

Galena Park Independent School District

Woodland Acres Middle School

2025-2026 Campus Improvement Plan



Board Approval Date: August 11, 2025

Mission Statement

We will work collaboratively, compassionately, and respectfully to ensure that all students, staff, and community members achieve at their highest potential by providing quality education and training that will meet our community's unique and diverse needs.

Vision

One School, One Team, One Dream

Campus Profile

School

Woodland Acres Middle School is located in East Houston, within the Galena Park Independent School District. It opened its doors in 1946. It is a three-year, public, Title I, middle school projected to serve 529 students in grades 6-8 in the 2025-2026 school year, which is a decrease of 36 students from the previous school year. Currently, the school has two feeder elementary schools—Pyburn Elementary School and Woodland Acres Elementary School—and admits a little more than a quarter of its students through the district's open enrollment program. The student body is composed of a population that is 92.6% Hispanic, 4.5% African American, and 2.2 % white. Approximately 84.9% of students are considered economically disadvantaged. More than half of the students are identified as emerging bilinguals. About 19% of students qualify for special education services.

Community

According to the most recent data from the U.S. Census Bureau, the zip code surrounding Woodland Acres Middle School is home to a population of 57,106. There are a total of 854 employer establishments within the zip code and 18,253 total households. The median age in the zip code is 29.6, younger than the median age for the state of Texas, 35.9. The percentage of children in the population is 31.8%.

A language other than English is spoken in about 69.2% of homes within the zip code, higher than the state percentage of 35.4%. Spanish is the most commonly spoken language at home, followed by English. Approximately 32.6% of the population of 77015 is foreign-born, higher than the percentage for the state, 17.9%. Of those who are foreign-born, the majority, 72.2%, are not U.S. citizens.

Residential mobility is lower than the state percentage, as only 0.4% of residents moved from a different state in the last year, compared to 2.0% of all Texans.

The median household income in Woodland Acres Middle School's zip code is \$57,324, lower than the state median income of \$75,780. Approximately 16.6% of residents live in poverty, compared to 13.37% of all Texans. Children 18 years or younger comprise 23.1% of those who live in poverty in the zip code.

Eleven percent of inhabitants of 77015 have earned a bachelor's degree or higher, compared with 34.2% of the population of Texas. For the population that is 25 years or older, only 2% of residents have graduate or professional degrees. The employment rate is approximately 61.3%, only slightly lower than the state employment rate of 62.6%, with 76% of workers employed in a private company. The top industries for the civilian employed population 16 years and older include: educational services, health care, and social assistance; construction; manufacturing; retail trade; and arts, entertainment, recreation, and accommodations and food services. The top occupations for the civilian employed population 16 years or older include: production, transportation, and material moving occupations; sales and office occupations; service occupations; management, business, science, and arts occupations; and natural resources, construction, and maintenance occupations.

There are a total of 19,528 housing units in the zip code, with most being married couples with families. The zip code has a homeownership rate of 52.4%, compared to 62.6% in Texas. Approximately 29.3% of the population are without health care coverage.

Curriculum

The academic program is organized on a rotating block schedule. Eight classes are the maximum course load. Seventh and eighth-grade students take eight 92-minute block classes. Sixth-grade students take six 92-minute block classes plus two 47-minute elective classes daily. All classes are typically year-long; each block meets every other day. Sixth and on-level seventh students have a double-blocked math class—it meets every day for 92 minutes.

Advanced courses are offered in 6th-8th Grade English Language Arts/Reading (ELAR), 6th-8th Grade Math, Algebra, 7th-8th Grade Science, and 7th-8th Grade Social Studies. These courses are open-enrollment with the exception of advanced math. Galena Park ISD follows HB2124, which requires a school district or open-enrollment charter school to automatically enroll in an advanced mathematics course each sixth-grade student who performed in the top 40 percent on the fifth-grade State of Texas Assessments of Academic Readiness (STAAR®) mathematics assessment. All students must take a required writing-intensive CTE course: Level-Up in the 6th grade, Think Tank in 7th grade, and College and Career Readiness (CCR) in 8th grade. Identified GT students have special sections of these courses in which they complete advanced coursework.

Woodland Acres Middle School also offers several courses for high school credit: Principles of Art/AV and Communication/Digital Design, Video Game Design, Spanish I, II, and for Native Speakers, Algebra I, Think Tank, and CCR.

The school also offers specialized instruction for special education students through: Lifeskills courses; modified resource ELAR and math classes; co-taught ELAR and math classes; in-class support science and social studies classes; Behavior, Emotional, Social Skills Teaching (BEST) classes, and dyslexia advisory periods. Beginning emerging bilinguals (EBs) receive services through the New Arrival Center, and others receive support through ESL courses. Woodland Acres Middle School also houses the Galena Park ISD middle school behavior training center (BTC).

Students are also offered a variety of academic enrichment opportunities through course enrollment in art, choir, band, LOTC, yearbook, and physical education. The fine arts programs have produced dozens of TMEA All-Region musicians, consistent sweepstakes recognitions in the UIL Concert and Sight-Reading process, and medal earners for both the Houston Livestock Show and Rodeo Art and Junior Visual Art Scholastic Event (VASE) competitions. The athletics programs in volleyball, football, basketball, track, and intramural soccer boast multiple district championships.

Academic Enrichment

Outside of class, Woodland Acres Middle School students participate in UIL Academics, Anime Club, cheerleading, the Leading Ladies Girls' Club, the GPISD STEM Challenge, the GPISD Geography Bee, National Junior Honor Society, Tech Club, and Student Council.

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Comprehensive Needs Assessment

Revised/Approved: June 9, 2025

Needs Assessment Overview

Needs Assessment Overview Summary

Woodland Acres Middle School's needs assessment process is described below. The campus leadership team evaluated 2024-25 data regarding the following:

- STAAR
- Attendance
- Discipline
- Failure lists
- Staff quality
- Homeless students
- Economically disadvantaged students
- Emerging bilingual students
- Parent participation
- Report cards
- Special student populations--504, Special Education, GT
- Staff development
- Standardized tests
- Surveys and interviews of students/staff/parents
- Teacher turnover rates
- RTI
- Testing/bell schedule and master schedule
- AVID
- Fundamental Five
- Technology inventory

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The campus leadership team met on April 8, 2025, at 4:00 p.m. in the library to begin the development of the campus needs assessment (CNA). They met again with the entire Woodland Acres Middle School staff on April 22, 2025, at 1:00 p.m. in the cafeteria to continue their work.

At the first meeting on April 8, Assistant Principal Cynthia Tenaglio, began the meeting with introductions. Then, she allowed the members to speak on items of concern, including the budget, master schedule, and the bell/lunch schedule. Several handouts were provided to attendees that would lead to discussions during the next meeting. The importance of attendance and the purpose of this Title I Team were emphasized and explained to everyone. The purpose of the Comprehensive Needs Assessment was shared. Mrs. Tenaglio then provided each person with a sample list of data options that the committee leads could use to help lead conversations to identify which data the committee would review to identify both strengths and problems from the 2024-2025 school year. Mrs. Tenaglio led the discussion on what data was identified by the group to be reviewed at the next meeting. The committee decided to look at 23 specific data points to identify strengths and problems from the 2024-2025 school year. Mrs. Tenaglio and Principal Yeri Villalobos thanked everyone for their participation and reminded everyone of the second CNA meeting on April 22, 2025.

At the second meeting on April 22, the campus leadership team each worked with a committee composed of members from the entire Woodland Acres Middle School staff to review the listed data and prioritize the information into strengths and problems. Teacher Rachel Walton led the committee on Demographics. Teachers Magdaleno Lopez and La Roy Brisco led the committee on Perceptions. Teachers Ashlee Martinez Rios and Mesha Shuptrine led the committee on School Processes and Programs. Teacher Artisteo Palma Ramirez and Specialist Brisia Najera led the committee on Student Achievement. Each team acknowledged strengths from 2024-2025, but focused most of the meeting on the problems that were identified from the data. Each campus leadership team member led the team in prioritizing problems. The teams came to a consensus on at least two main problems that represent the highest leverage focus areas. These will become the priorities for next year. A root cause analysis was completed on the top two problems.

The campus leadership team reviewed the data listed above to identify areas of strength and problems.

Demographics	Strengths: community environment; administrator open-door policy; student engagement; attendance; communication; incentive programs; hallway traffic procedures
	Problems: discipline, including vaping, violations of the cell phone policy, and student altercations; lack of parental involvement
Student Achievement	Strengths: STAAR growth from year to year; improvement in special populations
	Problems: STAAR results for 7th grade math, 8th grade social studies, and 8th grade science
School Processes and Programs	Strengths: new teacher mentorship and support, duty schedules, communication, technology integration, special education staffing and support
	Problems: instructional snapshot processes; planning between co-teachers or in-class support paras; format of teacher professional development
Perceptions	Strengths: school-to-parent communication; responsiveness of communication; relevance of communication; language accessibility
	Problems: limited opportunities for parental participation; conferences between parents and teachers

Demographics

Demographics Summary

Overview

Woodland Acres Middle School is situated on the east side of Houston, TX, within the Galena Park Independent School District. The school had an enrollment of 565 students in the 2024-2025 school year in grades 6 through 8, the smallest of five middle schools in the district. The school has served the Woodland Acres neighborhood since 1946, with two feeder elementary schools, Pyburn and Woodland Acres Elementary. However, more than a quarter of students are open-enrollment transfers from another Galena Park ISD campus or outside the district.

