

School Culture and Climate

1. How do students describe the school climate? How does this compare to staff? For the most part, students describe the school climate as being a safe, clean place where, they feel they can be themselves. The staff also feel safe with the exception of current health situations. The staff also believe that cultural beliefs and practices are respected and oftentimes celebrated.
2. What evidence is there that students and staff are collectively aligned with the vision and mission of the school? Both students and staff are consistently focused on growth, which equates to academic success. This is evident in the staff's willingness to participate in before school and after school tutorials, their daily academic planning, and their attendance both during the instructional day and for after school events. Likewise, students are willing to participate in tutorial sessions offered times other than the instructional time and their attendance both during the instructional day and during after school events.
3. How do students and staff describe attitudes, respect, relationships, belonging, support, etc.? How does this data compare across groups? Which groups respond in which manner? Staff feel the importance in building relationships with students in order to make students feel respected, cared for, and to build a sense of family or belonging in order to increase academic achievement. Furthermore, Staff feel that building relationships with their colleagues allows for a successful collaborative team in which staff support each other and respect one another for their ideas and differences. For the most part, students feel that the staff genuinely care for them which attributes to more positive attitudes and less behavioral problems.
4. What does the data reflect regarding student behaviors, discipline, etc.? The data from last year reflects a significant decrease in OSS placements, as well as a decrease in disciplinary referrals.
5. To what degree do students and staff feel physically safe? Approximately 85% of students and staff feel physically safe at school. Many of the concerns are that of the current health situations such as COVID.
6. What do students and staff indicate about expectations: academic, behavioral, social, extracurricular, etc.? Staff and students are aware of behavioral, social, and campus-wide expectations as outlined in the staff and student handbooks. Furthermore, Classroom expectations are non-negotiables and are practiced daily. As a campus, routines and expectations for emergencies are practiced monthly. Since there are no extracurricular activities that are held on this campus, there are no established expectations for extracurricular activities. During tutorials, the campus and classroom expectations that are practiced throughout each academic day are upheld.

NCLB Comprehensive Needs Assessment

7. Which students are most satisfied with the school's culture and climate? How does this compare to the students' attendance, tardies, and other behaviors? Based upon the surveys submitted by students, 90% of the students were satisfied with the school culture and climate. However, a large number of students were receiving instruction from home due to COVID.
8. What does the data indicate regarding classroom management and organization? How does this compare to classroom student achievement data? The data indicates that teachers were able to adequately manage their classrooms. It also shows that certain students with BIPs had repeat referrals. The students received behavior supports and counseling and were set back to class. It was noted that none of the students required an MDR.
9. What does the data reflect regarding gang, substance abuse, weapons, and other safe schools areas? Who are the students involved? What do we know about these students? What services have these students received? N/A
10. What students are involved in extracurricular, club, and other areas? Who are these students? What does student achievement reflect about these students versus others who are not involved? All students participate in art, music, PE and library times. While there are no active clubs and organizations on campus for students, there are community clubs and organizations that are available. Some of those activities include baseball, volleyball, and dance/cheer. What is observed is that students who participate in these activities appear to have good social skills and behavior is usually not an issue. Furthermore, these students are generally successful in grade-appropriate academics.
11. What are the students' and staffs' perceptions of facilities and the physical environment? What is the impact of the facilities on culture and climate? For the most part, the students and staff feel that the campus is organized and clean. However, there are times when custodial services are lacking, which creates stress amid the current COVID situation.

