



## Wayside Schools Comprehensive Needs Assessment

Campus: STHS			School Year: 2018-2019		
Items to be Included in CNA					
<ul style="list-style-type: none"><li>• Demographic, Attendance and Special Populations Data</li><li>• Discipline Referral Data</li><li>• Student, Staff and Parent Surveys</li><li>• Campus Culture Data</li><li>• Technology and Operations Needs Review</li><li>• Analysis of Academic Data (STAAR, benchmarks, TPRI, SRI/SMI, language proficiency tests, PSAT/ACT, ACT, IB Assessments)</li><li>• Graduation Data</li><li>• Emergency Plans Review</li><li>• Involvement from Teachers in Determining Campus need for PD and Hiring</li><li>• Professional Development Review</li><li>• Evaluation of policies and procedures to have a positive impact on student performance</li><li>• Scholar and Staff Retention</li></ul>					
Section 1: Demographic and Campus Profile Data					
Total # Students: 238		Total # Staff: 35 instructional / 3 leadership / 2 front office		Avg. Teacher to Student Ratio: 8:1	
Black	Hispanic	White	Asian		Native Hawaiian/Pacific Islander
15 6.30%	195 81.93%	196 82.35%	7 2.94%		0.42%
Male	Female	LEP	Eco. Dis.		Special Ed.
118 49.58%	120 50.42%	39.50%	53.78%		12.18%
504	Tier 2 RtI	Tier 3 RtI	PK	SPED	On Track for Graduation
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Average Daily Attendance	Student Retention	Student Enrollment	Teacher Retention		Teacher Experience
2019- 91.66% 2018- 93.17%  Compare to same time in other years.	2019- 14.70% 2018- 30.83% 2017- 25.59%  Compare to same time in other years.	2019-79.94 % 2018- 94.32%  Compare to same time in other years.	New teachers to campus - 14		0 years - 7 1 year - 2 2 years - 1 3 years - 1 4 years - 3 5+ years - 16

# Teaching Positions	# Positions Filled by Certified Teachers	# Positions Filled by Non-Certified Teachers		Teacher Ethnicity
30	30	1		% (Hispanic)- 38% % (Black)- 2.7% % (White)- 58% % (Other)-
# Para-Professional Positions	# Para-Professional Positions Filled by HQ	# Paraprofessional Positions Filled by Non-HQ		# Paraprofessionals Supporting Specific Programs
4	4	0		ESL - 1 SPED-1 SLE- 1 Life Skills - 1
# Bilingual/ESL Teachers Needed	# Bilingual/ESL Positions Filled by Certified Teachers	# Bilingual/ESL Positions Filled by Non-Certified Teachers	% of Teachers on Track to Earn 3-4 on Summative Evaluation (see data trackers)	
-----	2 (for ESL support)	-----	-----	
Demographics Probing Questions				
1.) What do our current enrollment numbers indicate?				
This year we did not meet our enrollment numbers. Possible reasons for this may have been the move to Bradshaw Rd. as this location is not as easy to access as William Cannon campus.				
2.) How has enrollment changed over the last three years?				
Enrollment over the last three years has slightly increased, however, we are still not meeting our enrollment numbers.				
3.) What do you notice about the student retention data? Why is this data where it is? What are the implications of increasing our student retention data over time?				
We are not retraining students. Unfortunately, I do not feel we have accurate data as to the reasons why scholars are leaving. The most typical response is transportation related.				
4.) What do you notice about the breakdown of scholar demographics? What questions does this breakdown call to mind?				
We are not as diverse as we thought we were. High % of hispanic. High eco. dis. How can we encourage more diversity in enrollment.				
5.) What do you notice about the number of years of experience our teachers have?				
We have a high number of beginning teachers. This creates a high lift in coaching.				

