Mission Statement

Wayside Schools exists to prepare college ready, community engaged, global citizens.

Vision

We strive to grow to serve 2,500 scholars in Southeast Austin, ensuring that all Wayside graduates receive IB Diplomas and reach 100% College Acceptance, Matriculation, and Graduation.
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Sci Tech Middle School  
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Comprehensive Needs Assessment

Demographics

Demographics Summary

As we enter the 2020-2021 school year Sci-Tech Middle School campus will be tasked with the socio/emotional and health issues stemming from COVID 19 pandemic. Wayside: Sci-Tech Middle School is one of 5 schools in Wayside Schools. Wayside: Sci-Tech Middle School serves predominantly low socioeconomic Hispanic families, families that qualify for free and reduced lunch, and Limited English Proficient scholars. For the 2020-2021 school year Wayside: Sci-Tech Middle School will approximately serve 400 students in grades 6\textsuperscript{th}-8\textsuperscript{th}. Five years ago, 206 students were served by the campus, which is an increase of 77\% over six years. The student population is composed of 81\% Hispanic, 6\% African-American, 11\% Anglo, 2\%. Sci- Tech Middle is composed of approximately 53\% male students and 47\% female students. It serves over 173 English Language Learners, 328 at-risk students, 280 are considered economically disadvantaged, 0 students in Gifted and Talented program, and 79 students in Special Education 67 in 504. The average class size is 22 in core subjects and 30 in electives. The Attendance Rate Average is 95.17\%. The overall mobility rate for the campus is approximately 16.51\%. There is a total of 404 discipline referrals this year in comparison to 104 from last year.

History and Demographics

Our staff demographics consist of 28 teachers, 5 paraprofessionals, 3 administrators, 1 crisis counselor, 1 literacy coach, 1 receptionist and 1 ACOM. The staff is represented as 33\% male and 67\% female. The average years of experience is between 0-3 years and two teachers with over 15 years of experience. Our literacy coach provides support to teachers for best practices in reading and writing.

The community surrounding Sci-Tech Middle School is made up of predominantly Hispanic, low-income families and immigrant families. Many of these families are single parent homes whom have a working parent and have circumstances that make our students at-risk. Parental involvement has been low and we seek to build more opportunities for parental involvement. While some opportunities exist we hope to increase parental involvement in every area using different modalities of delivery to ensure maximum participation. Our campus aims to create a comprehensive developmental guidance and counseling program that will maximize academic, social emotional and college readiness for all students. Students will be provided with opportunities to connect thier learning through virtual field trips to Universities and community colleges. Campus administration will strive to support all students, faculty, and staff in order to provide a learning environment that will best preapre students for a successful and smooth transition to high school.

Sci-Tech Middle continues to increase in both special education and English Language Learners. With this increase the campus strives to provide continued support in all areas that are related to these students academic, social and emotional success. Our campus will seek to provide specialized training for teachers who work with students identified as English Learners, At-risk, and Special Education. Further training and resource allocation will ensure the faculty will receive appropriate and specialized training that helps increase the learning capacity of these special groups and all learners in order to acheive student success. Sci-Tech Middle School provides aid to Special Education students with paraprofessionals. With over half of students identified as at-risk, our campus continually seeks support in the areas of academics and social-emotional learning.
Demographics Strengths

Sci-Tech Middle has a high attendance rate and averages daily attendance rate for students at 95.17%. Many of the students of Sci-Tech Middle School have siblings that attend other Wayside schools and there is community support for close proximity. No students were retained for the 2019-2020 school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Teachers needs to continue to receive professional development in various areas of best practices in order to positively impact student achievement i.e. ELL and Special Education. Root Cause: Teachers failed to work collaboratively within Professional Learning Communities and develop best practices, differentiated instruction and SIOP strategies. Coordinate and collaborate additional methods for academic support of struggling students.

Problem Statement 2: The establishment, sustainability, and effective leadership of committees designed to support the culture and climate of the campus. Root Cause: No designation or time for planning with these committees was made available. The faculty and staff need designated time dedicated to meeting and planning with their committees; planning ahead of time would afford them adequate time to plan.
Student Learning

Student Learning Summary

While 2020 STAAR scores are unavailable due to COVID-19 pandemic and state waiver of examination, the spring 2020 STAAR benchmark data indicates many areas of need. Reading and Math results indicate a drop in approaches, meets and masters in comparison to the 2018-2019 school year. Writing is an area of focus for Sci-Tech Middle School due to the challenges our special education and English Language Learners face. Considering special populations has seen an increase they are a major focus when compared to other years. Academic vocabulary and on level reading readiness have been the area of focus and concern as well.

