

**Galena Park Independent School District**

**Woodland Acres Middle School**

**2026-2027 Comprehensive Needs Assessment**



**Board Approval Date:** August 10, 2026

# 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

## Value Statement

### 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

## 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                  | <b>Strengths:</b> community environment; administrator open-door policy; student engagement; attendance; communication; incentive programs; hallway traffic procedures |
|                               | <b>Problems:</b> discipline, including vaping, violations of the cell phone policy, and student altercations; lack of parental involvement                             |
| Student Achievement           | <b>Strengths:</b> STAAR growth from year to year; improvement in special populations                                                                                   |
|                               | <b>Problems:</b> STAAR results for 7th grade math, 8th grade social studies, and 8th grade science                                                                     |
| School Processes and Programs | <b>Strengths:</b> new teacher mentorship and support, duty schedules, communication, technology integration, special education staffing and support                    |
|                               | <b>Problems:</b> instructional snapshot processes; planning between co-teachers or in-class support paras; format of teacher professional development                  |
| Perceptions                   | <b>Strengths:</b> school-to-parent communication; responsiveness of communication; relevance of communication; language accessibility                                  |
|                               | <b>Problems:</b> 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 518 students in the 2025-2026 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, 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 (2024-25) TAPR report, the student membership of WAMS is summarized as follows:

| Student Information        | Count | Percent |
|----------------------------|-------|---------|
| Total Students             | 570   | 100%    |
| Students by Grade          |       |         |
| Grade 6                    | 183   | 32.1%   |
| Grade 7                    | 187   | 32.8%   |
| Grade 8                    | 200   | 35.1%   |
| Ethnic Distribution        |       |         |
| African American           | 19    | 3.3%    |
| Hispanic                   | 537   | 94.2%   |
| White                      | 10    | 1.8%    |
| American Indian            | 2     | 0.4%    |
| Asian                      | 1     | 0.2%    |
| Sex                        |       |         |
| Female                     | 284   | 49.8%   |
| Male                       | 286   | 50.2%   |
| Other Student Cohorts      |       |         |
| Economically Disadvantaged | 500   | 87.7%   |

| Student Information  | Count | Percent |
|----------------------|-------|---------|
| Section 504 Students | 70    | 3.0%    |
| EB Students/EL       | 17    | 48.6%   |
| Homeless             | 4     | 0.7%    |
| At-Risk              | 389   | 68.2%   |

Almost half of WAMS students (48.6% in 2024-2025) 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 2025-2026 school year.

Our total mobile students compose 9.2% of the school population. The causes of mobility have not been identified, and there are no 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 2025-26 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 (2025-26) ADA is 95.5%, compared to last year's (2024-25) 95.87%. 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 an 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 of 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%) having 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 work hard to maintain a positive community environment. The administrators maintain an open-door policy for all staff, students, and parents. We sustain a high level of student engagement and attendance, as well as excellent communication between staff, students, and parents. We provide positive incentives for our students through programs like Clash of the Hives, as well as 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 offer an after-school program, ACE, to help our students in the afternoon. We also work with the Communities in Schools organization to mentor our students. We utilize E-Hall pass to ensure students remain in the classroom as much as possible, and this has helped to decrease discipline incidents and monitor student locations in order to maintain a high level of campus safety. Vape detectors have been installed in all student restrooms. Attendance contracts have helped with increasing student daily attendance.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** After looking at discipline data, there are 3 main causes for office referrals (serious infractions), including attendance, violating student code of conduct, and vaping.

**Root Cause:** Attendance: Our daily campus student attendance is 95%. What we have noticed about attendance is that it seems to be the same kids who are repeatedly absent. Students state that their parents do not want to drive them to school. The drop out rate is 2.5%. When admin is involved, it helps with attendance. The administration monitors absences daily and we have put in place ways to monitor.