6.) What do you notice about the ethnicity of our teachers? How closely does it match the scholar ethnicity demographic data?
Unfortunately, the demographics of our staff does not match the demographics of our scholars.
7.) What do you notice about the demographics of scholars in specialized support programs? (Special Education, 504, Tier 2 RtI, Tier 3 RtI)?
Data currently not available.
8.) What do you notice about the number of Highly Qualified Bilingual Teachers Positions we have and the number filled? What strategies have been used to try and attract more bilingual certified teachers to the campus?
We do not have any teachers who are bilingual certified. We have two ESL teachers that provide specific support and an ESL paraprofessional that does inclusion. All are highly-qualified. We also tried to get our ELAR teachers certified in ESL by providing training and paying for testing and certification.
9.) What do you notice about the paraprofessionals supporting our campus?
They are ALL highly qualified!
10.) What do you notice about teacher retention over the last three years? What is the turnover prediction for this year?
We are NOT retraining teachers. 50% the previous year and about 20% this year. Some in STAAR testing areas.

Section 2: Discipline Data- Demographic Data	
<b>Review Campus Discipline Data Spreadsheets and complete following questions:</b>	
1.) What trends do you notice in the expulsion data in terms of gender, ethnicity, race and subgroups?	We do not have any expulsions
2.) What trends do you notice in the suspension data in terms of gender, ethnicity, race and subgroups?	Greater number of suspensions of males and there are a handful of repeated offenders. Strong correlation between scholars with multiple suspensions and poor academics.
3.) What trends do you notice in the referral data in terms of gender, ethnicity, race and subgroups?	Similar to above, but I would that some behaviors could have been preventable with strong relationships and solid classroom management.
4.) What trends do you notice in the suspension data in terms of number of referrals by offense?	At times, scholars with multiple referrals did not necessarily get suspended.
5.) Do you feel that your School-wide rules and expectations/Positive Behavior Intervention and Supports systems are working to achieve the desired results?	With a large number of y novice teachers, this continues to be an area of focus. Moreover, our Restorative Action Center did not yield the necessary outcomes.
6.) What current trends need to be addressed?	Build capacity of our teachers in management along with a greater understanding of restorative practices.
7.) What are the root causes you feel are contributing to these trends?	Please read above.
8.) What are some potential solutions/actions steps to address the trends?	

Traning, coaching and ongoing professional development on restorative practices.
9.) What tools, support and resources are needed to implement solutions and actions steps?  A fully hired SLT/

Section 3: Academic Data			
STAAR and Benchmark Data			
TPRI and Tejas Lee Data (Grades K-2)			
Measures of Academic Progress (Grades K-10) -Attach Campus Data Document			
Formative Assessment Data (All Grades) -Attach Most Recent FAD Data Tracker (need to see FAD in relation to teachers)			
TELPAS (Texas English Language Proficiency Assessment System)			
% Students Making 1+ Years Progress in 2018-2019 school year			
PK	Kinder	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
%			
3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade
	%	%	%
7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
%	%	%	%
11 <sup>th</sup> Grade	12 <sup>th</sup> grade		
%	%		
College Readiness			
# Students Taking PSAT or other prep assessments	% Meeting Standards on prep assessments	# Students Taking SAT or ACT	% Students Meeting Standards on SAT or ACT
	%		%
Trends and Reflections			
1.) What trends do you notice in your data for this year?  ELAR is the biggest are of concern coming from last year with both English I and English II being below 43%. This was a significant deep from the previous year. Two identifiable factors - change in teachers and greater number of ELs.			
2.) What trends do you notice in your data over time?			