Stakeholders

The faculty and staff include 75 members: one principal, two assistant principals, 41 teachers, 13 paraprofessional staff members, one digital learning and assessment coordinator (DLAC), one counselor, one Communities in School counselor, one nurse shared with the adjacent elementary school, two instructional specialists, one librarian, seven cafeteria staff members, and three custodians, and one student resource officer. These stakeholders are included in the planning processes as contributing partners in the development and implementation of the campus improvement plan by being part of one of four committees: demographics, student learning, processes and procedures, and perceptions. Parents and community members are invited to be part of the process through the campus planning and advisory committee (CPAC).

Student Membership

According to the most recent (2023-24) TAPR report, the student membership of WAMS is summarized as follows:

Student Information	Count	Percent
Total Students	584	100%
Students by Grade		
Grade 6	190	32.5%
Grade 7	197	33.7%
Grade 8	197	33.7%
Ethnic Distribution		
African American	26	4.5%
Hispanic	541	92.6%
White	13	2.2%
American Indian	2	0.3%
Asian	2	0.3%
Sex		
Female	275	47.1%
Male	309	52.9%

Student Information	Count	Percent
Other Student Cohorts		
Economically Disadvantaged	496	84.9%
Section 504 Students	18	3.1%
EB Students/EL	327	56.0%
Homeless	3	0.5%
At-Risk	438	75.0%

More than half of WAMS students (56% in 2023-2024) are identified as emerging bilinguals. Emerging bilinguals (EBs) who are new to the United States receive services through the New Arrival Center, and others receive support through ESL courses during the instructional day. All teachers are trained to provide accommodations to EBs through the sheltered instruction model.

About 19% of WAMS students qualify for special education services. Of these students, 59.5% have intellectual disabilities, 24.3% have behavioral disabilities, and smaller percentages have physical disabilities or have autism. The school offers specialized instruction for special education students through; Lifeskills courses; modified resource ELAR and math classes; co-taught ELAR and math classes; in-class support science and social studies classes; Behavior, Emotional, Social Skills Teaching (BEST) classes, and dyslexia advisory periods. Woodland Acres Middle School also houses the Galena Park ISD middle school behavior training center (BTC). Additionally, 3.1% of students qualify for Section 504 services.

About 14% of students are considered gifted and talented. These students receive services primarily in their Encounters courses, which are scheduled through the Level Up, Think Tank, and CCR writing-intensive CTE classes. However, they have access to advanced coursework in 6th-8th Grade English Language Arts/Reading (ELAR), 6th-8th Grade Math, Algebra, 7th-8th Grade Science, and 7th-8th Grade Social Studies.

About 62% of students participate in a career or technical education course, as all 7th and 8th graders take Think Tank and CCR, respectively. They are also granted additional opportunities to earn CTE credit in Principles of Art/AV and Communication/Digital Design and Video Game Design.

WAMS fine arts courses included 134 art students, 201 choir students, and 179 band students, with 425 unique students in the 2024-2025 school year.

Our total mobile students compose 9.2% of the school population. The causes of mobility have not been identified and there are not any systems in place to currently address the issue.

Discipline

At the time of the campus needs assessment, 546 infractions involving 191 students had occurred so far in the 2024-25 school year. This is compared to 718 occurrences involving 205 students at this time last school year. The most common type of infraction (415) involved a general violation of the student code of conduct—most likely a teacher referral. This was followed by skipping class (10), unauthorized use of cell phones (10), fighting (9), and profane language (9).

Attendance

Our current year (2024-25) ADA is 95.87%, compared to last year's (2023-24) 95.61%. In 2022-23, the ADA was 95.9%, and 93.0% in 2021-22. Attendance has improved since immediately after the COVID-19 pandemic. There are several truancy prevention measures in place including conferences with students, phone calls home, attendance contracts, home visits, and TRIAD referrals. Attendance is monitored daily by the attendance clerk and assistant principal. The dropout rate was less than half a percent in the last two reported years (2022-23 and 2021-22).

Teachers and Staff

The average class size for a 6th grade classroom is 20.7 students. In 7th and 8th grade, the average class size is 17.7 for a ELAR class, 12.0 for a foreign language class, 19.6 for a mathematics class, 22.2 for a science class, and 22.3 for a social studies class. For the campus as a whole, the average class size is 19.2 students. There are an average 13.4 students per teacher.

Our staff includes mostly certified teachers—there were three associate teachers on staff this school year. Most teachers (33.8%) have one to five years of experience with the next largest group (31.9%) have 6-10 years of experience. Our staff is diverse; 38.4% of teachers are Hispanic, 34.3% are white, 18.2% are black, 4.2% are Asian, and 4.6% are two or more races.

Community

According to the most recent data from the U.S. Census Bureau, the zip code surrounding Woodland Acres Middle School is home to a population of 57,106. There are a total of 854 employer establishments within the zip code and 18,253 total households. The median age in the zip code is 29.6, younger than the median age for the state of Texas, 35.9. The percentage of children in the population is 31.8%.

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Eleven percent of inhabitants of 77015 have earned a bachelor's degree or higher, compared with 34.2% of the population of Texas. For the population that is 25 years or older, only 2% of residents have graduate or professional degrees. The employment rate is approximately 61.3%, only slightly lower than the state employment rate of 62.6%, with 76% of workers employed in a private company. The top industries for the civilian employed population 16 years and older include: educational services, health care, and social assistance; construction; manufacturing; retail trade; and arts, entertainment, recreation, and accommodations and food services. The top occupations for the civilian employed population 16 years or older include: production, transportation, and material moving occupations; sales and office occupations; service occupations; management, business, science, and arts occupations; and natural resources, construction, and maintenance occupations.

There are a total of 19,528 housing units in the zip code, with most being married couples with families. The zip code has a homeownership rate of 52.4%, compared to 62.6% in Texas. Approximately 29.3% of the population is without health care coverage.

Demographics Strengths

WAMS is the smallest middle school in the district, and we take pride in fostering a strong, positive community. Our administrators uphold an open-door policy, welcoming collaboration and communication with staff, students, and parents alike. We maintain high levels of student engagement and attendance, supported by strong, consistent communication among all members of our school community.

To encourage positive behavior and student involvement, we offer a variety of incentives and enrichment opportunities, including programs like Clash of the Hives, diverse electives, after-school activities, and clubs such as The Leading Ladies Club, Boys' Club, tutorial programs, National Junior Honor Society, Student Council, and E-Sports.

We also utilize E-Hall Pass to maximize instructional time, monitor student movement, and reduce disciplinary incidents. This tool plays a key role in maintaining a safe and structured campus environment.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The majority of office referrals for serious infractions are driven by three key issues: student vaping, violations of the cell phone policy, and physical or verbal altercations among students.

Root Cause: Campus-wide systems and monitoring procedures including restroom supervision and a unified cell phone policy have not been developed or implemented faithfully.

Problem Statement 2 (Prioritized): Parent involvement in school activities and communications is limited.

Root Cause: There are interconnected factors affecting families including demanding work schedules, increased student independence, language barriers, limited tech literacy, and the absence of meaningful opportunities.

Student Learning

Student Learning Summary

Students at Woodland Acres Middle School are performing similarly to other campuses in Galena Park ISD. Projections of the 2025 STAAR test show that WAMS earned a domain score of 46.83, lower than Cobb Sixth Grade Campus (50.32), North Shore Middle School (48.85), Galena Park Middle School (48.67), but higher than Cunningham Middle School (42.43).

Data by subgroups shows that African American students are underperforming compared to the school-wide percentage (difference of -13% at approaches, -4% at meets, and -11% at masters) as are white students (difference of -8% at approaches, -4% at meets, and -4% at masters). Emerging bilingual students are also performing lower than the school-wide percentage (difference of -11% at approaches, -12% at meets, and -11% at masters). Although a gap for special education students is expected (difference of -31% at approaches, -30% at meets, and -18% at masters), preliminary data shows that these students made growth between 2024 and 2025. There is a minimal gap between economically disadvantaged students (difference of -2% in approaches, meets, and masters).

The most recent TAPR report shows that just under two-thirds (62%) of students demonstrated growth on STAAR from 2023 to 2024. Longitudinal data going back to 2022 shows that most STAAR-tested areas have seen growth over the last four years. However, there was a drop in all 8th-grade scores in the 2025 school year.

Woodland Acres Middle School uses a district assessment in February and March to formative assess how students are progressing in preparation for STAAR. These data are used to plan reviews and targeted tutorials. District assessment data has predicted the same trend in growth from year to year, although it has overestimated results in 6th and 7th grade RLA and math, and 8th grade social studies.

To address struggling or at-risk students, WAMS hosts after-school and Saturday tutorials targeting specific students who are on the bubble between does not meet to approaches, approaches and meets, and meets and masters. These students also participate in pull-out groups or boot camps by subject.

Students who fail a STAAR test are placed in an advisory class with a teacher who is certified in the area in which they struggled for target tutorials before the first academic class of the day. Students who fail core courses are recommended for summer school instruction. Additionally, students who struggle academically are targeted for RtI interventions. The data collected from RtI processes is limited.

Instructional snapshots are collected in the school year regarding the implementation of specific instructional practices such as the Fundamental Five. Other T-TESS walkthroughs and observations have been done, but their results are not made public.