There is a significant difference in the performance of special populations groups. Closing the gaps and increasing student achievement in scores for Special Education, English Language Learners, and At-risk students. Improving technology skills, research based best practices, and SIOP strategies will help support such an improvement. Through the development of qualified and trained teachers and staff these special groups can be provided with instruction that will aid in closing the gap in student process skills and content. The campus is dedicated to improving student attendance in order to limit missed instruction. A needs assessment shows that additional safeguards for attendance and academic failures is also needed to support students in decreasing academic gaps. Advanced levels of student achievement is also a priority as we seek to train teachers and provide consistent professional development that will guide them in mastering content at their appropriate grade level. The campus will strive to provide instructional resources that will support students such as Teks Resource System, Istation, Nearpod, Mentoring Minds. Student success will be ensured through a number of interventions including, but not limited to, accelerated instruction during the school day, after school tutoring, and intersession tutoring. Teachers will continue to utilize PLC period for academic collaboration and data review in the content areas, technology and Social Emotional Learning (as assigned each day). Classroom teachers, instructional aides, and coaches will work closely with all scholars on a daily basis. The campus will make all efforts and continue to strive to achieve the 1:1 technology initiative and will support teachers through technology training. Due to COVID 19 until further notice we will continue accelerated learning through a POD model of our students being served both online and in person following all wellness protocols.

All subpopulations will be monitored and assessed to ensure that all scholars will be successful on all STAAR assessments. These subpopulations include Hispanic, African American, White, Native American, Economically Disadvantaged, 504, English Language Learners, and Special Education students. The Special Education department will be providing students with the least restrictive learning environment. We will provide our staff with needed resources to assist students with appropriate interventions for instructional success and for expectations to assist with meeting the standard on STAAR and STAAR ALT assessments. Due to COVID 19 until further notice we will continue intervention through a POD Model of our scholars being served both online and in person following all wellness protocols.

ESL instruction will follow the implementation of the SIOP Model of Best Practices. A paraprofessional will work with the classroom teachers to provide additional support and small group/one-on-one instruction for ESL students. We will provide an additional class period for ESL first and second year if needed to scholar that will include enrichment with reading and writing language based and phonetic activity support. Professional development and coaching will be provided by Siedlitz and ELLevation education services.
• At Sci-Tech Middle School, student achievement is closely monitored each academic grading period.

Problem Statements Identifying Student Learning Needs

**Problem Statement 2:** For the 2018-2019 school year, Sci-Tech Middle School received a "C" rating in closing the gaps. **Root Cause:** Teachers are in the process of learning about the Professional Learning Communities. Further professional development, training and supplemental materials, is needed to support differentiated instruction, intervention, and remediation.

**Problem Statement 3:** Our ELL and SpEd populations continue to score below (sub-groups) average on standardized tests. **Root Cause:** Language barrier; years in school for ELLs; Lack of continuous academic support for SPED. Need for further professional development and training to differentiate their learning and apply to IEPs, further RTI support and Tier I instruction.

**Problem Statement 4:** Teachers needs to continue to receive professional development in various areas of best practices in order to positively impact student achievement i.e. ELL and Special Education. **Root Cause:** Teachers failed to work collaboratively within Professional Learning Communities and develop best practices, differentiated instruction and SIOP strategies. Coordinate and collaborate additional methods for academic support of struggling students.
School Processes & Programs

School Processes & Programs Summary

Sci-Tech Middle will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready. Campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level. Through the efforts of of a highly committed and professional administration, faculty, and staff, we will focus on the following areas: Conditions of teaching and learning, school culture, and accountability and assessments to ensure that all teaching staff is provided with guidance and supports to improve, attract, and retain 100% of highly qualified staff. The school will also see that a respectful teaching/learning climate is nurtured so that in turn the school will yield a positive student achievement growth in all content areas, including all sub-group populations. The administrative team will lead one book study that will transcend into future book studies. Our Leadership Team meets every Monday to review the calendar of events, plan strategically to meet the week's priorities, and discuss instructional goals.