Demographics

1. What do enrollment numbers indicate? The enrollment numbers indicate a decrease in the student population. It also shows an increase in the bilingual population.
2. What is the breakdown by ethnicity, gender, or other category? The breakdown reflects the following: Hispanic -(315) 52.78%, White -(100) 16.69%, Black -(156) 26.64%, Asian - (2).34%, American Indian - (4).67%, and Multi race - (19)2.87%
3. How has the enrollment changed over the past three years? There has been a decrease in enrollment in the past year. In 2021 the student enrollment was 588, which was decreased from 2020 in which the enrollment was 636. However, 2020 was an increase compared to the enrollment in 2019 which was 631.
4. What is the number of students in each special program? How do these program numbers look broken up by ethnicity, gender, or other category? Are we over- or underrepresented in certain groups? Why? Special Education has 75 students. Of those students 17 are white, 25 are African American, 30 are Hispanic, and 3 are mixed. In 504, we have a total of 12 students. Of those students 6 are white and 6 are African American. In dyslexia we serve a total of 10 students. In GT we serve a total of 8 students. Of which 3 are white, 3 are hispanic, and 2 are mixed.
5. What is the data for special programs over time? The data shows an increase overall with African American and hispanic students in special education and 504. However, there is a decrease in the number of GT students.
6. What does the data reflect regarding students who exit from special programs? How many? Who are they? What trend or pattern do we see? At this time, the data shows that students were not exited from either of the programs last year.
7. Who are our at-risk students? What is their at-risk category? WBT has 302 at risk students. Of those students 62 are Affrican American, 29 are white, and 218 are hispanic. The at risk areas consist of single parent households, failed a previous school year, retention, and socio economic status.
8. Who are our Migrant students? 0%

9. What is the mobility rate for this campus? What is the stability rate? How are these numbers represented for Migrant students? The mobility rate for WBT consist of 37 students who transferred within the district. Of those students 13 are white, 6 are hispanic, 15 are African American, and 2 are of two or more races. WBT received 28 students from in ditriect transfers of those students 4 were white, 3 hispanic, 18 black, and 2 mixed. A total of 40 students left the district of those 17 were white, 7 hispanic, and 16 black. The new enrollments for WBT consisted of 105 students. Of those 36 are white, 39 are hispanic, 19 African American, and 11 are of two or more races.
10. What area of the community do these students come from? The area of the community that our students come from are zoned for PTY and WBT. The bilingual students that are zoned for PTY are provided services at WBT due to the fact that PTY does not have bilingual teachers.
11. What are the staff demographics? Our staff demographics reflect that WBT has a total of 75 staff members. There are 32 African American, 27 are white, and 16 are hispanic.
12. What are the teacher/student ratios? How do these ratios compare to performance? The ratio for general education students is 22:1. The 5th grade bilingual class had a 25:1 ratio.

Student Achievement

1. How is student achievement data disaggregated? The data is disaggregated by looking at each TEKS being tested, then we examine how many questions and how the questions were asked. We look at data for individual students, by TEKS as a grade level, by ethnicity, special programs, by teacher, and even by class period. The administrative team reviews longitudinal data for specific TEKS to see how we scored on those TEKS over a 3 year period, what instructional strategies were used, and what factors impacted the data. We also use data to review disciplinary referrals of students that are performing below grade level and students who receive frequent referrals. When reviewing the ethnicity groups, it helps us to target specific sub groups that are struggling.
2. How does student achievement data compare from one data source to another? The student achievement data is compared through various sources. For example, we give our 1st grade students the TPRI/Tejas Lee and the Star Renaissance. Both test are designed to help evaluate reading, TPRI/Tejas LEE shows students scores that lead to a prognosis of developed or still developing while Star Renaissance ask ELAR questions and gives a report with various measures such as lexile levels. We use both reports to plan our guided reading lessons based on student needs. We also give a STAR REN test in order to assess the math levels of the students, as well as their progression or regression from the previous year. The data obtained from STAR REN correlates to how students perform on the STAAR test.
2. What does the data indicate when disaggregated by ethnicity, gender, socioeconomic status, special program, or other category? The data helps to identify strengths, weaknesses, and areas that need improvement. The data below shows our passing performance areas by sub pops. Overall 64% passed reading, 63% passed math, 54% passed writing, and 66% passed Science. Our African American students passing rates are as follows, reading 50%, math 54%, writing 48%, and 63% science. Our Hispanic students passing rates are as follows; reading 64%, math 67%, writing 49%, and science 56%. Our White students passing rates are as follows; reading 84%, math 73%, writing 85%, and science 86%. Students labeled economically disadvantaged passing percent was 57% reading, 56% math, 46% writing, and 60% science. Our special education passing rates were 30% in reading, 33% in math, 33% in reading, and 22% in science. Our Bilingual students passing rates were reading 63%, math 63%, writing 39%, writing 43 %.
4. In which areas are we showing growth? At what rate? Compared to which standard of achievement? According to our STAAR Performance scores we dropped in all content areas, except for 5th Science.