Grade	Subject	Test	Level	2022	2023	2024	2025
6	Math	STAAR	Domain Score	48	47	52	49
6	Math	STAAR	Approaches	76	76	82	80
6	Math	STAAR	Meets	45	44	52	49
6	Math	STAAR	Masters	22	21	21	18
6	RLA	STAAR	Domain Score	46	48	54	54
6	RLA	STAAR	Approaches	75	74	78	78
6	RLA	STAAR	Meets	40	48	56	56
6	RLA	STAAR	Masters	22	22	27	28

Grade	Subject	Test	Level	2022	2023	2024	2025
7	Math	STAAR	Domain Score	15	28	19	23
7	Math	STAAR	Approaches	37	57	40	49
7	Math	STAAR	Meets	7	25	16	19
7	Math	STAAR	Masters	2	2	1	1
7	RLA	STAAR	Domain Score	48	48	46	50
7	RLA	STAAR	Approaches	74	75	66	71
7	RLA	STAAR	Meets	45	49	45	49
7	RLA	STAAR	Masters	26	21	28	31
8	Algebra I	STAAR	Domain Score	96	97	98	99
8	Algebra I	STAAR	Approaches	100	100	100	100
8	Algebra I	STAAR	Meets	100	97	100	100
8	Algebra I	STAAR	Masters	89	94	93	96
8	Math	STAAR	Domain Score	51	57	65	54
8	Math	STAAR	Approaches	78	83	87	76
8	Math	STAAR	Meets	53	63	73	60
8	Math	STAAR	Masters	23	25	36	26
8	RLA	STAAR	Domain Score	60	54	56	52
8	RLA	STAAR	Approaches	81	84	76	75
8	RLA	STAAR	Meets	61	53	61	52
8	RLA	STAAR	Masters	39	25	30	30
8	Science	STAAR	Domain Score	58	47	47	44
8	Science	STAAR	Approaches	78	75	69	69
8	Science	STAAR	Meets	59	46	52	43
8	Science	STAAR	Masters	38	19	20	19
8	Social Studies	STAAR	Domain Score	38	37	40	26
8	Social Studies	STAAR	Approaches	66	59	69	47
8	Social Studies	STAAR	Meets	29	34	36	21

Grade	Subject	Test	Level	2022	2023	2024	2025
8	Social Studies	STAAR	Masters	19	17	14	11

Student Learning Strengths

Preliminary STAAR test data suggest that WAMS has shown growth in the following areas:

- 6th grade RLA—domain score stayed the same, but the percentage of masters increased by 1%
- 7th grade math—domain score increased by 4%
- 7th grade RLA—domain score increased by 4%
- Algebra I EOC—domain score increased by 1% and percentage of masters increased by 3%
- Special Education students made gains in math (+8%) and reading (+4%)

Additionally, 6th and 7th grade RLA earned the highest domain I scores in the district

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 8th grade RLA, math, science, and social studies all showed a pronounced drop in the percentage of students at approaches, meets, and masters.

Root Cause: Lack of targeted interventions for students who had historically shown deficits in reading and math.

Problem Statement 2 (Prioritized): The majority of office referrals for serious infractions are driven by three key issues: student vaping, violations of the cell phone policy, and physical or verbal altercations among students.

Root Cause: Campus-wide systems and monitoring procedures including restroom supervision and a unified cell phone policy have not been developed or implemented faithfully.

Problem Statement 3 (Prioritized): Teachers do not receive sufficient, timely, and transparent feedback from administrators, specialists, and peers.

Root Cause: Instructional snapshots were not completed throughout the year and only included administrators and specialists.

Problem Statement 4: Despite growth, 7th grade math continues to have the lowest domain score of all STAAR-tested areas.

Root Cause: 7th grade math is the most difficult of the middle school math tests and because it combines high rigor, multi-step problems and no calculation devices. No advanced math students take the test.

Problem Statement 5: Core teachers, co-teachers, and instructional paraprofessionals have limited opportunities to plan together.

Root Cause: A small staff means that co-teachers and instructional paraprofessionals are shared amongst several grade levels and subjects.

Problem Statement 6: Professional development on campus is often delivered in a traditional, passive format that does not reflect best practices for adult learning, resulting in limited engagement and effectiveness.

Root Cause: While more dynamic, choice-based professional development is preferred, it requires greater planning and collaboration, which has limited its implementation.

School Processes & Programs

School Processes & Programs Summary

Recruitment, Hiring, Staffing, and Professional Development

Woodland Acres Middle School utilizes the Galena Park ISD Human Resources department to assist in recruiting high-quality educators. The campus leadership team participates in job fair events to vet candidates on topics such as classroom management, working with special populations, data-driven decision-making, and effective instructional practices. Associate teachers are only hired when a fully-certified teacher cannot be recruited.

Roles and responsibilities are communicated to staff through professional development on the T-TESS evaluation system, campus staff handbook policies, and ethics and professional responsibilities. Expectations are reiterated throughout the year through timely reminders from administrators. Teachers are provided with professional learning opportunities offered at the district and campus levels throughout the school year on designated teacher workdays. Teachers are given feedback on their performance through instructional snapshots, walkthroughs, and observations.

New teachers are supported by pairing them with a buddy mentor—a teacher who has experience in the new teacher’s subject area and often works near the new teacher. Additionally, Woodland Acres Middle School has a lead campus mentor who provides timely professional development during monthly meetings to offer guidance in the areas of classroom management, grading policy, and parental outreach. Struggling teachers are also coached by instructional specialists who offer cycles of modeling, co-teaching, and observation to assist with the development of effective teaching practices.

Teachers and other support staff assist in the development of the campus needs assessment (CNA) and campus improvement plan (CIP) through their work in four committees: demographics, student learning, processes and procedures, and perceptions. They are led by members of the campus leadership team in interpreting data sources and determining strengths, problems, and their root causes.

Curriculum and Instruction

Student learning and accountability goals are monitored throughout the year through the TIL/DDI process. Teachers, administrators, and instructional specialists meet in professional learning communities during common planning periods to talk about the learning standards that need to be addressed, the scope and sequence of these standards, formative assessment opportunities, and effective teaching practices. Students are allowed to demonstrate their mastery of these standards through common assessments throughout the year. Data is reviewed after each of these assessments, and an action plan for remediation is developed.

Woodland Acres Middle School provides a well-rounded program of curriculum and instruction through course offerings in all core subject areas—reading, math, science, and social studies—as well as a writing-intensive CTE course (Level Up, Think Tank, or CCR), fine arts, physical education, CTE, and foreign language. Students are given numerous opportunities to earn high school credit and enroll in advanced coursework. Students who require additional support are scheduled for Lifeskills, resource, co-teach, in-class support, or behavioral support courses. Emerging bilingual students develop their ability to listen, speak, read, and write English through the New Arrival Center or ESL courses.

Safety

At the time of the campus needs assessment, 546 infractions involving 191 students had occurred so far in the 2024-25 school year. This is compared to 718 occurrences involving 205 students at this time last school year. The most common type of infraction (415) involved a general violation of the student code of conduct, most likely a teacher referral. This was followed by skipping class (10), unauthorized use of cell phones (10), fighting (9), and profane language (9).

To guard the campus from outside safety threats, Woodland Acres Middle School conducts regular drills and internal audits to check for potential vulnerabilities. The school resource officer completes weekly door checks and documents them in Sentinel. Our campus participates in all safety drills at least once a semester and fire drills at least once a month. Teachers are trained to be vigilant for potential hazards such as unlocked doors, broken locks, and potential door stops. Annual tabletop drills are completed by all members of the campus safety team. To deter illegal activity, vape detectors have been installed in all restrooms, and dog and metal detector searches are scheduled throughout the year. In the case of possible threats to the safety of students, a threat assessment is completed, and law enforcement is involved in the case of a credible threat.

School Processes & Programs Strengths

New teachers receive the support they need to succeed. With guidance from the lead campus mentor and their assigned buddies, they are supported throughout their first two years. The implementation of rotating duty days has been a success, leading to a fairer distribution of responsibilities on non-instructional days. Communication across all levels of the campus has improved noticeably compared to previous years. Technology is now being effectively integrated into most, if not all, classrooms. Additionally, support for Special Education students—from both teachers and paraprofessionals—has increased in both quantity and quality this year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers do not receive sufficient, timely, and transparent feedback from administrators, specialists, and peers.

Root Cause: Instructional snapshots were not completed throughout the year and only included administrators and specialists.

Problem Statement 2: Core teachers, co-teachers, and instructional paraprofessionals have limited opportunities to plan together.

Root Cause: A small staff means that co-teachers and instructional paraprofessionals are shared amongst several grade levels and subjects.

Problem Statement 3: Professional development on campus is often delivered in a traditional, passive format that does not reflect best practices for adult learning, resulting in limited engagement and effectiveness.

Root Cause: While more dynamic, choice-based professional development is preferred, it requires greater planning and collaboration, which has limited its implementation.

Problem Statement 4 (Prioritized): The majority of office referrals for serious infractions are driven by three key issues: student vaping, violations of the cell phone policy, and physical or verbal altercations among students.

Root Cause: Campus-wide systems and monitoring procedures including restroom supervision and a unified cell phone policy have not been developed or implemented faithfully.

Perceptions

Perceptions Summary

Parent Perceptions

An overwhelming majority (97.45%) of parents say that they feel welcomed at Woodland Acres Middle School. Some positive feedback that was received from parents included:

- That they felt part of the community;
- They think staff members are dedicated to student growth;
- They find the environment supportive through the building of positive relationships;
- They believe the faculty works hard to make their children feel good about being at school, even through difficult situations;
- Their children feel loved and cared for;
- They find administrators and counselors are polite and responsive when parents have questions;
- They are appreciative of those teachers who have a clear passion;
- They believe communication is great, and
- They find that front office staff are polite and provide excellent customer service.