History tends to have the highest passing rate with English I & II being the lowest. We are definitely are not doing an adequate job of serving newcomers and ELs.
<p>3.) How does student achievement data compare from one source to another (what alignment or misalignment do you see between Formative Assessment Data, State Assessment Data, Benchmark Data, MAP data, etc.?)</p> <p>Data consistently highlights the same deficiencies.</p>
<p>4.) What does our data indicate when disaggregated by ethnicity, gender, socioeconomic status, special program or other categories?</p> <p>ELs are the lowest performing group.</p>
<p>5.) In which areas are we showing growth/improvement over time? What has the rate of improvement been? In what areas have we struggled to make improvement and why?</p> <p>Struggling in ELAR and showing improvement in Biology with History remaining relatively high.</p>
<p>6.) Which scholar groups are making the most progress? Why?</p> <p>Non ELs and non- eco dis are the higher performers.</p>
<p>7.) What does the data reflect within and among content areas and grade levels?</p> <p>Freshman and Sophmores struggle with English I &amp; II as well as newcomers at any grade.</p>
<p>8.) This past year our network prioritized improving math and reading mastery. What do you notice about the data in these areas from this year? Do you see our academic priority work paying off in terms of scholar learning in math and reading? Why or why not?</p> <p>Yes, we are expecting an increase in English I &amp; II. As for math, given that we did not have a teacher for the majority of the first semester, we are not expecting much growth.</p>
<p>9.) What do you see as our key areas of strength and our keys areas for improvement?</p> <p>History and Biology with improvement needed in ELAR.</p>
<p>10.) What can you identify as the root causes for each of your top identified areas for improvement?</p> <p>Teacher turnover and inexperience rank at the top. This in conjunction with no specific curriculum or strong coaching makes it a recipe for disaster.</p>
<p>11.) What strategies, supports or other recommendations can the team make for addressing the root cause/s?</p> <p>The key push for next year is going to be implementing Relay practices consistently through the SLT. While retaining strategies is a focus, this will be the product of a gradual change in</p>

culture and will take time. We have to plan for inexperienced teachers still being here and the need to coach them up.

12.) What future campus and district professional learning/action is needed to address student data?

Hire our 2nd AP with Math experience and effectively onboard our new IB Coordinator/Coach

13.) What additional resources or support is needed to improve student achievement? Aligned curriculum for Math and resources for ELAR. ESL support for newcomers with an outlined growth / intervention matrix.

#### Section 4: Student and Community Health Data

##### Student Fitness

-STHS does not have a data report for this at this time

##### Student and Community Health Audit

*(Check off programs you already provide)*

- Violence Prevention and Conflict Resolution Education for Students
- Bullying Prevention Training for Staff
- Bullying Prevention and Education for Students
- Dating Violence Prevention and Education for Students (6<sup>th</sup> grade and up)
- Suicide Prevention Training for Staff (middle and high school)
- Sexual Harassment Prevention and Training for Staff
- Child Abuse Awareness Training for Staff
- Child Abuse Posters Placed on Campus at Student Height in High Traffic Area
- Steroid Abuse Posters Placed in Locker Rooms at Middle and High School
- Campus AED (Automated External Defibrillators) are functioning and identified staff are trained to use them
- Campus has Anaphylaxis and Allergy Action Plan in place and identified staff members are trained to administer Epi-pens and follow protocol
- Campus has clear and efficient protocol for documenting health needs and services and communicating information to parents and guardians
- Campus protocol and teacher expectations are in place to meet physical activity requirements for grade levels served
- SEL Education is incorporated into classroom and campus instruction
- Campus protocol for safe and efficient student arrival and dismissal is in place and is effective
- Campus completes required fire, natural disaster and intruder drills in a timely and efficient manner
- Campus has a well-developed Emergency/Crisis Plan in Place
- Campus has protocol and expectations for staff that reduce access of non-school related individuals to students (check-in systems, guest sign-in, guest name tags, fences)

