

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



Woodland Acres Middle School

Home of the Hornets

Board Approval Date: August 8, 2022

Mission Statement

To belong to a school where my current and future success is assured because the academic, social, and emotional needs of all students and staff are met regardless of their skill level.

Vision

Our vision statement is, "One School, One Team, One Dream"

Core Beliefs

History of Campus and Important Changes

Woodland Acres Middle School opened in 1946. Our school began serving a small community that includes two feeder campuses: Woodland Acres Elementary and Pyburn Elementary. We currently serve 534 students in grades 6th, 7th, and 8th grade.

Student programs that we currently have on-campus include English as a Second Language; Special Education including the Life Skills Program for our special needs students; PASS; New Arrival Center for those students new to the United States. Other activities available for our students include cheerleading, dance, band, choir, yearbook club, UIL, Boys Club, and an all-girls STEM club, NJHS, and Student Council.

Last year WAMS focused on meeting and implementing district initiatives. Teachers were continually exposed to Fundamental Five practices through department meetings, Faculty PLCs, and in "The Buzz", a weekly newsletter. Each week an instructional strategy was shared to promote small groups' purposeful talk and critical writing. These were the two areas of the Fundamental Five that needed continuous reinforcement from department chairs, Specialists, and administrators. We also sent teachers to the Lead4ward staff development seminar to ensure we take a proactive approach and effectively prepare for the STAAR state assessments. We believe in building relationships with students, staff, and parents. We believe that our continued success can be attributed to our increase in parental involvement.

To address the needs of special education students, our campus implemented a collaborative teaching model (co-teaching) which has been incorporated into all core classes during the past four years. This teaching model has helped students close academic gaps and make adequate academic gains.

Supplemental support classes, known as Math Plus, Science Plus, and Reading Plus were added to the master schedule to assist 8th graders as we prepare them for 5 STAAR assessments in May 2019. The purpose of these classes is to help students receive accelerated instruction in the areas of need thus resulting in academic success.

We provided a STAAR Carnival during the Spring semester as remediation and enrichment for students at various academic levels, and as a way to expose parents to the level of rigor, students are expected to learn.

The campus is in its 9th year of implementing the Foundations discipline approach and in 2018-2019 the campus implemented CHAMPS as a positive approach to discipline. This was very successful and will continue for the 2022-2023 school year.

Comprehensive Needs Assessment

Where We Are Now:

Woodland Acres Middle School (WAMS) is one of twenty-three schools in Galena Park Independent School District.

Based on the Campus Needs Assessment, the following items were rated as the top five areas for providing improvement for the 2019-2020 school year:

1. Reading Comprehension improvement
2. Writing Across the Curriculum
3. CHAMPS, FUNDAMENTAL FIVE
4. Consistency with discipline
5. Provide incentives to staff/students for attendance

For the 2022-2023 school year at WAMS, we will continue to implement components of the Fundamental Five, and incorporate research-based instructional strategies with the teachers every 6-9 wks. All on-campus staff development will be provided to the teachers and staff based on the Fundamental Five and those instructional strategies deemed essential for our campus to grow professionally. All teachers will choose either one component of the Fundamental Five as a TTESS goal or a focus for implementing blended learning within their classrooms to ensure a year-long focus on implementing best practices.

Our State Compensatory Program includes Disciplinary Alternative Education Programs (DAEP) center and the option for teachers to use for science courses as well as Compass and Achieve 3000 for reading and math. We also continue to provide educational field trips to expose students to a variety of experiences outside of the normal school environment.

Appropriate district referrals for pregnant students are made, and we participate in the annual dropout recovery walk. We house a New Arrival Center on campus to service all students newly arriving in the United States. We promote college readiness and have created a curriculum in alignment with the TEKS to promote rigor and relevance. We also took the students to college campuses to learn about the different levels of education. We work closely with district content specialists to maximize student success by teaching at a higher cognitive level through differentiated instruction. ESL classes are provided for all LEP students. We offer many courses to obtain high school credit: Algebra I, Spanish 1, Spanish 2, Spanish for Native Speakers, Digital Art, and Touch Data.

Our school-wide Title I program consists of Coffee with the Counselor, the Annual Drug-Free March, after-school tutorials, Meet the Teachers, and a STAAR Carnival to encourage parental participation on campus.

