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.
## Table of Contents

- Comprehensive Needs Assessment 4
  - Demographics 4
  - Student Learning 6
  - School Processes & Programs 8
  - Perceptions 10
Comprehensive Needs Assessment

Demographics

Demographics Summary

Wayside: Sci-Tech High School is one of 5 campuses in Wayside Schools Network. Wayside: Sci-Tech High School opened its doors in 2012 and serves predominantly low-income and Spanish-speaking families. Wayside: Sci-Tech High School will serve approximately 300 students in grades 9 to 12 the 2020-2021 school year. Sci-Tech High School offers a rigorous, college preparatory education with IB Diploma Programme course offerings for scholars in their junior and senior years.

Wayside: Sci-Tech High School serves 154 English Language Learner students, (51% LEP), 55 students identified for 504 services (18%), 38 students served through Special Education services (13%), and 69% scholars are identified as Economically Disadvantaged. State Compensatory Education Indicators reflect over 80% of the STHS population as at risk.

Scholar Demographics:

- Asian: 1%
- Black/African American: 3%
- Hispanic/Latino: 68%
- Two or More Races: 1%
- White: 12%
- Female: 51%
- Male: 49%
- At Risk: 64%

Staff Demographics:

- Black/African American: 8%
- Hispanic/Latino: 29%
- Middle Eastern/North African American: 6%
- White/Anglo: 57%
- Beginning Teacher: 8%
- 1-5 Years Teaching Experience: 48%
- Over 5 Years Teaching Experience: 44%
- Male Staff: 29%
- Female Staff: 71%
### Average Scholar Attendance 2019-2020

<table>
<thead>
<tr>
<th>Grade</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th Grade</td>
<td>94.09%</td>
</tr>
<tr>
<td>10th Grade</td>
<td>94.68%</td>
</tr>
<tr>
<td>11th Grade</td>
<td>95.03%</td>
</tr>
<tr>
<td>12th Grade</td>
<td>92.66%</td>
</tr>
<tr>
<td>Total</td>
<td>94.12%</td>
</tr>
</tbody>
</table>

### Demographics Strengths

We continue to remain faithful to our mission of serving a student population which has historically been marginalized.

- Diverse Socio-Economic student populations
- Equal Gender distribution
- Diversity in hiring new staff is a goal
- Increasing IB participation is a goal
- Retention commitment
- UT partnership and Wayside Siblings
- Bridging 8th to 9th grade through a Summer Freshman Orientation helps to build bonds and raise awareness of high school expectations
- Due to the inclusive culture, STHS serves a large number of scholars with mental health needs including crisis plans (safe environment, small school community)
- Increase in scholars participating in IBDP and Course candidacy

### Problem Statements Identifying Demographics Needs

**Problem Statement 1**: Sci-Tech High School serves a high number of scholars who need additional assistance to be successful academically, socially, and emotionally. **Root Cause**: With an emphasis on inclusivity and social emotional growth, the culture is attractive to families who may have been unsuccessful in a traditional school.

**Problem Statement 2**: Ensuring equity of outcomes with scholar academic achievement for high needs, special populations, and high achieving scholars. **Root Cause**: Ability to provide differentiation.
**Student Learning**

**Student Learning Summary**

Wayside: Sci-Tech High School employs a highly structured observation feedback protocol that provides teachers with regularly scheduled observation and meetings with their instructional coach. Members of the Instructional Leadership Team (ILT) are regularly in the classroom to observe teachers and provide actionable feedback that can be quickly implemented in order to promote student achievement. In addition to observations and feedback meetings, the ILT also meets with teachers to help plan lessons and assessments, analyze student data, and create interventions for struggling scholars. The members of the ILT meet regularly to discuss the implementation of strategies in the classroom and participate in network wide PD aimed at improving instructional coaching practices.