Some constructive feedback that was provided by parents included:

- They find that not all teachers respond to communication via email;
- They are concerned about ensuring professional communication between staff and students at all times;
- They want more information regarding clubs that students can participate in.
- They suggest having PTA meetings throughout the year and offering virtual options;
- They want administrators and counselors to listen to concerns and show they are looking out for students;
- They seek more communication from teachers regarding the areas in which students need to grow; and
- They expect active communication from staff to parents when their children are injured or sick.

Most parents (88.75%) also feel that phone calls and emails are returned promptly. The vast majority report that the administrators and counselors provide good customer service (94.37% and 89.38%, respectively).

WAMS holds monthly Coffee with the Counselor meetings, which cover specific topics of interest, including keeping track of student academic and behavioral progress, understanding endorsements and CCMR, and cultivating healthy habits. The meetings are in English and Spanish. Family events, including 6th grade orientation, open house, booster club meetings, and induction and award ceremonies, are hosted to welcome parents. The counselor and administrators schedule individual parent conferences as needed. In communications with parents, 83.75% feel that parent meetings are informative, and 82.5% feel that they are offered at ideal times. Although parents are given an opportunity to participate in school with PTA goodie sales, fundraising, and field trips, about a quarter of parents (24.38%) report that there are barriers to their participation or attendance in activities on our campus. These barriers include, in order of most cited to least cited: work hours, language barriers, lack of child care, and lack of transportation.

WAMS communicates with families using a monthly newsletter with an activity calendar and a preview of upcoming events. We also share information via email, text, the school website, Facebook, and the marquee system. Teachers are expected to communicate regularly with parents using School Status. Successful parent contact is required when students are in danger of failing a grading period. Most parents (87.18%) feel that they receive sufficient information regarding parental involvement activities, and the overwhelming majority (98.09%) say that the district provides information in a format and language that they can understand. The vast majority (96.22%) also find that communication is relevant and informative. Another 86.54% say that they are aware of the parent involvement policy.

Over ninety percent (91.14%) of survey respondents said that they monitor their child's grades and attendance using Skyward.

Overall, the data indicates a high level of satisfaction with core operational functions—communication, access, support, and responsiveness.

Staff Perceptions

The majority (88.89%) of staff members in the survey reported that they enjoy coming to work. Most (77.78%) also felt their voice was important and their input valued. The vast majority (94.45%) said that they felt supported and safe (88.89%) at work and that the administration has high expectations of staff effectiveness and efficiency. They feel that their supervisor evaluates their work to help them improve (83.34%).

Almost three-quarters (72.22%) said that they felt that staff members treated each other respectfully, but only 27.78% said that they strongly agreed with that statement. The vast majority (94.44%) of staff survey respondents said that the staff at the school and in their department had a clear common vision, purpose, and goals for success, but only 44.44% strongly agreed with that statement. A majority (83.33%) felt that professional development, staff meetings, and department/grade level meetings were focused on continuous improvement, but only 38.89% strongly agreed.

In terms of their perceptions of how parents are involved, 77.77% said that Woodland Acres Middle School encourages parents to attend campus-sponsored events and activities, and 72.22% said that it encourages parents to participate in site-based planning and on decision-making committees. Over three-quarters (83.34%) said that the campus makes it a priority to focus on home and school partnerships to keep parents informed and engaged to support school success.

In terms of their perceptions of instruction, 88.89% feel that the campus does an effective job of engaging students and that the district provides adequate and helpful instructional resources. Eighty-three percent say that the campus provides adequate instructional support. They self-reported that 88.89% differentiate instruction to accommodate the diverse needs in their classrooms and 94.44% regularly use formative assessments to guide instruction.

Staff gave the following topics as suggestions for future professional development:

- Canva
- TIL/DDI
- Differentiation (SpEd, 504, and EBs)
- Following campus policies
- Classroom management and behavior
- Technology integration
- Hands-on learning activities

Some positive feedback that was received from staff regarding the campus included:

- Improved campus culture
- Smooth campus routines and procedures
- Incorporation of teacher feedback
- Consistent staff and parent communication
- Consistency with dress code enforcement
- Administration availability and approachability
- Having high expectations for both teachers and students
- Consistency with behavioral consequences
- Strong leadership with a clear vision
- Strong fine arts programs
- Support of teachers
- Holding students accountable for attendance
- Staff and students feel welcomed and safe
- Campus security
- Staff appreciation

A concern that was provided through the survey was that the administration should provide more opportunities for recognition of students' and staff's accomplishments.

Perceptions Strengths

Most parents feel that Woodland Acres Middle School provides a welcoming environment for their children. They see that faculty and staff are dedicated to nurturing student growth. They are happy with the customer service provided by administrators, counselors, teachers, and other support staff members. They feel that meetings are informative and that they receive sufficient information regarding upcoming events and parental involvement opportunities in a language they can understand. An overwhelming majority of parents utilize Skyward to monitor their child's grades and attendance.

Staff felt that the school culture is moving in a positive direction. They were very likely to report feeling safe and supported. They say that the school feels that the school prioritizes parent-school partnerships. They also feel they have adequate and helpful resources and instructional support. Their positive feedback included consistency with staff and parent communication, dress code policy enforcement, behavioral consequences, and accountability for attendance.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent involvement in school activities and communications is limited.

Root Cause: There are interconnected factors affecting families including demanding work schedules, increased student independence, language barriers, limited tech literacy, and the absence of meaningful opportunities.

Problem Statement 2: Nearly half of parents have not had a conference with their child's teacher this year.

Root Cause: Teachers have not reached out to parents or have offered opportunities that have not aligned with parents' schedules.

Problem Statement 3: A small group of parents are unaware of the parental involvement policy.

Root Cause: Information is not prominently featured or regularly communicated.

Priority Problem Statements

Problem Statement 1: 8th grade RLA, math, science, and social studies all showed a pronounced drop in the percentage of students at approaches, meets, and masters.

Root Cause 1: Lack of targeted interventions for students who had historically shown deficits in reading and math.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Teachers do not receive sufficient, timely, and transparent feedback from administrators, specialists, and peers.

Root Cause 2: Instructional snapshots were not completed throughout the year and only included administrators and specialists.

Problem Statement 2 Areas: Student Learning - School Processes & Programs

Problem Statement 3: The majority of office referrals for serious infractions are driven by three key issues: student vaping, violations of the cell phone policy, and physical or verbal altercations among students.

Root Cause 3: Campus-wide systems and monitoring procedures including restroom supervision and a unified cell phone policy have not been developed or implemented faithfully.

Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 4: Parent involvement in school activities and communications is limited.

Root Cause 4: There are interconnected factors affecting families including demanding work schedules, increased student independence, language barriers, limited tech literacy, and the absence of meaningful opportunities.

Problem Statement 4 Areas: Demographics - Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- 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

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
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

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
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals





Revised/Approved: June 30, 2025

Goal 1: Mental, Physical, and Emotional Safety and Health for all Students and Staff

Performance Objective 1: Teach safety practices and protocols to 100% of students and staff

Evaluation Data Sources: Eduphoria compliance trainings, written emergency operations plan, written campus-wide procedures plan, monthly drill reports, Sentinel reports

Strategy 1 Details	Reviews			
Strategy 1: Train staff and students on emergency operations plan, standard response protocols, and intruder detection through compliance training modules, campus-wide first day of school procedures, and tabletop drills. Strategy's Expected Result/Impact: Emergency Operations Team will be prepared to lead emergency procedures; staff and students will demonstrate awareness of standard response protocols during drills and possible emergency situations Staff Responsible for Monitoring: Assistant Principal of Operations; Principal ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: Conduct weekly intruder detection audits and monthly safety drills for crisis events that require evacuation, shelter-in-place, secure, hold, or lockdown. Strategy's Expected Result/Impact: Campus will comply with documentation requirements of regular audits and drills; staff and students will demonstrate awareness of standard response protocols during drills and possible emergency situations Staff Responsible for Monitoring: Assistant Principal of Operations; Principal; School Resource Officer ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Dec	Feb	May





Strategy 3 Details	Reviews			
Strategy 3: Communicate, implement, and monitor procedures for student morning arrival and afternoon dismissal with the support of a robust staff duty plan Strategy's Expected Result/Impact: Campus leadership will identify locations and procedures for areas in need of supervision; staff will actively monitor high-traffic areas for student safety and compliance with campus policies and procedures; students will be supervised throughout their time on campus Staff Responsible for Monitoring: Administrators; Foundations Team ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Dec	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Mental, Physical, and Emotional Safety and Health for all Students and Staff

Performance Objective 2: Implement an effective student discipline management plan to reduce discipline incident rates and maintain compliance with state and federal requirements

Evaluation Data Sources: Skyward discipline reports

Strategy 1 Details	Reviews			
Strategy 1: Develop and communicate campus-wide and classroom discipline management plans informed by discipline trends, staff input, and effective instructional practices through professional development, orientations, first-day procedures, and grade-level assemblies Strategy's Expected Result/Impact: Staff and students will be informed of and follow campus-wide policies and procedures; staff will be prepared to respond when students do not comply with expected procedures; decreased discipline referrals/incidents Staff Responsible for Monitoring: Campus Behavior Coordinators; Foundations Team ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 4	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: Respond to discipline incidents with urgency and consistency and using a common consequences plan and strategies to prevent recurrence Strategy's Expected Result/Impact: Administrators will follow a short turnaround time from discipline referral to action; students will have decreased discipline referrals/incidents; staff will communicate improved perceptions of discipline management in staff surveys Staff Responsible for Monitoring: Campus Behavior Coordinators; Foundations Team ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 4	Formative			Summative
	Sept	Dec	Feb	May