<ul style="list-style-type: none"> <li>• Campus has Positive Behavior and Intervention Support (PBIS) programming in place to promote safety and clear expectations in common areas (bathrooms, café, library, hallways, playground, arrival/dismissal)</li> <li>• Campus provides healthy and inviting meals that meet state and federal nutrition requirements</li> <li>• Campus has protocol and staff expectations that require active supervision of students at all times including playground, hallways and outdoor spaces</li> </ul>
<p>What other feasible opportunities could your campus take to further engage scholars and their families in activities related to emotional, mental and physical health?</p> <p>Emotional/Mental:</p> <ul style="list-style-type: none"> <li>• Educate parents more on SEL, maybe during Open Night, Community Coffee</li> <li>• Have the counselor hold this “meeting/training”</li> </ul> <p>Physical:</p> <ul style="list-style-type: none"> <li>• Relay run- We as a community can participate</li> <li>• More physical activities</li> <li>• Teaching what healthy eating looks like <ul style="list-style-type: none"> <li>○ Look at different resources (<a href="http://choosemyplate.gov">choosemyplate.gov</a>) and participate as a school</li> </ul> </li> </ul>
<p>Where does your campus need greater clarity in expectations or procedures related to health and wellness?</p> <p>Restorative Practices training for staff and alignment of discipline procedures.</p>
<p>What is your plan to ensure every staff members knows emergency and crisis procedures and plans- could these be clearer/improved for next year?</p> <p>Maps, procedures will be made available during summer PD days to staff along with presentation. Consistent compliance with drills with expectatios for reflection and feedback.</p>



## Section 5: Parent and Community Engagement Data

### Problem Statements:

- Parental Involvement is marginal-How can we get parent more involved in school activities?
- Parents don't always get information- What form of communication is most impactful for our community and how can we make sure parents are getting communication?

### Parent Survey Data

-Wayside does not take this survey any longer. Data not available. STHS would benefit from community input by conducting community surveys about issues affecting stakeholders. Must include a component of discipline expectations.

### Parent and Community Engagement Audit

*(off what you already provide)*

- Parent, Student, Teacher and Administrator Compact Created and Signed
- Information about Parent Involvement Opportunities Shared in Public Presentation
- Campus Information is Provided in Student/Parent Home Language (Spanish and Deaf interpreters where applicable)
- Campus Parent Organization is in Place (PTO or PTA) and Active
- Parent Representatives on Campus Committees and Teams Represent the Diversity and Demographics of the Campus (LPAC, SHAC, PTO, PTA, SPT)
- Opportunities are Provided for Parent and Teacher Meetings/Conferences
- Parent Information Nights are Provided
- Community/Parent Coffees or Meeting Opportunities are Provided
- Campus has Clear Protocol for Regular Communication About Student Learning, Achievement and Services (Data Letters, Student Services Letters, Notices of Tutoring Provided, Progress Reports, Report Cards, Behavior Contracts, Discipline Notices/Referrals)
- Campus Newsletters are Sent Home Monthly
- Campus Website is Maintained
- Campus Uses Social Media to Engage Parents and Community Members
- Campuses Collaborate to Host Recruitment/Commitment Events between Elementary and Middle/High School

### Campus Events

*(List Parent/Community Events Below)*

Keep the format we are currently using.

*In what other ways could your campus more deeply engage families with iB, with priorities or with programming?*

Ways to engage parents

1. Provide learning resources
2. English or Spanish class for adults

3. Computer classes
4. GED classes
5. Giving parents a space for teacher support
6. Parenting classes
7. SEL information and solutions
8. Incentivize parent attendance at parent/teacher conferences.
9. Give information to parents during Friday Assembly and during Dismissal.

*How do the parent engagement opportunities provided to your campus reflect the diversity of the communities we serve?*

IB DP Night

*What supports and resources are needed?*

1. Space
2. People to teach classes
3. Write grants or fund raise.
4. Provide parents academic data, what is the expectations of where students should be, where they are and what is the projected goal.

*In what areas above can we improve?*

1. Parents compact, feedback , communication.
2. Assessment information in folders
3. Parent involvement
4. Expectation: 3 hour volunteer time per family. Can include coming to PTA meetings, school functions.