5. Which students are making progress? Why? The students that are making progress are the white students and our special education students. Students lost instruction and did not get to finish out the previous school year. This has had a huge effect on student achievement.
6. What impact are intervention programs having on student achievement? Which students are benefiting or not? Why? The intervention programs are making progress with students, but the students are not performing at grade level. The black and hispanic students are benefiting because they they are showing growth. However, they are not performing on grade level. The SPED students and white students are showing growth. Students lost instruction during COVID and several students were virtual.
7. What does the longitudinal student achievement data indicate? The longitudinal data shows that two years ago we had gains in several areas but last year we dropped in every subject.
8. What does the data reflect within and among content areas? Grade 3 Reading- 35% did not meet, 65 approaches, 28% meets, and 14% masters
Grade 3 Math- 37% did not meet, 63% approaches, 19% meets, and 4% masters
Grade 4 Reading- 49% did not meet, 51% approaches, 24% meets, 7% masters
Grade 4 Math- 55% did not meet, 45% approaches, 18% meets, and 8 masters
Grade 4 Writing 40% did not meet, 60 % approaches, 27% meets, 5% masters
Grade 5 Reading 25% did not meet, 75% approaches, 39% meets, 22% masters
Grade 5 Math 27% did not meet, 73% approaches, 37% meets, 18% masters
Grade 5 Science 32% did not meet, 68% approaches, 30% meets, 11% masters
9. What does the data indicate when disaggregated at various levels of depth? There was a decrease across the board, except for in special education and in our White student populations.
10. Which students are making annual progress? Which ones are making projected growth? Who are these students? How does this data compare across programs, content areas, subgroups, etc.?
Our Special Education and White populations are making good annual progress. Everyone else dropped this past year. We saw gains for these students in math, reading, and science.

Technology

1. What technology do we have? Chrome books, iPads, Promethean boards, Desktops, Laptops for teachers, printers/copiers.
2. What is the technology proficiency for staff and students? About 85% of staff and approximately 90% of students are proficient in the technology that is accessible to them. As students become familiar with the technology (kindergarten), the percentage of students will rise.
3. How does staff feel about technology? Most staff are comfortable using technology and do use it everyday for planning and instruction. Some of our staff struggle with using different components of technology because of their lack of knowledge about how to use or implement not only the technology itself but also the different programs within the technology piece.
4. What are some barriers that potentially prevent effective use of technology? When it's working, why is that so? When it's now working, why not? Lack of knowledge on how to access and utilize the technology and its components. Some staff feel overwhelmed due to lack of ongoing training/support.
5. What types of technology professional development have we provided? What was the impact for staff and students? On a district level and campus level, professional development for the programs utilized on different forms of technology have been provided. However, there is a need for professional development in using the actual technology tool such as the Promethean board.
6. In which content areas are we using technology and how? What is the effect? Technology is used across all content areas. There are specific programs that students are required to use in each subject area. Furthermore, all district and state assessments are administered electronically. Most students understand how to use the technology and work well with the programs. However, one issue that we face is during assessments.
7. How does the design of the network provide for the users it supports? For the most part, the design of the network is sufficient. However, there have been occasions in which we have attempted to test (STAAR testing) and have had network problems.
8. How is technology utilized to support curriculum, instruction, and assessment integration and implementation? Technology is used daily by students and teachers to support curriculum,

instruction, and assessment integration. Multiple programs provided by the district and campus levels allow students to utilize technology daily to practice math and language arts skills, read books and take Accelerated Reading Assessments. In science, students are able to participate in virtual labs, read science related books, and watch appropriate lessons that relate to the skills being taught. In social studies, students are able to utilize technology for virtual field trips, and access other programs purchased by the district which enhance instruction. Furthermore, teachers create weekly assessment for the different subject-areas on a variety of platforms. Students also take district and state assessments electronically.