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Comprehensive Needs Assessment

Revised/Approved: July 12, 2022

Demographics

Demographics Summary

Woodland Acres Middle School (WAMS) is one of twenty-six campuses in Galena Park Independent School District. Woodland Acres Middle enrolled a total of 598 students this 2021-2022 school year. We have a total of 59 staff members to meet the needs of the students. Our master schedule for 2021-2022 will be blocked with an A/B rotation every other day.

Our student population is as follows:

School Population (2020-2021)	Count	Percent
Student Total	556	100%
6th Grade	192	34.5%
7th Grade	185	33.3%
8th Grade	179	32.2%
Gender		
Female	271	48.7%
Male	285	51.3%
Ethnicity		
Hispanic-Latino	488	91.39%
Race		
American Indian - Alaskan Native	4	0.75%
Asian	4	0.75%
Black - African American	24	4.49%
Native Hawaiian - Pacific Islander	0	0.00%
White	12	2.25%
Two-or-More		

School Population (2021-2022)	Count	Percent
Student Total	598	100%
6th Grade	194	32.8%
7th Grade	210	33.7%
8th Grade	207	33.5%
TOTAL	611	100%
Gender		
Female	284	46.9%
Male	327	53.1%
Ethnicity		
Hispanic-Latino	570	94.02%
Race		
American Indian - Alaskan Native	0	0%
Asian	1	0.17%
Black - African American	24	3.34%
Native Hawaiian - Pacific Islander	0	0%
White	14	2.2%
Two-or-More	2	0.26%

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 welcome parents to visit the campus and to attend events such as Coffee with the Counselor, award presentations, and sporting events. WAMS provides many after-school activities and clubs such as The Leading Ladies Club, Boys' Club, Tutorial Programs, National Junior Honor Society, Student Council, Choir solo practices, and Band solo practices, and athletic events. When it comes to building relationships, WAMS will incorporate strategies to become more familiar with both faculty and students' background in order to form a more cohesive school culture. Discipline is based on the 5+1 identified behaviors and WAMS has seen a decrease in discipline incidents from previous years. WAMS eliminated the need for an ISS room in 2019-2020 and the teachers and leadership team have continued to identify other ways to protect instructional time. E-Hall pass has been utilized to ensure that students remain in the classroom as much as possible and has helped to decrease discipline incidents. Also, WAMS led the district in attendance due to a systemic approach to monitoring attendance.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Lower teacher and student morale than we would like **Root Cause:** Some students/families do not value education, which affects academic growth for all students.

Student Learning

Student Learning Summary

For the 2021-2022 school year, we are going to continue to implement the Fundamental Five, Kagan Structures, and the PLC Process (DDI). All on-campus staff development will be provided to teachers and staff based on the Fundamental Five framework. Teachers and staff will also continue to participate in Personalized Professional Learning. This gives teachers opportunities to reflect on areas where growth is needed and create targeted plans (including activities and artifacts) to improve their instruction. Teachers are receptive to customized professional development that will assist them in improving student success.

New teachers to education and new teachers to WAMS will attend monthly mentor meetings so that they become accumulated to the "WAMS Way."

Woodland Acres Middle provides a variety of technology resources to staff and students. We currently have iPad class sets for four different math teachers and iPads for instructional use for math teachers. There are three iPad carts for teachers to check out. There is also a Chromebook cart for teachers to check out. with an additional 30 Chromebooks for the 2021-22 school year. Teachers are also provided CPS Clickers for checkout at the beginning of the year. All Pre-AP teachers have a Promethean Board in their room. Each teacher has a desktop computer, projector, and document camera in his or her room. We have four computer labs on this campus. Next year we will be adding a third computer lab for our new classes, Digital Art and Animation and Design.

Student Learning Strengths

Each core area department meets weekly to plan and collaborate in a Professional Learning Community (PLC). Our Faculty PLCs offer teachers instructional ideas/strategies that can be implemented in the classroom. Specialists meet with teachers on a regular basis during the school day as well as after school. WAMS leaders consistently communicate the importance of setting high academic expectations, and successes are celebrated by recognizing teachers and students for good attendance and academic growth. Academic growth is attained by providing lessons and assessments that are rigorous (and aligned with the state standards) to our students. Our teachers receive in-district and out-of-district training to provide our students with rigorous lessons and activities. Students in Pre-AP courses are performing higher than other students. The COVID-19 pandemic presented many challenges, but our staff stepped up and met the challenges confidently. We have solid plans moving forward to ensure we intervene appropriately to help our students close performance gaps.