Strategy 3 Details	Reviews			
Strategy 3: Recognize positive student citizenship traits through student-of-the-month celebrations, Clash of the Hive points and prizes, and structured campus celebration events Strategy's Expected Result/Impact: Students will display positive citizenship traits regularly; staff and student morale will improve as measured by surveys Staff Responsible for Monitoring: Principal; Clash of the Hives Leaders; Grade Level Team Leaders ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Feb	May
Strategy 4 Details	Reviews			
Strategy 4: Communicate, implement, and monitor policies and procedures for reporting incidents of bullying Strategy's Expected Result/Impact: Students and staff will demonstrate awareness of ways to report incidents of bullying; administrators will investigate and follow-up with incidents of alleged bullying; students will be provided services in cases of bullying Staff Responsible for Monitoring: Campus Behavior Coordinators; Foundations Team; Counselor ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The majority of office referrals for serious infractions are driven by three key issues: student vaping, violations of the cell phone policy, and physical or verbal altercations among students. Root Cause: Campus-wide systems and monitoring procedures including restroom supervision and a unified cell phone policy have not been developed or implemented faithfully.
Student Learning
Problem Statement 2: The majority of office referrals for serious infractions are driven by three key issues: student vaping, violations of the cell phone policy, and physical or verbal altercations among students. Root Cause: Campus-wide systems and monitoring procedures including restroom supervision and a unified cell phone policy have not been developed or implemented faithfully.
School Processes & Programs
Problem Statement 4: The majority of office referrals for serious infractions are driven by three key issues: student vaping, violations of the cell phone policy, and physical or verbal altercations among students. Root Cause: Campus-wide systems and monitoring procedures including restroom supervision and a unified cell phone policy have not been developed or implemented faithfully.

Goal 1: Mental, Physical, and Emotional Safety and Health for all Students and Staff

Performance Objective 3: Maintain a healthy environment so staff and students thrive and are productive

Evaluation Data Sources: Participation rates in health initiatives

Strategy 1 Details	Reviews			
Strategy 1: Provide students access to free breakfast opportunities every morning in cafeteria and gym holding areas Strategy's Expected Result/Impact: Students will eat breakfast every day at no charge Staff Responsible for Monitoring: Administrators; Cafeteria Manager	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: Promote lifetime physical activity habits through implementation of the FitnessGram assessment in physical education courses and competitive sports team activities Strategy's Expected Result/Impact: Students will develop lifelong activity habits; campus sports team participation will increase Staff Responsible for Monitoring: Physical Education Teachers; Coaches; Administrators Title I: 2.52	Formative			Summative
	Sept	Dec	Feb	May
Strategy 3 Details	Reviews			
Strategy 3: Prevent and mitigate the adoption of unhealthy habits such as drug and substance abuse through consistent implementation of the district code of conduct and awareness initiatives such as Red Ribbon Week Strategy's Expected Result/Impact: Campus discipline incidents involving substance abuse (e.g. vaping) will decrease Staff Responsible for Monitoring: Campus Behavior Coordinators; Counselor ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 4	Formative			Summative
	Sept	Dec	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: The majority of office referrals for serious infractions are driven by three key issues: student vaping, violations of the cell phone policy, and physical or verbal altercations among students. **Root Cause:** Campus-wide systems and monitoring procedures including restroom supervision and a unified cell phone policy have not been developed or implemented faithfully.

Student Learning

Problem Statement 2: The majority of office referrals for serious infractions are driven by three key issues: student vaping, violations of the cell phone policy, and physical or verbal altercations among students. **Root Cause:** Campus-wide systems and monitoring procedures including restroom supervision and a unified cell phone policy have not been developed or implemented faithfully.

School Processes & Programs





Problem Statement 4: The majority of office referrals for serious infractions are driven by three key issues: student vaping, violations of the cell phone policy, and physical or verbal altercations among students. **Root Cause:** Campus-wide systems and monitoring procedures including restroom supervision and a unified cell phone policy have not been developed or implemented faithfully.

Goal 1: Mental, Physical, and Emotional Safety and Health for all Students and Staff

Performance Objective 4: All campuses will provide social and emotional support through various programs

Evaluation Data Sources: Participation rates in counseling services and parent involvement events, Skyward discipline referrals; Clash of the Hives points database

Strategy 1 Details	Reviews			
Strategy 1: Provide personal/social, career, and academic counseling to all students individually, small groups, and classes Strategy's Expected Result/Impact: All students will have the opportunity to meet with a counselor during the school year; students will feel safe and practice good character habits Staff Responsible for Monitoring: Counselor; Assistant Principal of Curriculum and Instruction Title I: 2.531 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: Provide focused, small-group counseling for all students in order to address specific issues (e.g. victims of violence, drug and alcohol abuse, loss of a family member) Strategy's Expected Result/Impact: Impacted students will have a space to communicate their needs with a trusted adult; students will be connected to community mental health services, if needed Staff Responsible for Monitoring: Counselor; Assistant Principal of Curriculum and Instruction Title I: 2.53, 2.531 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Feb	May
Strategy 3 Details	Reviews			
Strategy 3: Identify, support, and monitor the needs the of at-risk students through McKinney-Vento services, Communities in Schools outreach, and the Backpack Buddies program Strategy's Expected Result/Impact: Needs of at-risk students will be met in transportation, counseling, nutrition, and physical health Staff Responsible for Monitoring: Counselor; CIS Coordinator; PEIMS Clerk	Formative			Summative
	Sept	Dec	Feb	May

Strategy 4 Details	Reviews			
Strategy 4: Promote socio-emotional learning opportunities through team-based, friendly competition program (Clash of the Hives) Strategy's Expected Result/Impact: Students and staff will have an increased sense of community and school pride; students will be rewarded for displaying positive citizenship traits; discipline incidents will decrease; school attendance will increase Staff Responsible for Monitoring: Clash of the Hive Coordinator; Hive Leaders; Principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Feb	May
Strategy 5 Details	Reviews			
Strategy 5: Involve parents in campus initiatives to improve student social-emotional development through monthly meetings, field trips, and celebratory events Strategy's Expected Result/Impact: Parents will have opportunities to participate in campus events at a time and in a language that meets their needs; parents will be able to foster a sense of social-emotional stability at home ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2 - Perceptions 1	Formative			Summative
	Sept	Dec	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: Parent involvement in school activities and communications is limited. Root Cause: There are interconnected factors affecting families including demanding work schedules, increased student independence, language barriers, limited tech literacy, and the absence of meaningful opportunities.
Perceptions
Problem Statement 1: Parent involvement in school activities and communications is limited. Root Cause: There are interconnected factors affecting families including demanding work schedules, increased student independence, language barriers, limited tech literacy, and the absence of meaningful opportunities.





Goal 2: Student Achievement and Post-Secondary Readiness

Performance Objective 1: Increase the number of students who graduate college-ready in English and Math

Evaluation Data Sources: STAAR and TSIA test scores

Strategy 1 Details	Reviews			
Strategy 1: Provide remediation for students who failed STAAR reading and math through targeted intervention advisory courses Strategy's Expected Result/Impact: Students will demonstrate growth on STAAR reading and math; increased percentages of students will reach the approaches grade level standard on STAAR Staff Responsible for Monitoring: Assistant Principal of Curriculum and Instruction; Instructional Specialists; Counselor Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: Provide access to accelerated English and math course work through advanced English Language Arts/Reading (ELAR), math, and Encounters classes Strategy's Expected Result/Impact: Students will enroll in advanced course work as a result of academic counseling or open-enrollment policies; advanced students will pass the TSIA in 8th grade Staff Responsible for Monitoring: Assistant Principal of Curriculum and Instruction; Counselor Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Sept	Dec	Feb	May

Strategy 3 Details	Reviews			
Strategy 3: Develop student academic skills necessary for post-secondary readiness through the scheduling of all students in a writing-intensive CTE course (e.g. CCR or Think Tank) Strategy's Expected Result/Impact: Students will have an increased awareness of study habits, reading, writing, and problem-solving skills necessary for post-secondary education; students will have opportunities to prepare and take the TSIA by the end of 8th grade Staff Responsible for Monitoring: Assistant Principal of Curriculum and Instruction; CCR and Think Tank Teachers Title I: 2.532 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1	Formative			Summative
	Sept	Dec	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 8th grade RLA, math, science, and social studies all showed a pronounced drop in the percentage of students at approaches, meets, and masters. Root Cause: Lack of targeted interventions for students who had historically shown deficits in reading and math.