The 20-21 master schedule has PLCs scheduled twice a week for teachers to plan with both their grade levels and content area. They develop their accelerated learning instruction, unpack the TEKS, hit targeted TEKS, analyze data, plan technology projects, and produce their Week-At-A-Glance (WAAG) with data by priority TEKS. Teachers will systematically contact parents/guardians regarding students’ academic and social/emotional growth through email, phone calls, school agenda, and parent/teacher conferences. Student progress is monitored regularly during the 3rd, 6th and 9th week through assessments and the Fall and Spring Benchmarks. Through data talks and PLCs teachers use the data to identify gaps that need to be addressed and guide instruction. Also discussed and reviewed during PLCs is: student attendance, discipline, and counselors come in to assist with student concerns and Social and Emotional Learning Lessons.

We will continue to work toward finding creative ways to increase parental involvement. Each nine week grading period, the school counselor will setup progress meetings for students who are at risk and provide opportunities for early intervention to ensure that failure is not an option. Educating, supporting, and encouraging the whole child is our focus.

For the 2020-2021 school year, our campus will implement the Social-Emotional Learning Program by which our teachers will be trained on and will implement weekly lessons in their advisory classrooms. Counselor will support the program by providing SEL individual, small group, and whole group class sessions. Implementation of the program will be closely monitored by administration through classroom walkthroughs and lesson plans. Additionally, we will amplify the SEL program by continuing year two on our Positive Behavior Interventions and Supports (PBIS) campus-wide. This multiyear program implementation will begin with campus developed behavior expectations, campus-wide incentive/reinforcement programs and review of student behavior/discipline to shift mindset to building positive relationships.

School Processes & Programs Strengths

Sci-Tech Middle School Students are provided the opportunity to take high school credit courses which include: Algebra, Spanish I & Spanish II.
of the classroom students may participate in various school sponsored groups/teams such as: Student Council, National Junior Honor Society, Athletics and Band.

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** The establishment, sustainability, and effective leadership of committees designed to support the culture and climate of the campus. **Root Cause:** No designation or time for planning with these committees was made available. The faculty and staff need designated time dedicated to meeting and planning with their committees; planning ahead of time would afford them adequate time to plan.

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Perceptions

Perceptions Summary

Our school feels like a family. From the moment you walk in, you can feel the warmth of our campus. We provide excellent customer service, and teachers and staff go above and beyond to meet the needs of our students and assist all parents, guardians, visitors, and community. In order for us to continue to move Sci-Tech Middle School forward, we have taken into consideration many of the comments that were shared with us by students, parents, and faculty/staff in order to improve our overall systems and initiatives. Our school community expressed their vision for a new direction and have shown support throughout the year. Our goal is understood by our entire learning community and that our teachers are committed to educating our students as if they were our very own children. Along with being safe at our campus, our learning community understands the high expectations needed and that our students will undertake in order for them to be college ready. As a faculty, we understand that the academic success that they experience with us will transfer to secondary opportunities the moment they step foot in their respective high school programs. As a result, we will seek out the support of our parents and teachers to continue to have our focus on the academic success of our students. We will ask our parents to be highly engaged with their children and minimize academic distractions by increasing their awareness of their children's progress.

While technology will be a high priority for our classrooms, a sense of responsibility and citizenship along with Social and Emotional Learning/PBIS will be a goal. Increasing positive reinforcement systems both in the classroom and campus-wide, ensuring consistent implementation of successful classroom management practices, and reducing disciplinary referrals especially in areas of insubordination and inappropriate physical contact. Since day 1 the theme "Ravens Rise to the Top" will be established and a school culture committee will develop school incentives such as award assembilies, Ravens of the month, attendance incentives to promote a positive school culture. We plan on increasing our parental involvement as a tool to improve our home-school connection. We will host English as a Second Language (ESL) classes and presentations on various topics such as testing strategies, drug awareness, proper nutrition, and technology.

Perceptions Strengths

We have strong community support as our students have other siblings attending our elementary and high school campus. Our school counselor provides guidance and direction to students and families.

Problem Statements Identifying Perceptions Needs

**Problem Statement 1**: The establishment, sustainability, and effective leadership of committees designed to support the culture and climate of the campus. **Root Cause**: No designation or time for planning with these committees was made available. The faculty and staff need designated time dedicated to meeting and planning with their committees; planning ahead of time would afford them adequate time to plan.

**Problem Statement 2**: Implementation of new PBIS framework created a learning curve to some PBIS practices creating inconsistent practices on campus **Root Cause**: Implementation of new PBIS framework created a learning curve to some PBIS practices creating inconsistent practices on campus