Teachers use a variety of resources to instruct students such as technology, and manipulatives, among other resources. Technology strengths include access to Chromebooks/ipads, clear touch panels (12 on-campus), projectors in every room, two integration labs-Windows 10, Google Suite, WiFi in every classroom, and technologically experienced technical staff. Every one of our teachers is proficient with the google platform.

Most Recent Assessment Results: 2021-2022

Reading

We exceeded our Reading scores from 2021 in each scoring category. In Approaches, we were only 2 percentage points away from our 2019 score. Our Meets score increased by over 10% and Masters increased by 25%.

Math

WAMS exceeded our 2021 scores in all categories. We increased our scores in the Masters category by over 20%.

Social Studies

In Social Studies our scores led the district and surpassed even the GPISD averages across all scoring categories. We exceeded our 2021 scores and met our Masters score in 2019

Science

In 8th grade Science, we again exceed in all scoring categories. In Meets, we were only 6 percentage points away from our 2019 score. However, our Masters score increased by 35%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: We lack a strong system of supports for students that allow for appropriate interventions/extensions during the school day. **Root Cause:** Many of our students cannot attend morning or after-school tutorials because they are involved in extracurricular activities.

School Processes & Programs

School Processes & Programs Summary

WAMS only hires highly qualified teachers, and the campus had the highest STAAR scores in the district as compared to the other middle schools.

Administrators support teachers seeking or needing additional professional development. Last year, teachers worked together well to address teaching during the pandemic. Teachers became more tech-savvy and provided blended learning environments to allow for effective interventions for students.

School Processes & Programs Strengths

Administrators support teachers seeking or needing additional professional development.

To support new teachers, Mr. M. Cormier, will be assigned to model classroom management and best practices.

Our EOY survey indicated good consistency with discipline interventions. For 2022-2023, WAMS will continue to implement and reinforce CHAMPS campus-wide to decrease student discipline referrals. In addition, Restorative discipline will be implemented by administrators, and teachers will assist in the identification of students who display monthly character traits.

Faculty and staff voted on our vision statement, "One School, One Team, One Dream." The STING Team or Foundations committee meets once a month to discuss concerns with discipline and safety. Prior to ending the school year, the committee revised the campus discipline plan and is planning ongoing training for all campus members.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We need to improve the use of our instructional time and resources. **Root Cause:** Lack of coherent processes to support the best use of instructional time and resources.

Perceptions

Perceptions Summary

WAMS has created a family-oriented environment, positively welcomes parents/community members at school, and assists with meeting student/family needs. We need to make a concerted effort to show we care, whether it is about the school, each other, or our students. This can be done in a multitude of ways.

We believe we need a campus vision/mission (kid-friendly, community-friendly) with a focus on safety/discipline. "One School, One Team, One Dream" vision statement has been adopted. Our mission statement will derive from our faculty and staff defining what our "dream" is for our students. Our EOY survey indicated good consistency with discipline. For 2021-2022, WAMS will continue to implement CHAMPS campus-wide to decrease student discipline referrals. In addition, Restorative Discipline strategies will be implemented by administrators.

We hold monthly parent meetings (Coffee with the Counselor), specific topics of interest are discussed, the meetings are in English/Spanish, family events are held after school to increase parental involvement, and the counselor schedules individual parent conferences as needed.

WAMS promotes family and community involvement within our school. We hold many events throughout the year that are communicated through the marquee, monthly newsletters, call-out system, and the WAMS website. Our school maintains an open-door policy where parents and students may meet with the counselor or administrators at any time. We encourage parents to volunteer for events, activities, and field trips.

Student Council and NJHS programs were both started in 2018-2019 and will continue during the 2022-2023 school year. In addition, a Girl's club has been started to support the young ladies on campus to address their social and emotional needs.

Perceptions Strengths

WAMS has a population of students who are engaged in their education. Faculty and staff have a positive rapport with students, and most importantly, we feel teachers are at WAMS because they want to do what is best for students.

Administrators are clear with the expectations and how our instructional performance will be measured (TTESS). The master schedule maximizes the amount of time spent in instruction.

We have had an increase in parental involvement each year. We offer a variety of events throughout the year for parents to attend where they can give input and be more involved with the school's operation. We offer these events at a variety of times to meet everyone's needs. WAMS offers many programs where parents are encouraged to participate including; Coffee with the Counselor, 6th-grade orientation, open house night, athletics orientation, NAC Parent Night, awards ceremonies, and career day.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Lack of recognition for students' positive milestones **Root Cause:** We reward/celebrate students for perfect attendance and A/B Honor roll.