Goal 2: Student Achievement and Post-Secondary Readiness

Performance Objective 2: Increase the number of students who graduate with an Associate's Degree or a Certificate of Technology

Evaluation Data Sources: TSIA Scores; CTE course enrollment data

Strategy 1 Details	Reviews			
Strategy 1: Provide access to accelerated English and math course work through advanced English Language Arts/Reading (ELAR), math, and Encounters classes Strategy's Expected Result/Impact: Students will enroll in advanced course work as a result of academic counseling or open-enrollment policies; advanced students will pass the TSIA in 8th grade in preparation for dual credit in high school Staff Responsible for Monitoring: Assistant Principal of Curriculum and Instruction; Counselor Title I: 2.532 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: Inform students and parents of career opportunities post-high school graduation through College and Career Readiness (CCR) course work, TSIA and Pre-ACT testing, advanced academics parent meetings, and Early College High School interest and orientation meetings Strategy's Expected Result/Impact: Students and parents will have access to accurate information regarding post-secondary opportunities Staff Responsible for Monitoring: Assistant Principal of Curriculum and Instruction; Counselor; CCR Teacher TEA Priorities: Connect high school to career and college	Formative			Summative
	Sept	Dec	Feb	May
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 2: Student Achievement and Post-Secondary Readiness





Performance Objective 3: Improve state test scores in all categories

Evaluation Data Sources: STAAR test scores; teacher observation feedback

Strategy 1 Details	Reviews			
Strategy 1: Schedule all students in courses that fit their academic needs in core subject areas Strategy's Expected Result/Impact: Students who failed the previous year's STAAR test will be scheduled in an intervention course; all students will be scheduled in a writing-intensive CTE course to assist ELAR; students in special populations will be scheduled to match their service plans; students who meet or master grade level will be scheduled in advanced courses Staff Responsible for Monitoring: Assistant Principal for Curriculum and Instruction; Counselor Title I: 2.51, 2.52, 2.533 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: Provide teachers with sufficient time to plan in teams through common planning periods and teacher workdays Strategy's Expected Result/Impact: Assistant Principal will build a master schedule with opportunities for common team planning; teachers will be prepared to cover the breadth and depth of course curriculum with the appropriate level of rigor as demonstrated by lesson plans Staff Responsible for Monitoring: Assistant Principal of Curriculum and Instruction; Principal; Counselor TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Sept	Dec	Feb	May

Strategy 3 Details		Reviews			
Strategy 3: Implement research-based strategies for all content areas with goal of making instruction rigorous, relevant, reflective, and emblematic of post-secondary readiness skills Strategy's Expected Result/Impact: Students will demonstrate growth in all STAAR areas; increased percentages of students will reach the approaches, meets, and masters grade level standard on STAAR Staff Responsible for Monitoring: Assistant Principal of Curriculum and Instruction; Instructional Specialists Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1		Formative			Summative
		Sept	Dec	Feb	May
Strategy 4 Details		Reviews			
Strategy 4: Drive instructional decisions from analyses including weekly data meetings (TIL/DDI), data meetings after interim assessments, and feedback from teacher observations Strategy's Expected Result/Impact: Instructional leaders and teachers will identify strengths, areas of growth, exemplars, and reteaching strategies in meetings; reteaching, spiraling, and remediation plans will be followed after interim assessments; students will demonstrate growth in all STAAR areas; increased percentages of students will reach the approaches, meets, and masters grade level standard on STAAR Staff Responsible for Monitoring: Assistant Principal of Curriculum and Instruction; Instructional Specialists; Department Chairs Title I: 2.52, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 3 - School Processes & Programs 1		Formative			Summative
		Sept	Dec	Feb	May

Strategy 5 Details	Reviews			
Strategy 5: Monitor student and teacher growth through common written protocols for data analysis (TIL/DDI) and observation/feedback cycles Strategy's Expected Result/Impact: Instructional leaders will guide their teams through productive meetings and offer actionable feedback; teachers will be able to implement feedback in a timely manner to improve their instructional practice Staff Responsible for Monitoring: Assistant Principal of Curriculum and Instruction; Instructional Specialists; Department Chairs Title I: 2.52, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 3 - School Processes & Programs 1	Formative			Summative
	Sept	Dec	Feb	May
Strategy 6 Details	Reviews			
Strategy 6: Differentiate instruction for students in special populations (e.g. Special Education, Emerging Bilinguals, Section 504, Multi-Tiered Systems of Support) by providing teachers will professional development opportunities to learn effective strategies, time to plan their implementation, and strategies to monitor student performance. Strategy's Expected Result/Impact: Students will demonstrate growth in all STAAR areas for all subpopulations; increased percentages of students will reach the approaches, meets, and masters grade level standard on STAAR in all subpopulations Staff Responsible for Monitoring: Assistant Principal of Curriculum and Instruction; Instructional Specialists Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Sept	Dec	Feb	May

Strategy 7 Details	Reviews			
Strategy 7: Plan, communicate, implement, and monitor various strategies for small-group instruction including after-school and Saturday tutorials, co-teaching/parallel teaching, and specialist pull-out groups for targeted students Strategy's Expected Result/Impact: Teachers will meet the individualized needs of students; students will demonstrate growth in all STAAR areas; increased percentages of students will reach the approaches, meets, and masters grade level standard on STAAR Staff Responsible for Monitoring: Assistant Principal of Curriculum and Instruction; Specialists; Tutorial Coordinator Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Sept	Dec	Feb	May
Strategy 8 Details	Reviews			
Strategy 8: Participate in goal-setting conferences and set targets for student achievement, growth, and closing the gaps Strategy's Expected Result/Impact: Administrators, departments, teachers, and students will set goals for end-of-year assessment including interim performance targets; growth will be tracked in relation to interim performance targets Staff Responsible for Monitoring: Assistant Principal of Curriculum and Instruction; Specialists; Tutorial Coordinator Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Learning 1	Formative			Summative
	Sept	Dec	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:





Student Learning
Problem Statement 1: 8th grade RLA, math, science, and social studies all showed a pronounced drop in the percentage of students at approaches, meets, and masters. Root Cause: Lack of targeted interventions for students who had historically shown deficits in reading and math.
Problem Statement 3: Teachers do not receive sufficient, timely, and transparent feedback from administrators, specialists, and peers. Root Cause: Instructional snapshots were not completed throughout the year and only included administrators and specialists.
School Processes & Programs
Problem Statement 1: Teachers do not receive sufficient, timely, and transparent feedback from administrators, specialists, and peers. Root Cause: Instructional snapshots were not completed throughout the year and only included administrators and specialists.

Goal 2: Student Achievement and Post-Secondary Readiness

Performance Objective 4: Increase the number of students who complete a Career and Technology Education (CTE) sequence of courses

Evaluation Data Sources: Course grades; class enrollment data; personal graduation plans

Strategy 1 Details	Reviews			
Strategy 1: Schedule all 7th and 8th grade students in a writing-intensive CTE course (e.g. CCR or Think Tank) Strategy's Expected Result/Impact: Students will earn the first credit towards a high school Business and Industry endorsement Staff Responsible for Monitoring: Assistant Principal of Curriculum and Instruction; CCR and Think Tank Teachers Title I: 2.532 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: Provide access to Career and Technical Education course work through Principles of AV/Digital Design, Video Game Design classes, and Spanish I/II/for Native Speakers Strategy's Expected Result/Impact: Students will earn the first credit towards a high school Business and Industry or Arts and Humanities endorsement Staff Responsible for Monitoring: Assistant Principal of Curriculum and Instruction; Counselor Title I: 2.52, 2.532 - TEA Priorities: Connect high school to career and college	Formative			Summative
	Sept	Dec	Feb	May





Strategy 3 Details	Reviews			
Strategy 3: Complete a four-year personal graduation plan for all 8th grade students Strategy's Expected Result/Impact: All 8th grade students will have a plan for a CTE sequence of courses before starting high school Staff Responsible for Monitoring: Counselor; Assistant Principal of Curriculum and Instruction Title I: 2.532 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Dec	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Student Achievement and Post-Secondary Readiness

Performance Objective 5: Increase promotion and graduation rates

Evaluation Data Sources: dropout rates; high school graduation rates; attendance data; course grades





Strategy 1 Details	Reviews			
Strategy 1: Monitor attendance issues and implement truancy prevention strategies including student conferences, parent conference, attendance contracts, home visits, TRIAD referrals, and court filings Strategy's Expected Result/Impact: Attendance rates will be improved over the previous school year Staff Responsible for Monitoring: Assistant Principal over attendance; Principal; Attendance Clerk Title I: 2.533 - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: Provide access to high-school level course work through Principles of AV/Digital Design, Video Game Design, and Spanish I/II/for Native Speakers, Algebra I, and Think Tank, and CCR classes. Strategy's Expected Result/Impact: Students will begin earning their high school course credits ahead of schedule Staff Responsible for Monitoring: Counselor; Assistant Principal of Curriculum and Instruction Title I: 2.532 - TEA Priorities: Connect high school to career and college	Formative			Summative
	Sept	Dec	Feb	May

Strategy 3 Details	Reviews			
Strategy 3: Complete a four-year personal graduation plan for all 8th grade students Strategy's Expected Result/Impact: All 8th grade students will have a plan for graduation before starting high school Staff Responsible for Monitoring: Counselor; Assistant Principal of Curriculum and Instruction Title I: 2.532 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Dec	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Wide Range of Student Opportunities

Performance Objective 1: Increase participation in student clubs, enrichment activities and extracurricular opportunities





Evaluation Data Sources: participation rates in student clubs, enrichment activities, and extracurricular opportunities; parent and student surveys

Strategy 1 Details	Reviews			
Strategy 1: Support staff in planning events that promote, grow, and sustain clubs, enrichment activities, and extracurricular opportunities through the use of a shared building calendar, communication avenues with parents, and intentional recruitment events Strategy's Expected Result/Impact: Increased student participation in clubs, enrichment activities, and extra curricular opportunities; increased success in competitive activities (e.g. UIL academics, GPISD Geography and Spelling Bees, GPISD STEM Challenge, Do The Write Thing, Multimedia Festival, etc.) Staff Responsible for Monitoring: Administrators; Organization Sponsors Title I: 2.52 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Feb	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3: Wide Range of Student Opportunities

Performance Objective 2: Increase participation and performance in high quality fine arts programs in music, art, theatre and dance

Evaluation Data Sources: participation rates in music, art, and dance programs; results of competitive events; parent and student surveys





Strategy 1 Details	Reviews			
Strategy 1: Support staff in planning curricular programs that promote, grow, and sustain fine arts through the use of strategic master scheduling, a shared building calendar, communication avenues with parents, and intentional recruitment events Strategy's Expected Result/Impact: Increased student participation in fine arts activities; increased success in competitive activities (e.g. TMEA All-Region Auditions, UIL Concert and Sight-Reading, Solo and Ensemble Contest, Houston Livestock Show and Rodeo Art Competition, Jr. Visual Arts Scholastic Event) Staff Responsible for Monitoring: Administrators; Fine Arts Teachers Title I: 2.52 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Feb	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: High Quality Staff

Performance Objective 1: Increase employee retention by 1% by recruiting, developing and supporting highly qualified staff

Evaluation Data Sources: recruitment and retention data; staff surveys

Strategy 1 Details	Reviews			
Strategy 1: Recruit highly qualified teachers for positions matching their skill sets through participation in district job fairs and a robust interview process Strategy's Expected Result/Impact: Increased recruitment of highly-qualified, certified, experienced staff members Staff Responsible for Monitoring: Administrators; Campus Leadership Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: Develop new teachers through a robust mentorship program that includes a lead mentor, peer mentors, monthly professional development opportunities, and observation/feedback cycles Strategy's Expected Result/Impact: New teachers will be prepared for the challenges of their role; retention of employees will be increased Staff Responsible for Monitoring: Administrators; Lead Campus Mentor TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Sept	Dec	Feb	May

Strategy 3 Details	Reviews			
Strategy 3: Support all staff members through timely, relevant, and engaging professional development opportunities Strategy's Expected Result/Impact: Teachers will improve their ability to plan, deliver instruction, and manage their classrooms, as measured by T-TESS walkthroughs and observations Staff Responsible for Monitoring: Administrators; Campus Leadership Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Student Learning 3 - School Processes & Programs 1	Formative			Summative
	Sept	Dec	Feb	May
Strategy 4 Details	Reviews			
Strategy 4: Monitor teacher growth through common written protocols for data analysis (TIL/DDI) and observation/feedback cycles Strategy's Expected Result/Impact: Instructional leaders will complete regular observations of all teachers and offer timely, actionable feedback; teachers will be able to implement feedback in a timely manner to improve their instructional practice Staff Responsible for Monitoring: Assistant Principal of Curriculum and Instruction; Instructional Specialists; Department Chairs Title I: 2.52, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 3 - School Processes & Programs 1	Formative			Summative
	Sept	Dec	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 8th grade RLA, math, science, and social studies all showed a pronounced drop in the percentage of students at approaches, meets, and masters. Root Cause: Lack of targeted interventions for students who had historically shown deficits in reading and math.
Problem Statement 3: Teachers do not receive sufficient, timely, and transparent feedback from administrators, specialists, and peers. Root Cause: Instructional snapshots were not completed throughout the year and only included administrators and specialists.





School Processes & Programs

Problem Statement 1: Teachers do not receive sufficient, timely, and transparent feedback from administrators, specialists, and peers. **Root Cause:** Instructional snapshots were not completed throughout the year and only included administrators and specialists.

Goal 4: High Quality Staff

Performance Objective 2: Obtain an employee satisfaction rate of 80% or higher in regard to employee relations services





Evaluation Data Sources: staff surveys

Strategy 1 Details	Reviews			
Strategy 1: Respond to employee concerns and support new staff member initiatives through the Campus Planning and Advisory Committee and Campus Leadership Team Strategy's Expected Result/Impact: Improved campus climate and employee morale as measured by interim staff surveys Staff Responsible for Monitoring: Principal; Campus Leadership Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Dec	Feb	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: High Quality Staff





Performance Objective 3: Provide training to selected employees in order to prepare them for advancement

Evaluation Data Sources: staff surveys

Strategy 1 Details	Reviews			
Strategy 1: Provide leadership opportunities for exceptional staff members through the Campus Planning and Advisory Committee, Aspiring Administrators Academy, department or grade-level team leadership, and/or master's level course work. Strategy's Expected Result/Impact: Increased opportunities for campus leadership; teacher-led initiatives Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Feb	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: High Quality Staff





Performance Objective 4: Survey staff annually on professional development needs

Strategy 1 Details	Reviews			
Strategy 1: Develop and share regular campus surveys that collect information on professional development needs Strategy's Expected Result/Impact: Surveys will be sent to students and staff at least annually and be used to develop the campus improvement plan Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Feb	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: Excellent Operational and Fiscal Support and Responsibility

Performance Objective 1: Ensure efficient and effective use of District resources in order to best support students and staff





Evaluation Data Sources: classroom and technology inventories; School Dude requests

Strategy 1 Details	Reviews			
Strategy 1: Assess, identify, and budget for materials, resources, and facilities that are outdated or need repair Strategy's Expected Result/Impact: Staff will submit School Dude requests for areas that require corrective action or summer repair; Administrators will develop an inventory of capital outlay investments or needs Staff Responsible for Monitoring: Assistant Principal of Operations; Principal	Formative			Summative
	Sept	Dec	Feb	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: Excellent Operational and Fiscal Support and Responsibility

Performance Objective 2: Ensure fiscal soundness in future years and maintain organizational capacity sufficient to support progress towards fulfilling the District mission





Evaluation Data Sources: campus budgets, financial reports

Strategy 1 Details	Reviews			
Strategy 1: Develop, implement, and monitor a budget plan that meets the needs of the campus by including adequate training on money-handling processes, transparent budget reports, and an accessible requisition process Strategy's Expected Result/Impact: Budget managers will be informed of district money handling policies and procedures; budget requests and money flow will be tracked with transparency Staff Responsible for Monitoring: Principal; Principal's Secretary; Department Chairs ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Dec	Feb	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: Excellent Operational and Fiscal Support and Responsibility

Performance Objective 3: The operational department will have life cycle replacement plans to ensure GPISD can maintain excellent facilities and equipment

Evaluation Data Sources: classroom and technology inventories; Chromebook health check data

Strategy 1 Details	Reviews			
Strategy 1: Create and maintain a capital outlay plan to meet the long-term needs of the campus Strategy's Expected Result/Impact: All assets will in proper working condition and non-hazardous; staff will be able to provide input on the needs of the campus Staff Responsible for Monitoring: Principal; Assistant Principal of Operations	Formative			Summative
	Sept	Dec	Feb	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Title I

1.1: Description of CNA Process

Woodland Acres Middle School's needs assessment process is described below. The campus leadership team evaluated 2024-25 data regarding the following:

STAAR
Attendance
Discipline
Failure lists
Staff quality
Homeless students
Economically disadvantaged students
Emerging bilingual students
Parent participation
Report cards
Special student populations--504, Special Education, GT
Staff development
Standardized tests
Surveys and interviews of students/staff/parents
Teacher turnover rates
RTI
Testing/bell schedule and master schedule
Fundamental Five
Technology inventory

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The campus leadership team met on April 8, 2025, at 4:00 p.m. in the library to begin the development of the campus needs assessment (CNA). They met again with the entire Woodland Acres Middle School staff on April 22, 2025, at 1:00 p.m. in the cafeteria to continue their work.

At the first meeting on April 8, Assistant Principal Cynthia Tenaglio, began the meeting with introductions. Then, she allowed the members to speak on items of concern, including the budget, master schedule, and the bell/lunch schedule. Several handouts were provided to attendees that would lead to discussions during the next meeting. The importance of attendance and the purpose of this Title I Team were emphasized and explained to everyone. The purpose of the Comprehensive Needs Assessment was shared. Mrs. Tenaglio then provided each person with a sample list of data options that the committee leads could use to help lead conversations to identify which data the committee would review to identify both strengths and problems from the 2024-2025 school year. Mrs. Tenaglio led the discussion on what data was identified by the group to be reviewed at the next meeting. The committee decided to look at 23 specific data points to identify strengths and problems from the 2024-2025 school year. Mrs. Tenaglio and Principal Yeri Villalobos thanked everyone for their participation and reminded everyone of the second CNA meeting on April 22, 2025.

At the second meeting on April 22, the campus leadership team each worked with a committee composed of members from the entire Woodland Acres Middle School staff to review the listed data and prioritize the information into strengths and problems. Teacher Rachel Walton led the committee on Demographics. Teachers Magdaleno Lopez and La Roy Brisco led the committee on Perceptions. Teachers Ashlee Martinez Rios and Mesha Shuptrine led the committee on School Processes and Programs. Teacher Artisteo Palma Ramirez and Specialist Brisia Najera led the committee on Student Achievement. Each team acknowledged strengths from 2024-2025, but focused most of the meeting on the problems that were identified from the data. Each campus leadership team member led the team in prioritizing problems. The teams came to a consensus on at least two main problems that represent the highest leverage focus areas. These will become the priorities for next year. A root cause analysis was completed on the top two problems.

The campus leadership team reviewed the data listed above to identify areas of strength and problems.