**Problem Statement 2:** Lack of parent involvement/accountability.

**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 show that these students made growth between 2024 and 2025. There is a minimal gap between economically disadvantaged students (a 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 have 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      | 2026 |
|----------|------------------|--------------|---------------------|-----------|-----------|-----------|-----------|------|
| <b>6</b> | <b>Math</b>      | <b>STAAR</b> | <b>Domain Score</b> | <b>48</b> | <b>47</b> | <b>52</b> | <b>49</b> |      |
| 6        | Math             | STAAR        | Approaches          | 76        | 76        | 82        | 80        |      |
| 6        | Math             | STAAR        | Meets               | 45        | 44        | 52        | 49        |      |
| 6        | Math             | STAAR        | Masters             | 22        | 21        | 21        | 18        |      |
| <b>6</b> | <b>RLA</b>       | <b>STAAR</b> | <b>Domain Score</b> | <b>46</b> | <b>48</b> | <b>54</b> | <b>54</b> |      |
| 6        | RLA              | STAAR        | Approaches          | 75        | 74        | 78        | 78        |      |
| 6        | RLA              | STAAR        | Meets               | 40        | 48        | 56        | 56        |      |
| 6        | RLA              | STAAR        | Masters             | 22        | 22        | 27        | 28        |      |
| <b>7</b> | <b>Math</b>      | <b>STAAR</b> | <b>Domain Score</b> | <b>15</b> | <b>28</b> | <b>19</b> | <b>23</b> |      |
| 7        | Math             | STAAR        | Approaches          | 37        | 57        | 40        | 49        |      |
| 7        | Math             | STAAR        | Meets               | 7         | 25        | 16        | 19        |      |
| 7        | Math             | STAAR        | Masters             | 2         | 2         | 1         | 1         |      |
| <b>7</b> | <b>RLA</b>       | <b>STAAR</b> | <b>Domain Score</b> | <b>48</b> | <b>48</b> | <b>46</b> | <b>50</b> |      |
| 7        | RLA              | STAAR        | Approaches          | 74        | 75        | 66        | 71        |      |
| 7        | RLA              | STAAR        | Meets               | 45        | 49        | 45        | 49        |      |
| 7        | RLA              | STAAR        | Masters             | 26        | 21        | 28        | 31        |      |
| <b>8</b> | <b>Algebra I</b> | <b>STAAR</b> | <b>Domain Score</b> | <b>96</b> | <b>97</b> | <b>98</b> | <b>99</b> |      |
| 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        |      |
| <b>8</b> | <b>Math</b>      | <b>STAAR</b> | <b>Domain Score</b> | <b>51</b> | <b>57</b> | <b>65</b> | <b>54</b> |      |
| 8        | Math             | STAAR        | Approaches          | 78        | 83        | 87        | 76        |      |
| 8        | Math             | STAAR        | Meets               | 53        | 63        | 73        | 60        |      |
| 8        | Math             | STAAR        | Masters             | 23        | 25        | 36        | 26        |      |
| <b>8</b> | <b>RLA</b>       | <b>STAAR</b> | <b>Domain Score</b> | <b>60</b> | <b>54</b> | <b>56</b> | <b>52</b> |      |
| 8        | RLA              | STAAR        | Approaches          | 81        | 84        | 76        | 75        |      |
| 8        | RLA              | STAAR        | Meets               | 61        | 53        | 61        | 52        |      |
| 8        | RLA              | STAAR        | Masters             | 39        | 25        | 30        | 30        |      |
| <b>8</b> | <b>Science</b>   | <b>STAAR</b> | <b>Domain Score</b> | <b>58</b> | <b>47</b> | <b>47</b> | <b>44</b> |      |
| 8        | Science          | STAAR        | Approaches          | 78        | 75        | 69        | 69        |      |

| Grade    | Subject               | Test         | Level               | 2022      | 2023      | 2024      | 2025      | 2026 |
|----------|-----------------------|--------------|---------------------|-----------|-----------|-----------|-----------|------|
| 8        | Science               | STAAR        | Meets               | 59        | 46        | 52        | 43        |      |
| 8        | Science               | STAAR        | Masters             | 38        | 19        | 20        | 19        |      |
| <b>8</b> | <b>Social Studies</b> | <b>STAAR</b> | <b>Domain Score</b> | <b>38</b> | <b>37</b> | <b>40</b> | <b>26</b> |      |
| 8        | Social Studies        | STAAR        | Approaches          | 66        | 59        | 69        | 47        |      |
| 8        | Social Studies        | STAAR        | Meets               | 29        | 34        | 36        | 21        |      |
| 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 the 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:** 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:** After looking at discipline data, there are 3 main causes for office referrals (serious infractions), including attendance, violating student code of conduct, and vaping.

**Root Cause:** Attendance: Our daily campus student attendance is 95%. What we have noticed about attendance is that it seems to be the same kids who are repeatedly absent. Students state that their parents do not want to drive them to school. The drop out rate is 2.5%. When admin is involved, it helps with attendance. The administration monitors absences daily and we have put in place ways to monitor.

**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.

**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 2025-26 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

On our campus, we have continued to see the success of various programs. After-school and Saturday tutorials were a success, and many students were impacted by their implementation. Our campus continues to be home to many high-quality educators that are able to effectively meet the needs of our campus and its students. This year, teachers felt less pressure from Instructional Snapshots, and felt less like the pressure was off in regards to them feeling like “gotcha” scenarios, but instead received valuable feedback. Technology continues to be effectively integrated into classrooms, and the absence of cellphones enhanced the learning environment.

## Problem Statements Identifying School Processes & Programs Needs

**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.

**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:** After looking at discipline data, there are 3 main causes for office referrals (serious infractions), including attendance, violating student code of conduct, and vaping.

**Root Cause:** Attendance: Our daily campus student attendance is 95%. What we have noticed about attendance is that it seems to be the same kids who are repeatedly absent. Students state that their parents do not want to drive them to school. The drop out rate is 2.5%. When admin is involved, it helps with attendance. The administration monitors absences daily and we have put in place ways to monitor.

# 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 indicate 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:** Lack of parent involvement/accountability.

**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.