The ESL program at Wayside: Sci-Tech High School provides both pull out and co-teaching support for English learners of all proficiency levels. Scholars are placed into appropriate pull out or co-teach classes based on the LPAC’s recommendation and the scholars’ TELPAS scores, STAAR scores, and work produced throughout the year. Scholars who score at the beginning level on the TELPAS assessment are placed into sheltered English classes (ESOL I and ESOL II) where they are taught content that aligns to the English I and English II courses, and they receive explicit vocabulary instruction and language scaffolding to develop English language acquisition. Scholars who are in the intermediate range based on the TELPAS assessment are placed into an inclusion section for English classes where they receive instruction from both a highly qualified ELAR teacher and ESL teacher. Together these teachers employ a variety of sheltered instructional strategies to create TEKS aligned lessons that are accessible and rigorous. In addition, English learners at Sci-Tech High School may also be placed in a pull out reading class that focuses on reading comprehension, fluency, and explicit vocabulary instruction. All teachers at Sci-Tech High School receive training in sheltered instruction strategies specific to English Learners, such as content language objectives, vocabulary instruction, and writing across the curriculum.

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) Grant is a source of federal funding to STHS for the improvement of secondary and postsecondary career and technical education programing. The purpose of the Perking Grant is to develop more fully the academic, career, and technical skills of secondary and postsecondary students who elect to enroll in career and technical education programs.

**Student Learning Strengths**

Due to COVID-19 and a move to remote learning, we were unable to deliver the STAAR EOC and International Baccalaureate exams that would likely have shown an improvement in scores, and result in moving the campus from a TEA “C” rating to at least a “B” rating. Strategies were put into place in order to increase student learning capacity. Strategies included in depth data digs, a move toward aggressive monitoring, upgrades in professional development regarding strategies for English Learners, consistent monitoring for Response to Learning (RtI), and embracing blended learning styles. All 9th/10th grade scholars took the PSAT and all 11th/12th grade scholars took the SAT, and will continue to do so using the SAT/PSAT School Day program through College Board. Attendance has increased due to process in place for tracking attendance for credit hours. A move toward the Restorative Model for Discipline will continue to be approached by the creation of a Restorative Discipline Committee.

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Ensuring equity of outcomes with scholar academic achievement for high needs, special populations, and high achieving scholars. **Root Cause:** Ability to provide differentiation.
**Problem Statement 2:** Closing achievement gaps between scholars with multiple abilities, and preparing them all to be successful using the bar of International Baccalaureate is a challenge. **Root Cause:** Ability to provide differentiation.

**Problem Statement 3:** Career Technology Education can be supplemented with the Perkins Grant funds to enrich college and career readiness. **Root Cause:** A need for programs that supports college and career readiness including CTE programming.
School Processes & Programs

School Processes & Programs Summary

Our Schoolwide Title I program consists of parent involvement activities, staff wide professional development every Friday afternoon throughout the school year. We have one Literacy Coordinator, one International Baccalaureate Coordinator who also serves as a teacher, two Assistant Principals and a Campus Principal. Our State Compensatory Program (SCE) consists of instructional coaching and observation feedback protocols for all teachers focused on best practices for at risk scholars (including English Learners and scholars with learning differences) an English as a Second Language (ESL) program that provides both pull out and inclusion support, Edgenuity for credit recovery, ongoing professional development on RtI, and the Restorative Model for Discipline to decrease discipline referrals and the amount of time scholars lose in the classroom setting due to discipline related incidents.

School Processes & Programs Strengths

STHS is an inclusive learning environment that creates a safe space for all scholars. Restorative practices and social justice are key areas of focus within the school. STHS maintains traditions to help develop a sense of belonging and school pride such as Homecoming and Prom. A daily advisory period sets scholars up for success by promoting social and emotional learning in a small and consistent environment.

