (40 students).
- * By May 2025, all students will have engaged in four guidance lessons related to student ownership of behavior.

Strategy 1 Details	Reviews			
Strategy 1: The PBIS Committee will provide ongoing professional development to teachers on the implementation of PBIS campus-wide expectations, the Student Ownership of Behavior Framework, and positive behavior intervention strategies. Strategy's Expected Result/Impact: Teachers will be equipped to address behavior concerns with students as evidenced through successful RTI for behavior and low office referrals for discipline. Staff Responsible for Monitoring: Principal and Assistant Principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details	Reviews			
Strategy 2: The Attendance Committee will meet regularly to review attendance data, document interventions for students with poor attendance, and incentivize regular attendance. All parents of returning students with chronic absenteeism in 2024-25 will be contacted directly by an administrator or designee to create an attendance plan. Strategy's Expected Result/Impact: Student attendance rate will increase leading to elevated academic performance. Staff Responsible for Monitoring: Principal and Assistant Principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 3 Details	Reviews			
Strategy 3: Students will engage in guidance lessons related to student ownership of learning and behavior to reinforce consistent expectations and appropriate responses to frustration. Strategy's Expected Result/Impact: WSE will remain a No Place for Hate campus and student discipline referrals will decrease. Staff Responsible for Monitoring: Principal, Assistant Principal, and Counselor ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 4 Details	Reviews			
Strategy 4: To retain recently hired teachers, all new teachers to WSE will be assigned a mentor or peer partner to support their transition to WSE. Strategy's Expected Result/Impact: Less staff vacancies during the school year. Staff Responsible for Monitoring: Principal and Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 5 Details		Reviews			
Strategy 5: WSE will provide opportunities for parental engagement through hosting parent nights, communicating volunteer opportunities, and promoting positive partnerships with the community. Strategy's Expected Result/Impact: Parents will increase volunteerism and positive perception of the school resulting in increased student academic performance. Staff Responsible for Monitoring: Principal and Assistant Principal ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Dec	Feb	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

State Compensatory

Budget for Walker Station Elementary

Total SCE Funds: \$7,270.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Through the vendor Curriculum Associates, WSE purchased Think Up Math and Reading resources for teachers to support their students in closing any learning gaps. These materials provide teachers with strategies to address students' specific needs or deficiencies whether it be in reading or math.

Campus Funding Summary

199 General Fund SCE					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
Sub-Total					\$0.00