Demographics	Strengths: community environment; administrator open-door policy; student engagement; attendance; communication; incentive programs; hallway traffic procedures
	Problems: discipline, including vaping, violations of the cell phone policy, and student altercations; lack of parental involvement
Student Achievement	Strengths: STAAR growth from year to year; improvement in special populations
	Problems: STAAR results for 7th grade math, 8th grade social studies, and 8th grade science
School Processes and Programs	Strengths: new teacher mentorship and support, duty schedules, communication, technology integration, special education staffing and support
	Problems: instructional snapshot processes; planning between co-teachers or in-class support paras; format of teacher professional development
Perceptions	Strengths: school-to-parent communication; responsiveness of communication; relevance of communication; language accessibility
	Problems: limited opportunities for parental participation; conferences between parents and teachers

1.2: Location for Evidence of Multiple Meetings Held

Meeting agendas, notes, minutes, and sign-in sheets can all be found in Google Drive using the following link: https://drive.google.com/drive/folders/1NznZw0l5NSeay_jer_AHocgQY2926fFe?usp=sharing

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

For the 2025-2026 school year, Campus Planning and Advisory Committee meetings were held in the school library on the following dates:

Tuesday, April 8, 2025, 4:00-5:00 p.m.

Wednesday, September 3, 2025, 4:00-5:00 p.m.

Wednesday, November 12, 2025, 4:00-5:00 p.m.

Wednesday, January 28, 2026, 4:00-5:00 p.m.

Evidence of multiple meetings can be found in Google Drive using the following link: <https://drive.google.com/drive/folders/1XNKrKckUjzQmg6BAPThepbuf2qcawabR?usp=sharing>

2.2: Stakeholders 1114(b)(2)

Campus Improvement Plan Committees			
Demographics	Student Learning	School Processes & Programs	Perceptions
<i>Provide opportunities for all students considering the community we serve</i>	<i>Addressing the needs of those failing or at risk of failing to meet challenging academic standards</i>	<i>Strengthening the academic program through time, curriculum, enrichment, technology, and professional development</i>	<i>Engage families; increase awareness and opportunities for counseling and post-secondary readiness</i>
Location: A202 (Walton's Room)	Location: TBD	Location: B112	Location: A118
Lead: Rachel Walton	Lead: Aristeo Palma Ramirez	Lead: Mesha Shuptrine	Lead: Magdaleno Lopez
AP: Jay Killough	Lead: Brisia Najera	Lead: Ashlee Martinez Rios	Lead: La Roy Brisco
Ariadna Salazar	Delma García	Bianca Damante	Kayla Pingsterhaus
Celestene Gaza	Janeli Milan	Julie Arellano	Christian Cuellar
Brenda Wait	Carey O'Rarden	J'Nea Dixon	Brenda Hurtado
Sarah Harris	Mary Alejandro	Kenchesia Nickerson	Griselda Merino
Stephen Freeze	Douglas Wood	Naomi Alba	Louis Skipper
Maria Cortez	Fre'Drika Ruben	John Garza	Jessicah Bordelon
Ashley Jones	Alia Self	Jamila Reed	Tracy Schmidt
Na Tasha Jackson	Juan Zapata	Matthew Cormier	America Garza
	Selena De La Cruz	Edgar Mendoza	Elizabeth Huerta
		Nolan Ricks	Dalton Strouse
		Alexia Rocha	Robin Murray
		Vivi Reyes	Jonathan Brown
		Ashley Martinez	Lindsay Holder
			Keenon Gibson

Meeting agendas, notes, minutes, and sign-in sheets can all be found in Google Drive using the following link: https://drive.google.com/drive/folders/1NznZw0l5NSeay_jer_AHocgQY2926fFe?usp=sharing

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

The Campus Improvement Plan is available on the school and district website in both English and Spanish: <https://wams.galenaparkisd.com>.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

The needs of Woodland Acres Middle School students are met with courses that provide targeted instruction. Students who failed STAAR reading and math courses in the previous year are provided remediation through advisory courses with teachers certified in the area of need. Special Education services are provided through the following classes: co-taught English Language Arts/Reading (ELAR) and math, in-class support science and social studies, resource ELAR and math, dyslexia advisories, Behavioral, Emotional, and Social Teaching (BEST) classes, and the Behavior Training Center (BTC). Emerging Bilingual students receive specialized support in the New Arrival Center and English as a Second Language (ESL) classes. The needs of Gifted and Talented (GT) students are met through advanced course work in core subject areas: English Language Arts/Reading (ELAR), math, science, social studies, and Encounters classes. Career and Technical Education courses are offered at Woodland Acres Middle School through Think Tank, College and Career Readiness (CCR), Principles of AV/Digital Design, and Video Game Design courses.

The needs of students who are in need of additional support, regardless of special programs, are served through small-group instruction through after-school and Saturday tutorials, co-teaching and parallel teaching classroom structures, and pull-out groups.

To meet student nutritional needs, Woodland Acres Middle School participates in a grant program that provides free breakfast and lunch to all students, every day. Students who may need nutritional assistance during weekends participate in the Backpack Buddies program coordinated by the counseling department.

Homeless students receive transportation assistance through the McKinney-Vento program. Their additional needs are met in coordination with Communities In Schools.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

Statutorily required descriptions are provided at the strategy level of the campus improvement plan.

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

The evaluation of program effectiveness is documented within formative reviews of the campus improvement plan in September, December, February, and May. Notes for the annual evaluation of the Schoolwide program plan are in the summative review in June. All documentation (sign-in sheets, agendas, etc.) and data analyzed (state assessments, other performance data, perception data, etc.) are aligned with the required Schoolwide program evaluation process. The Schoolwide program evaluation is included in the CNA process for next year.

Demographics

Committee Role	Name	Position
Committee Lead	Rachel Walton	CTE Teacher
Member	John Killough	Assistant Principal
Member	Ariadna Salazar	Fine Arts Teacher
Member	Celestene Gaza	Science Teacher
Member	Brenda Wait	Physical Education Teacher
Member	Sarah Harris	Fine Arts Teacher
Member	Stephen Freeze	Physical Education Teacher
Member	Maria Cortez	Paraprofessional
Member	Ashley Jones	English Teacher
Member	Na Tasha Jackson	Special Education Teacher

Student Achievement

Committee Role	Name	Position
Committee Lead	Aristeo Palma Ramirez	Math Teacher
Committee Lead	Brisia Najera	Math Specialist
Member	Delma Garcia	LOTE Teacher
Member	Janeli Milan	Math Teacher
Member	Carey O'Rarden	Fine Arts Teacher
Member	Mary Alejandro	Science Teacher
Member	Douglas Wood	Social Studies Teacher
Member	Fre'Drika Ruben	English Teacher
Member	Alia Self	English Teacher
Member	Juan Zapata	Digital Learning and Assessment Coordinator
Member	Selena De La Cruz	Special Education Teacher

School Processes and Procedures

Committee Role	Name	Position
Committee Lead	Mesha Shuptrine	Math Teacher
Committee Lead	Ashlee Martinez Rios	Special Education Teacher
Member	Bianca Damante	English Teacher
Member	Julie Arellano	Math Teacher
Member	J'Nea Dixon	Special Education Teacher
Member	Kenchesia Nickerson	English Teacher
Member	Naomi Alba	Paraprofessional
Member	John Garza	Math Teacher
Member	Jamila Reed	Special Education Teacher
Member	Matthew Cormier	ESL Teacher
Member	Edgar Mendoza	English Specialist
Member	Nolan Ricks	Social Studies Teacher
Member	Alexia Rocha	Special Education Teacher
Member	Vivi Reyes	Paraprofessional
Member	Ashley Martinez	Paraprofessional

Perceptions

Committee Role	Name	Position
Committee Lead	Magdaleno Lopez	Math Teacher
Committee Lead	LaRoy Brisco	Special Education Teacher
Member	Kayla Pingsterhaus	Science Teacher
Member	Christian Cuellar	English Teacher
Member	Brenda Hurtado	Library
Member	Griselda Merino	ESL Teacher
Member	Louis Skipper	English Teacher
Member	Jessicah Bordelon	Fine Arts Teacher
Member	Tracy Schmidt	ESL Teacher
Member	America Garza	Counselor
Member	Elizabeth Huerta	CIS Site Coordinator
Member	Dalton Strouse	Social Studies Teacher
Member	Robin Murray	Science Teacher
Member	Jonathan Brown	LOTC Teacher
Member	Lindsay Holder	Social Studies Teacher
Member	Keenon Gibson	Paraprofessional

2025-2026 CPAC Committee

Committee Role	Name	Position
Classroom Teacher	Aristeo Palma Ramirez	Math Teacher
Classroom Teacher	Ashlee Martinez Rios	Special Education Teacher
Non-Classroom Professional	Brisia Najera	Math Specialist
Community Representative	Cordia Robles	Community Member
Parent Representative	Cynthia Guzman	Parent
Administrator	Cynthia Tenaglio	Administrator
Business Representative	Ida Rocha	Business Member
Parent Representative	James Husband	Parent
Paraprofessional	Janice Hunter	Counselor's Secretary
Classroom Teacher	Jessicah Bordelon	Band Teacher
Classroom Teacher	Kayla Pingsterhaus	Science Teacher
District Representative	Krystle Argieard	Social Studies Program Director
Classroom Teacher	LaRoy Brisco	Special Education Teacher
District Representative	Lee Ramirez	Executive Director for School Operations
Classroom Teacher	Mesha Shuptrine	Math Teacher
Classroom Teacher	Rachel Walton	CTE Teacher
Classroom Teacher	Robin Murray	Science Teacher
Paraprofessional	Yesenia Salazar	PEIMS Clerk
Administrator	Yeri Villalobos	Principal