- Professional development is planned from the network level.
- New teacher academy is best for teachers new to the profession and/or in an alternative certification program.
- Targeted training at places like region 13 are extremely helpful.
- At a small school like STHS, it is difficult to find professional collaboration within content areas.
- What processes or programs can we put in place for scholars who are multiple grade levels behind and/or lacking specific skills (like test-taking strategies)?
- The teacher to teacher professional development is valued
- PLCs are a valuable forum for planning, vertical alignment, best practices and new strategies.
- RTI meetings have proven to be necessary and valuable for the success of scholars. These meetings have strengthened grade level teams
- At-risk scholars are served through EOC courses and the IB program. STAAR tested subjects have common assessments, data digs, Mock STAAR tests, and weekly student data meetings.
- Information is provided to parents and scholars about the IB program, career paths, endorsements, and course selection options available to scholars.
- Tutorial are becoming more targeted and address both intervention and enrichment
- Discipline has improved and the school has become a safe learning environment
- COVID-19 and remote learning has exposed a shortage in devices and scholar adaptivity to online learning
- Ongoing need for recruiting and retaining scholars
- Attendance has improved with structured systems
Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Implementing campus technology into instructional strategies exposes some gaps in some teacher professional development. Root Cause: Need for increased professional development for teachers in the areas of using technology to effectively implement blended learning strategies.


Problem Statement 3: Dropout Prevention needs increased efforts and attention. Root Cause: Availability of academic camps and interventions to assist in the transition and on-boarding of scholars throughout the academic year.

Problem Statement 4: Ensuring equity of outcomes with scholar academic achievement for high needs, special populations, and high achieving scholars. Root Cause: Ability to provide differentiation.
Perceptions

Perceptions Summary

Sci-Tech High School focuses on integrating restorative discipline practices into the classroom. By employing restorative practices, staff are able to identify the root causes of student misconduct and work together collaboratively with scholars and families to build relationships, problem solve, and create plans for student success. Students are taught how to resolve conflicts, express their emotions, and advocate for themselves by having conferences with peers, teachers, counselors, and family members.

The campus needs assessment process is described below. The site-based decision-making team formed subcommittees to evaluate the previous years’ data. The committees evaluated program evaluations, survey results, and the following data, which is non-exhaustive: benchmark assessments, STAAR EOC exams, TELPAS, attendance records, discipline records, IB exam scores, PSAT, SAT, and ACT scores. Documentation of the process included agendas, sign-in sheets, copies of data reviewed and completed CNA tool worksheets.

- Attendance goal is at 95% this year
- Seniors are the student group with lowest attendance rating
- Wayside Siblings is mentoring program partnered with elementary school
- Peer mediation for conflicts as needed
- Counseling groups provided during advisory
- Restorative practices one-on-one as needed; between teacher and scholar, scholar and scholar
- Goal: Graduation rate is 100%; drop-out rate is 0%
- Turnover can be attributed to lack of contracts, less financial compensation and benefits, lack of resources, and lack of consistent administration/school leadership from year to year
- Average year experience of teachers is 4.6 years
- New Teacher Training-new teacher mentoring is useful to instructors new to the profession
- Q12 was discussed during PLC; effort was made to improve on four lowest scoring categories
- Most parent/guardian contact comes from teachers; not currently measured; PTA is new with low engagement
- Developing strong structures for discipline
- Developing structures for SEL opportunities during advisory

Perceptions Strengths

There is a strong sense of community and many staff members have social bonds with one another.

- Attendance is showing signs of increasing
- Partnership with College Forward show positive improvement with juniors and seniors toward understanding post graduation requirements
- Turnover rate is decreasing with teachers
- Scholar retention seems to be improving
- Remind App and other communication devices are helpful tools
- Graduation rate goal is 100%
- College Acceptance goal is 100%
- Opportunities for new teachers to have training
- Website is strong and creates a good first impression
Problem Statements Identifying Perceptions Needs

Problem Statement 1: An academic rating of a C does not meet the high standards of an International Baccalaureate high school. Root Cause: Low reading and math scores contribute to a lower accountability rating.

Problem Statement 2: Ensuring equity of outcomes with scholar academic achievement for high needs, special populations, and high achieving scholars. Root Cause: Ability to provide differentiation.