

Galena Park Independent School District

Woodland Acres Elementary School

2023-2024 Comprehensive Needs Assessment

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Board Approval Date: August 1, 2023

Mission Statement

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Comprehensive Needs Assessment

Revised/Approved: May 12, 2023

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, 3% White, 1% Asian, and 1% of two or more races. The campus is 83%

Problem Statement 1: WAES' demographics are largely Hispanic and the staff is predominately female. **Root Cause:** The lack of diversity (gender, ethnicity, cultural backgrounds) in our campus indicates we need to teach students about awareness, tolerance, acceptance and cultural sensitivity.

Problem Statement 2: Increase staff awareness and skills with addressing students with individualized education plans, modifications and accommodations through RTI, GT, SPED, 504, At-Risk, EB, etc. **Root Cause:** We have a wide spectrum of students and mostly all classrooms have students identified as GT, SPED, 504, At-risk, EB, etc.

Problem Statement 3: Chronic absenteeism and tardies impact instructional time and academic achievement. **Root Cause:** Regaining our attendance percentage has been difficult

Student Learning Summary

The collaborative efforts of all WAES stakeholders have been 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. These past two years we have incorporated data-driven instruction (DDI) in all tested subjects and grades. We continued with weekly team planning and added extended planning weekly for Grades 3-5 and during district staff development days.

Below you will find a brief breakdown of how we did on STAAR. These are raw scores and the percentage of students "likely to pass." We will get a better picture of how we did on August 11, 2023.



2023 Science STAAR Raw Data

3rd grade

School Processes & Programs Summary

Based on campus surveys, stakeholders have a clear understanding of the campus vision, mission, motto, and goals.

Additionally, 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 11+ 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 by the Lead Campus Mentor. Administrators believe in building capacity and supporting individuals' goals and aspirations.

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 are also given. 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.

Students are recognized on their birthday, for outstanding attendance, academics, skills, and character throughout the year.

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;
- Staff feels supported with RTI, technical support, and safety updates;
- Giving staff members opportunities to contribute to the campus culture, traditions, and organizations; and
- Building capacity and developing future leaders.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Increase staff awareness and skills with addressing students with individualized education plans, modifications and accommodations through RTI, GT, SPED, 504, At-Risk, EB, etc. **Root Cause:** We have a wide spectrum of students and mostly all classrooms have students identified as GT, SPED, 504, At-risk, EB, etc.

Problem Statement 2: Chronic absenteeism and tardies impact instructional time and academic achievement. **Root Cause:** Regaining our attendance percentage has been difficult

after the pandemic; parents are keeping students home longer when sick or are keeping them home out of caution.

Problem Statement 3: We need to ensure parents are aware of school resources (Classlink apps, Google Classroom), academic expectations and ways in which to check their child's progress in Skyward. **Root Cause:** Parents are unaware of grade level expectations or of all the resources they have available to support their child's academic growth.

Problem Statement 4: WAES' demographics are largely Hispanic and the staff is predominately female. **Root Cause:** The lack of diversity (gender, ethnicity, cultural backgrounds) in our campus indicates we need to teach students about awareness, tolerance, acceptance and cultural sensitivity.

Problem Statement 5:

Perceptions Summary

Woodland Acres Elementary is a campus that values consistency, collaboration, and academic excellence. We 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 and staff are overall satisfied with the campus and feel welcomed.

Perceptions Strengths

Woodland Acres Elementary possesses the following strengths:

- Small campus where students/families are known by their names
- Parents feel respected and welcomed
- Bilingual staff that can communicate in English/Spanish
- Consistency with administrators and staff

Problem Statement 6: Increase parent training over online programs and other technology tools accessible to them, such as Skyward. **Root Cause:**