School Context and Organization

1. To what degree does the district/school support the organization and how? WBT is fully supported by the district/campus and is fully supported by the organization by providing services that address the needs through the improvement plan.
2. How does the data reflect about classes, schedules, and student/staff teams? The data reflects that the bilingual student population is growing each year. Essentially, WBT has added an additional class at each grade level. The data also reflects that the classes maintain a 22:1 ratio except in the 5th grade bilingual classroom.
3. How is adequate time devoted to subjects in which students perform poorly? The time devoted for students that performed poorly was provided before/after school tutorials and intervention groups. For the 2021-2022 school year all students will receive Prime Time/Accelerated Learning Instruction in math/reading in order to devote intervention time to those content areas. WBT will also provide before/after school tutorials and Saturday School for students at risk.
4. How do teachers have a voice in decision making and school policies? Teachers have a voice in decisions through PLC's, grade level meetings, and campus improvement planning.
5. What role do teachers have in deciding what assessments will be used to evaluate individual students or the program as a whole? Teachers are able to create their weekly assessments, provide input on district common assessments, and implement other assessments as needed.
6. Do school committees and decision making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, for all groups to be part of solutions to identified problems? During COVID it was difficult to solicit input. WBT wasn't active with PTA due to restrictions regarding COVID.
7. What are the students', parents' and community perceptions of the school? At this time, the perception is that communication needs to improve and PTA should be re-established.
8. What do school expectations reveal? School expectations reveal that disciplinary referrals decreased, which was indicative of PBIS being implemented to fidelity.

Staff Quality, Recruitment and Retention

(Note confidentiality requirements regarding specific teacher appraisal and observation data)

1. What are the teacher qualifications, certifications, etc.? Paraprofessionals? The teacher qualifications vary from EC- 6, bilingual, special education, social studies, science, art, music, physical education, and paraprofessional certifications.
2. What does the general data reflect regarding teacher quality on the campus? The general data shows that the campus has 8 teachers that are not certified, which is 16% of the teaching staff.
3. How are follow-up data regarding teacher performance provided to teachers? The follow up data regarding teacher rperformances are provided via email, power walks, and face to face conferences.
4. How are we recruiting highly qualified and effective staff? The adminstrative team collaborated with HR to recruit teachers for open positions.
5. What is our staff attendance rate? Retention rate? Turnover rate? The staff attendance rate has been unpredictable due to COVID. The staff retention rate was 78.6% with a staff turnover rate of 21%.
6. How is highly effective staff assigned to work with the highest need students? The highly effective staff are assigned to work with the highest need students through Saturday School, Prime Time, Tier II & Tier III intervention, after school tutorials, before school tutorials, and small group instruction.
7. What is the impact/effect of our teacher mentor program? There has not been a mentor program through the district. However, at a campus level mentor teachers have been able to coach/develop the mentee teachers. As a result, we were able to retain those teachers.
8. How is new staff supported? What feedback do they provide? The new staff are supported through monthly motivational insentives, support from Instructional Coaches, Professional Learning Communities, professional development, and modeling. They often provide feedback regarding what they learned, what they are struggling with, and what additional supports they need.
9. What systems are in place to build capacity and support the notion of continuous improvement? The campus improvement plan is utilized for continuous improvement. We had meetings at the end of

each six weeks to review and reflect on where we are and discuss any adjustments that need to be made.

10. How are we using data to determine professional development for staff? In the 2020-2021 school year data walls, student growth folders, and consistent meetings to discuss data shaped the trainings that were provide on campus. The trainings often occurred during PLC's virtual, or after school.
11. How are collective and individual decisions regarding professional development determined? Professional Development was determined by the needs of the students based upon data, as well as the needs of the teachers.
12. What types of professional development has staff attended? How is implementation monitored? What impact has it had on performance? What is the follow-up? The professional development attended by staff include: Safe & Civil Schools, CPI, PBIS, Threat Assessment, Bullying, Sexual Harassment, SPED regulations, 504, FERPA, Math Curriculum, Science Curriculum, ELAR Curriculum, Social Studies Curriculum (studies weekly), TEKS Resource, Google Classroom, AWARE training, Odesseyware, Think Central, STEM Scopes, STAAR training, LPAC, and TELPAS. Implementation is monitored through power walks. The impact showed a deaccrease in overall performance scores. The follow up was made by devising a new campus improvement plan that adressess the deficiencies and implements support systems for the 2021-2022 school year.