Section 6: Staff Development and Engagement			
Staff Survey Data (must include opportunities for input about PD provided)			
-Attach Compiled Survey Data -Attach Compiled Q-12 Survey Data from semester 1 and semester 2			
<b>Continuing Professional Education Administrative Reflection</b> <ul style="list-style-type: none"> <li>Ratings should be based on data collected in observations, O3 meetings, staff surveys and student data</li> <li>Target Areas can change each year based on district or campus data</li> </ul>			
<i>Rate each Item as follows</i> <b>4-Highly Effective</b> <b>3-Somewhat Effective</b> <b>2-Not Effective</b> <b>1-Not Addressed</b>			
Campus documents Continuing Professional Education (CPE) Opportunities with Sign In Sheets			
4	3	2	1
Campus provides teachers certificates to document CPE completed			
4	3	2	1
IB Professional Development and Support			
4	3	2	1
Universal Coaching and Individual Development Support for Teachers			
4	3	2	1
Campus Professional Development and Shared Planning Sessions			
4	3	2	1
Campus Data Meeting Protocol, Data Analysis Process and Use of Data t			
4	3	2	1
IEPs, Accommodations and Modifications			
4	3	2	1
Differentiation and Intervention Practices			
4	3	2	1
Leadership Development (mentors, team leaders, IB coordinators)			
4	3	2	1
Social Emotional Learning, Classroom Management and Student Culture			
4	3	2	1
Target Area 1: Literacy Instruction			
4	3	2	1
Target Area 2: Math Instruction			
4	3	2	1

Target Area 3: Supporting Target Scholars			
4	3	2	1

Section 7: Campus Technology Audit	
List Technology Available in Classrooms or to Individual Students (desktops, laptops, iPads, SMART boards, document cameras)	
All K-5 classrooms have projectors.	
List Technology Shared on Campus (computer labs or Laptop/iPad carts) AND please list your ratios of devices to students (carts, labs, classroom desktops, classroom tablets)	
<p>All teachers have mac computers          There are currently 3 chrome carts and 1 mac cart.          A computer lab with 25 mac desktops.          A handful of ipads for scholars in Sp. Ed.</p> <p>Teacher Computer -1</p>	
How is technology incorporated within instruction on campus?	
<p>Technology is an integral part of our instruction at STHS. I doesn't replace the teachers, but it definitely increases engagement of our scholars in educational activities. It helps facilitate learning for our scholars and stimulates, motivates them, making learning fun. The technology is used to support our lessons, connect with scholars different learning styles. The use of technology is critical classes as if facilitates the opportunity for teachers to extend the learning beyond the classroom.</p>	
What issues does your campus face in terms of access or use of technology?	
<ul style="list-style-type: none"> <li>IB DP scholars as well as Seniors could benefit from 1-1. They need computers to complete work inside and outside school, as well as college applications and Edgenuity work (if applicable).</li> </ul>	
What types of professional development does staff need to more effectively incorporate technology into instruction?	
<p>Teacher need to be able to train for:</p> <p>1- Preparation and technology integration- create meaningful lesson plans that will create opportunities to use technology for learning</p>	

1	Comprehensive Needs Assessment
2	

2- Finding resources for class, to help differentiate for scholars with different learning styles.

**What resources, programs or apps do your teachers use to support Tier I, II or III instruction?**

Rossetta Stone

## Section 8: Campus Culture

### Culture Audit

(check off what you already provide/have in place)

- Staff connection to vision and mission of our work
- Staff connected to Campus Vision for Scholar and Educator Culture
- Staff connected to Vision for Instruction and Wayside Curriculum Framework
- Clearly communicated priorities and connected data work/data reviews
- Clearly communicated roles and responsibilities
- Well developed and frequently referred to staff norms/agreements
- Updated, clear and comprehensive staff expectations
- Well-developed staff observation, feedback and evaluation tools/systems
- Collaborative planning opportunities
- Opportunities to work and plan in vertical teams
- Strong collaboration between classroom teachers and IB Coordinator/s
- Strong collaboration between classroom teachers and Special Education
- Strong collaboration between classroom teachers and Intervention Team
- Strong collaboration between grade level teachers
- Strong collaboration with administrative team
- System for recognizing teacher service and excellence
- System/Opportunities to regularly celebrate campus or staff successes
- Opportunities for shared leadership on campus
- Campus practices that promote connection to issues of diversity, equity and inclusivity
- Staff culture that promotes growth mindset and continuous learning
- Staff culture that promotes creative problem solving
- Staff culture that promotes restorative and mindfulness practices for scholars and staff- as connected to Social and Emotional Learning
- Staff culture that sees Social and Emotional Learning (5 components of SEL) as an of learning, just as they see math, reading, physical education, music education, etc.
- Staff culture that promotes a deep sense of ownership and love for all scholars
- Staff culture that promotes a deep connection to issues of diversity, equity and inclusivity as connected to our mission and how that work lived in our daily work

