

Fort Bend Independent School District

Walker Station Elementary

2025-2026 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.

Value Statement

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

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 is listed below:

Student Demographics	Count	Percent
Gender		
Female	389	49.05%
Male	404	50.95%
Ethnicity		
Hispanic-Latino	113	14.25%
Race		
American Indian - Alaskan Native	3	0.38%
Asian	368	46.41%
Black - African American	66	8.32%
Native Hawaiian - Pacific Islander	0	0.00%
White	194	24.46%
Two-or-More	49	6.18%

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 few years.

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 few years.

Student Programs	Count	Percent
Dyslexia	31	3.91%
Gifted and Talented	103	12.99%
Regional Day School Program for the Deaf	0	0.00%

Student Programs	Count	Percent
Section 504	12	1.51%
Special Education (SPED)	141	17.78%
Bilingual/ESL		
Emergent Bilingual (EB)	222	28.00%
Bilingual	0	0.00%
English as a Second Language (ESL)	208	26.23%
Alternative Methods for Bilingual Education	0	0.00%
Alternative Methods for ESL	11	1.39%
Title I Part A		
Schoolwide Program	0	0.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	2	0.25%
Neglected	0	0.00%

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

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: The WSE attendance rate for the 2024-2025 school year was 96.2% compared to 97.5% in 2023-2024.

Root Cause: Early Education, Pre-K, and Kindergarten attendance rates are lowering the campus average due to extended absences caused by travel and illness. WSE will communicate with parents about the importance of their child's presence in school and the negative impacts of absenteeism.

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 MAP diagnostic assessment, Circle assessment, and STAAR. Many of our emergent bilingual students showed a full year's growth based on TELPAS results.

Student Learning Strengths

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: 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.

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 (MAP assessments, Reading levels, report card grades, learning assessment scores, 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, MAP, CIRCLE, Learning Assessments, TELPAS, and STAAR

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 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 2024-2025 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 recognizing over 300 Stallions for exemplifying the We are WSE expectations.

However, WSE experienced an increase in student discipline offenses in the 2024-2025 school year. After implementation of the Super Stallion of the Month initiative, teacher professional development related to functions of behavior, and the appropriate identification of needs and corresponding services for students with disabilities, discipline violations decreased in the spring of 2025

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: 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: 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.

Priority Problem Statements

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: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 1: By the end of the 2025-2026 school year, at least 80% of EB students in grades 4-5 will show one and a half year's growth in comprehension skills, as evidenced by improved performance on STAAR Reading comprehension questions and short constructed responses.

Evaluation Data Sources: * STAAR

* MAP diagnostic instrument

*I-Ready diagnostic instrument

* On-going teacher formative assessments

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 student academic achievement on STAAR Reading state assessment Staff Responsible for Monitoring: Principal Assistant principal	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) and STAAR short answer questions. Staff Responsible for Monitoring: Principal Assistant principal ESL Specialist	Formative			Summative
	Oct	Dec	Feb	June
Strategy 3 Details	Reviews			
Strategy 3: 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 MAP, I-Ready and STAAR Reading assessments. Staff Responsible for Monitoring: Principal Assistant principal	Formative			Summative
	Oct	Dec	Feb	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 2: By May 2026, the percent of 5th grade students performing at the masters level on the 2026 Science STAAR assessment will at minimum be 45% as evidenced by STAAR 2026.

Evaluation Data Sources: STAAR Science assessment
CFAs

Strategy 1 Details	Reviews			
Strategy 1: 5th grade science teachers engage in bi-weekly collaborative instructional planning. Strategy's Expected Result/Impact: Increased science instructional capacity of teachers Engaging learner experiences Student proficiency with grade level TEKS TEKS/Rigor alignment Staff Responsible for Monitoring: Principal Assistant Principal	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2 Details	Reviews			
Strategy 2: Establish a fully functional science lab with aligned resources, clear organizational systems and structured access for all grade levels. Strategy's Expected Result/Impact: 5th grade science proficiency increase Engaged student learner experiences Increased science instructional capacity of teacher Staff Responsible for Monitoring: Principal Assistant principal	Formative			Summative
	Oct	Dec	Feb	June
Strategy 3 Details	Reviews			
Strategy 3: Each science teacher in grades 3rd, 4th and 5th will engage students in a science lab learner experience at least 1 lab for each unit in the campus science lab. Strategy's Expected Result/Impact: 5th grade science proficiency increase Engaged student learner experiences Increased science instructional capacity of teachers Staff Responsible for Monitoring: Principal Assistant principal	Formative			Summative
	Oct	Dec	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 1: By May 2026, Walker Station Elementary will demonstrate a 10% increase in staff, student, and parent perceptions of feeling valued and engaged, as measured by the Culture and Climate (PAC) survey.

Evaluation Data Sources: * Staff culture and climate survey

* Student survey

* Parent survey

Strategy 1 Details	Reviews			
Strategy 1: 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 Assistant principal	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2 Details	Reviews			
Strategy 2: 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: Student discipline referrals will decrease	Formative			Summative
	Oct	Dec	Feb	June
Strategy 3 Details	Reviews			
Strategy 3: The PBIS Committee will provide ongoing professional development to teachers on the implementation of PBIS campus-wide expectations, 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 Assistant principal Counselor	Formative			Summative
	Oct	Dec	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

Performance Objective 1: The campus will ensure effective and efficient use of allocated funds to support student achievement, staff development, and campus operations by aligning 100% of budget expenditures to campus and district goals.

Evaluation Data Sources: * Budget dashboard

* Activity funds

* People Soft financial reports

Strategy 1 Details	Reviews			
Strategy 1: Conduct bi-weekly budget reviews to ensure 100% of expenditures align with campus and district goals. Strategy's Expected Result/Impact: Ensure resources have been properly allocated Staff Responsible for Monitoring: Principal EA	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2 Details	Reviews			
Strategy 2: Share budget updates with staff and parents to build transparency and trust in the allocation process. Strategy's Expected Result/Impact: Stakeholders see how funds are being used to support students and staff, reducing misconceptions or concerns about spending Staff Responsible for Monitoring: Principal Assistant principal EA	Formative			Summative
	Oct	Dec	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue				