

**Galena Park Independent School District**  
**Woodland Acres Elementary School**  
**2022-2023 Comprehensive Needs Assessment**



**Board Approval Date:** August 8, 2022

# Mission Statement

At Woodland Acres Elementary, students, family, school staff, and community will work together to develop life-long learners and productive citizens.

## Vision

At Woodland Acres Elementary, we believe that our children are our future. Therefore, we will strive to do all we can to create a school that is highly regarded for its academic excellence and for its contribution to actively serving and improving the Woodland Acres Community.

## Core Beliefs

Woodland Acres Elementary, named after the Woodland Acres community, opened in 1954 with Felix Klein as principal. Since that time, Woodland Acres Elementary has been the hub of the community. It has been led by Huey Cook (1960's-1988), Francis Ramsey (1988-1997), Orphalinda Bazán (1997-2005), Michelle Chae (2005-2007), Joanne Garza (2007-2009), Gloria Vásquez (2009-2012), Julissa Alcantar-Martinez (2012-2013), Bianca B. Shaughnessy (2013- 2017), and now currently, Sandra A. Rodriguez (2017-Present).

In the fall of 2018, the new Woodland Acres Elementary school building opened ready to serve PK (3 years old)-5th grade. Rebuilding WAES was one of four campuses that were approved with the 2016 bond of \$290 million dollars.

Currently, our campus serves approximately 450 students in various programs such as Dual Language/Two-Way Immersion, One-Way Dual Language, ESL, Gifted and Talented, and Special Education/Resource. Overall, the campus has a reputation of being "Small, but Mighty," yielding high results on state assessments and winning several accolades throughout the years!

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# Comprehensive Needs Assessment

Revised/Approved: June 16, 2022

## Demographics

### Demographics Summary

Woodland Acres Elementary is the smallest elementary campus in Galena Park ISD. We are located on the south side of the district and serve students from PK to 5th grade. Our student body is approximately 450 students, comprised of 93% Hispanic, 2% African American, 2% White, 1% Asian, and 1% of two or more races. The campus is 81% economically disadvantaged and has 61% English Learners. We host the district's only Two-Way Dual Language program that follows an 80/20 model in kindergarten and first grade. Grades 2-5 have a 50/50 model. Due to this, we have a large group of students that transfer into our school with many being employee children looking to acquire Spanish as a second language. Additionally, we have one of the largest Gifted and Talented populations in the district with 13%.

The staff of Woodland Acres is 80% Hispanic, 13.3% White, and 6.7% Asian. All of our teachers are highly qualified with 4-year degrees and teaching certifications. In addition, all staff is Bilingual or ESL certified. The staff consists of veteran teachers with 70% having 6-20 years and the average years of experience are 11.7 years. We also have four instructional aides that support PK4, K-2, and 3-5. Our students have the opportunity to attend Physical Education, Music, Art, or Library once a week.

We are moving into our fifth year in our new facility. This has allowed our campus to have state-of-the-art technology such as two computer labs, interactive panels in every classroom, LightSpeed systems in every room, and classroom computers. Students in grades 1-5 are 1:1 with Chromebooks provided to every student.

The students at Woodland Acres Elementary have generally good attendance. For the 2021-2022 school year, the attendance average was 96%.

### Demographics Strengths

The strengths of Woodland Acres Elementary are:

- Great student attendance
- Low staff turnover rate (11+ years of experience for many staff members)
- Several extracurricular opportunities for students
- Variety of opportunities such as TWI, GT, Bilingual, ESL
- Accessible technology (All classrooms have interactive panels, LightSpeed System, a document camera, a camera, and multiple screens/monitors. Students have access to iPads, Chromebooks, and computer labs, in addition to robots.)
- Diversity in staffing and experiences is increasing

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Students at Woodland Acres Elementary need greater exposure to Social Emotional Learning and Character Education. **Root Cause:** Due to the pandemic and societal pressures, students need strategies to cope with their emotions and feelings.

**Problem Statement 2:** Students and staff at Woodland Acres Elementary struggle with following the structure and routines established by our Foundations Team. **Root Cause:** Student safety and security needs to be addressed.

**Problem Statement 3:** The demographics of WAES indicate a large Hispanic population, but within that there are differences in Latin/Central American cultures and traditions that students need to understand to make them global citizens and gain appreciation to all cultures. **Root Cause:** The lack of diversity of our campus and the need to teach students awareness, tolerance, and cultural sensitivity.

**Problem Statement 4:** Increase staff awareness and skills with addressing students with individualized education plans and accommodations through SPED, 504, EB, etc. **Root Cause:** The SPED population significantly increased the past two years as heightened by the pandemic. More classrooms have students now identified as SPED or 504 in addition to being EBs.

**Problem Statement 5:** Chronic absenteeism and tardies impact instructional time and academic achievement. **Root Cause:** Due to the pandemic, students became accustomed to not coming to stay day to day and in person.

# Student Learning

## Student Learning Summary

The collaborative efforts of all stakeholders at WAES are tremendous! Retired teachers, college tutors, homegrown students, designated subs, plus our regular faculty and staff worked before, during, and after school to help students close gaps created by COVID during the past two years. During this year, we will incorporate data-driven instruction (DDI) in all tested subjects and grades. We will also continue with team planning, and extended planning during those days provided by the district calendar. We will continue to build capacity in each other as we navigate through the upcoming year.

Based on the preliminary STAAR scores received for 2021-2022, our students performed as such:

### STAAR Reading:

Approaches: 82% (2019: 81% and 2021: 70%)

Meets: 57% (2019: 51% and 2021: 39%)

Masters: 34% (2019: 21% and 2021: 20%)

### STAAR Math:

Approaches: 78% (2019: 84% and 2021: 62%)

Meets: 48% (2019: 57% and 2021: 32%)

Masters: 23% (2019: 32% and 2021: 20%)

### STAAR Science:

Approaches: 72% (2019: 84% and 2021: 62%)

Meets: 51% (2019: 57% and 2021: 32%)

Masters: 25% (2019: 32% and 2021: 20%)

## Student Learning Strengths

At Woodland Acres Elementary, we do well with:

- Student progressing and increasing STAAR passing rate from 3rd to 4th and from 4th to 5th
- Supporting students with tutorials, interventions, and small groups
- Conducting common team planning (on Tuesdays)
- Collaborating during DDI/TIL in reading and math during 21-22 (3rd and 4th grade)

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Students at Woodland Acres Elementary need greater exposure to Social Emotional Learning and Character Education. **Root Cause:** Due to the pandemic and societal pressures, students need strategies to cope with their emotions and feelings.

**Problem Statement 2:** The demographics of WAES indicate a large Hispanic population, but within that there are differences in Latin/Central American cultures and traditions that students need to understand to make them global citizens and gain appreciation to all cultures. **Root Cause:** The lack of diversity of our campus and the need to teach students awareness, tolerance, and cultural sensitivity.

**Problem Statement 3:** Increase staff awareness and skills with addressing students with individualized education plans and accommodations through SPED, 504, EB, etc. **Root Cause:** The SPED population significantly increased the past two years as heightened by the pandemic. More classrooms have students now identified as SPED or 504 in addition to being EBs.

**Problem Statement 4:** Chronic absenteeism and tardies impact instructional time and academic achievement. **Root Cause:** Due to the pandemic, students became accustomed to not coming to stay day to day and in person.

**Problem Statement 5:** We need to ensure parents understand grade level expectations at the beginning of the year. **Root Cause:** Due to the pandemic, parents lost touch with coming to school activities and/or school expectations.

# School Processes & Programs

## School Processes & Programs Summary

Based on campus surveys, stakeholders describe Woodland Acres Elementary as a safe and respectful establishment. The small campus exhibits a family-oriented atmosphere where visitors feel "at home." The campus aims to deliver top-rated customer service by having a bilingual office staff. In addition, communication to parents such as electronic flyers and newsletters, call-outs, marquee announcements, text messages, emails, etc. are offered and presented in English and Spanish. We have become proficient in using School Status and Blackboard to send mass communications to parents and families.