- Systems to promote work-life balance
- Opportunities to celebrate life events/special occasions as a staff
- Updated, clear and comprehensive student expectations
- Opportunities to incorporate Learner Profile/SEL into campus assemblies/events
- Opportunities to celebrate and recognize student growth, successes, achievements
- Systems to communicate positive feedback about students to parents
- Opportunities for student leadership and leadership development
- Discipline system directly connected to Social and Emotional Learning (focus on learning to make better choices rather than just receiving a punishment)
- Regular class meetings to set goals, address issues, connect with each other and provide SEL lessons

1. In which highlighted areas could we improve?

Solidifying the connection between mission and vision with a consistent review of priorities and LEAD measures.

2. What are your suggestions for improvement?

More transparent communication between admin team and teachers around priorities and kept alive through PLCs and WDM>

3. Which area should we start for next year that we have not already tried to implement?

Professional Learning Communities and Weekly Data Meetings.

## Section 9: Operations

### Safety Issues that Need to be Addressed:

*Consider facilities issues as well a systems issues. Please also consider campus crisis plans and how well staff and scholars understand those plans and systems as you are thinking about opportunities for improvement.*

- Having evacuation maps in the hallways/stairwells, near the restrooms
- Educating the scholars on what to do if they're not in the classroom during an evacuation/lockdown
- First Aid Kit
  - Backpack to take with during recess

<ul style="list-style-type: none"> <li>○ Having a first aid kit in the recess equipment storage bin</li> <li>● Clarity on what needs to be taken care of in the front office and what can be handled by the teacher</li> </ul>
<b>Facilities Issues that Need to be Addressed:</b>
<ul style="list-style-type: none"> <li>● Random items/animals in the playground (glass, screws) <ul style="list-style-type: none"> <li>○ Sweeps, walking the playground to make sure there's nothing in the playground that's not supposed to be there</li> <li>○ Having a container to dispose of these</li> </ul> </li> <li>● Make sure the Facilities Director contact information is on the CEP, along with Saul's contact info</li> </ul>
<b>Equipment Issues that Need to be Addressed:</b>
No PA system nor bell
<b>Budget Issues that Need to be Addressed:</b>
<ul style="list-style-type: none"> <li>● CIP that ties to the campus needs</li> </ul>
<b>Recruitment or Enrollment Issues that Need to be Addressed:</b>
<ul style="list-style-type: none"> <li>● Letting teachers know in advance that they will be getting new scholars, along with as much information on the scholar as possible (what school they're coming from)</li> <li>● Advertising better</li> <li>● Clarity on what's expected from the campus as far as recruitment</li> </ul>
<b>Human Resources- Staffing, Recruitment, Hiring Issues that Need to be Addressed:</b>
<ul style="list-style-type: none"> <li>● Hiring Issues <ul style="list-style-type: none"> <li>○ Better communication as far the status on the hiring process</li> </ul> </li> <li>● Teacher Contracts <ul style="list-style-type: none"> <li>○ Errors on the contracts every year</li> <li>○ Stipends are not very clear</li> <li>○ Should be straight forward</li> </ul> </li> <li>● Maternity Leave <ul style="list-style-type: none"> <li>○ More clarity</li> </ul> </li> </ul>

Custodial Issues that Need to be Addressed:
<ul style="list-style-type: none"> <li>• Clarity on what items they're not able to take out</li> <li>• Restrooms needs to be deep cleaned, not just wiped down (specially the lower grade levels)</li> </ul>
Kitchen/Food Services that Need to be Addressed:
<ul style="list-style-type: none"> <li>• Have an input on the menu</li> </ul>