Woodland Acres Elementary is also successful in maintaining a low teacher turnover. The majority of the staff has 10+ years of experience, which indicates staff feels supported and content. Highly qualified professionals are recruited and acquired through internships, substituting, or recommendations. Teachers work in teams and collaboration is fostered through weekly team planning meetings. CICs provide assistance during these planning meetings, as well as push-ins/pull-outs, and modeling/coaching. We offer a variety of leadership opportunities such as the Campus Leadership Team, club sponsorship, participation in committees, and the district's Aspiring Academies. New teachers are mentored and checked in monthly.

Students at Woodland Acres Elementary feel safe on campus and there are few discipline referrals. During daily announcements, positive affirmations are shared and wise words of wisdom too. We add character education and SEL moments during announcements each day.

At Woodland Acres Elementary, students have the opportunity to take part in a variety of extracurricular activities. Students can attend tutorials/office hours, Makerspace Club, Robotics Club, Honor Choir, Girls Club, Boys Club, Honor Society, and Student Council.

## School Processes & Programs Strengths

At Woodland Acres Elementary, we do well with:

- Keeping open lines of communication between all stakeholders through district-provided platforms
- Maintaining teacher retention at a high rate
- Infusing teamwork and fostering collaboration between faculty and staff
- Hiring ESL and Bilingual certified staff
- Giving staff members opportunities to be involved in committees and/or extracurricular events such as PTA

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 2:** Students and staff at Woodland Acres Elementary struggle with following the structure and routines established by our Foundations Team. **Root Cause:** Student safety and security needs to be addressed.

**Problem Statement 4:** Increase staff awareness and skills with addressing students with individualized education plans and accommodations through SPED, 504, EB, etc. **Root Cause:** The SPED population significantly increased the past two years as heightened by the pandemic. More classrooms have students now identified as SPED or 504 in addition to being EBs.

**Problem Statement 5:** Chronic absenteeism and tardies impact instructional time and academic achievement. **Root Cause:** Due to the pandemic, students became accustomed to not coming to stay day to day and in person.

**Problem Statement 6:** We need to ensure parents understand grade level expectations at the beginning of the year. **Root Cause:** Due to the pandemic, parents lost touch with coming to school activities and/or school expectations.

**Problem Statement 7:** More students are experiencing pauses or regression in their learning mentally, socially, and academically. **Root Cause:** Due to COVID, students lost instructional time and became unfamiliar with school routines and expectations.

**Problem Statement 8:** Due to our number of emerging bilinguals in one-way and two-way dual language, we need to support second language acquisition practices and educators. **Root Cause:** Students need to show progress in English and/or Spanish as they move through our bilingual programs.

# Perceptions

## Perceptions Summary

Woodland Acres Elementary is a campus that values consistency, collaboration, and academic excellence. We valued and embrace the size of our campus and believe we are "small but mighty!" Our students participate and excel in academics as well as extracurricular activities. Our staff stays relevant and current with best teaching practices as led by our Campus Instructional Coaches and Interventionists. The staff also engages in staff development to stay abreast of new teaching practices. Several staff members have completed or are in the process of continuing their education with master's degrees or additional certifications.

Students at Woodland Acres Elementary demonstrate hard work and perseverance. Our data shows we are able to significantly improve a student's academic performance from the beginning to the end of the year. This is done by students staying on task, having great attendance, and having minimal office referrals.

Our parents are overall satisfied with the campus and are ready to be back physically on campus.

Our teachers are also overall satisfied with the campus, yet feel the national concerns related to the economy/inflation, teacher pay, and the value of educators.

## Perceptions Strengths

Woodland Acres Elementary possesses the following strengths:

- Small campus where students/families are known by the name
- Parents feel respected and welcomed
- Bilingual staff that can communicate in English/Spanish
- Consistency with administrators and staff
- Deliver positive customer service
- Value teacher planning time
- Allow for staff development and professional growth

## Problem Statements Identifying Perceptions Needs

**Problem Statement 2:** Students and staff at Woodland Acres Elementary struggle with following the structure and routines established by our Foundations Team. **Root Cause:** Student safety and security needs to be addressed.

**Problem Statement 3:** Chronic absenteeism and tardies impact instructional time and academic achievement. **Root Cause:** Due to the pandemic, students became accustomed to not coming to stay day to day and in person.

**Problem Statement 4:** Parents are desiring to be more involved and present on campus. **Root Cause:** Due to COVID, we were unable to allow volunteers or outside visitors.