

# Galena Park Independent School District Cloverleaf Elementary Campus Improvement Plan

## 2013-2014

### Section 1- Introduction

1. School: Cloverleaf Elementary
2. Location: 1035 Frankie  
Houston, TX 77015
3. Budget Manager: Lee Brown
4. Current School Advisory Team Members & Position:

Administrators	Teachers	Others
Lowell Brown, Principal	Victoria Gomez, PK	Dora Arredondo, Clerical
	Kristina Martinez, K/SpEd	<b><u>Parents</u></b>
Mary Dennis, Asst Principal	Maria Parades, K	Rosa Sanchez-Arguello
	Sergio Zavala, 1st	Edith Gonzalez
Chairperson, Christina Rodriguez Teacher – 5th	Jennifer Shriner, 1st	<b><u>Community Reps</u></b>
	Molly Miranda, 2nd	Melanie Ayers
	Victoria Barrera, 2nd	Joe LeBlanc
	Abigail Marayag, 3rd	
Secretary: Mary J. Bernard, Teacher – 5th	Ashley Blount, 3rd	<b><u>Business Reps</u></b>
	Julie Maldonado, 4th	Bob Livingston
	M. Teresa Flores, 4 <sup>th</sup>	
	Milagros de Larrazabal, 5th	
	Cristina Wehmeyer, Specialist	
	Jessica Cantu, Special Education	
	Brooke Lyles, Enrichment	

## **5. Campus Mission/Vision Statement:**

**Motto: Learning to Serve, Serving to Learn**

**Mission: Our goal at Cloverleaf Elementary is to produce healthy, well-rounded, intelligent, and honorable children who will be successful in life.**

## **Section 2 - Comprehensive Needs Assessment**

### **1. Where We Have Been:**

#### **A. History of Campus and Important Changes**

Cloverleaf Elementary was built in 1942. Romanus Frank Nadolney, better known as "Peaches" played college football for the University of Notre Dame, the Green Bay Packers and the Milwaukee Badgers. Upon completion of his football career, he moved to this area to establish a residential subdivision to be named "Clover Leaf Farms". In 1942, the school board matched funds that were allotted by President Roosevelt to construct a new school in the Galena Park Independent School District. Mr. Nadolney and his wife, Frances donated a seven-acre tract of land in the Clover Leaf Farms subdivision for the new elementary school.

Cloverleaf Elementary is the second oldest elementary campus in the Galena Park Independent District. Since its origination, a number of additional buildings have been constructed to meet the growing demands of the community and students. As a result of the new construction, the original building was replaced in 1997. In December 2003, the school library at Cloverleaf Elementary was dedicated in memorial of Frances I. Nadolney.

Cloverleaf Elementary was Galena Park ISD's first Exemplary School in 1997-1998. That status was maintained in 1998-1999, 1999-2000, and 2001-2002. Cloverleaf received a rating of Recognized in 2011, along with the following Gold Performance Acknowledgments: Commended on Writing; Commended on Science.

## B. Attendance

<b>2009-2010</b>	<b>96.9%</b>
<b>2010-2011</b>	<b>97.3%</b>
<b>2011-2012</b>	<b>96.9%</b>
<b>2012-2013 (through 5-17-13)</b>	<b>96.8%</b>

## C. AYP for 2011-12

Cloverleaf Elementary met AYP in all areas.

## D. TAKS/STAAR Demographic Data for Campus

### 2011

	<b>Reading/ELA</b>	<b>Mathematics</b>	<b>Writing</b>	<b>Science</b>
<b>Campus</b>	<b>86%</b>	<b>86%</b>	<b>90%</b>	<b>83%</b>
<b>African American</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Hispanic</b>	<b>86%</b>	<b>86%</b>	<b>91%</b>	<b>84%</b>
<b>White</b>	<b>79%</b>	<b>79%</b>	<b>75%</b>	<b>-</b>
<b>Special Education</b>	<b>84%</b>	<b>84%</b>	<b>83%</b>	<b>50%</b>
<b>Econ Disadvantage</b>	<b>87%</b>	<b>87%</b>	<b>90%</b>	<b>84%</b>
<b>LEP</b>	<b>83%</b>	<b>83%</b>	<b>91%</b>	<b>67%</b>

### 2012

	<b>Reading/ELA</b>	<b>Mathematics</b>	<b>Writing</b>	<b>Science</b>
<b>Campus</b>	<b>64%</b>	<b>77%</b>	<b>59%</b>	<b>73%</b>
<b>African American</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Hispanic</b>	<b>63%</b>	<b>77%</b>	<b>59%</b>	<b>72%</b>
<b>White</b>	<b>39%</b>	<b>78%</b>	<b>67%</b>	<b>75%</b>
<b>Special Education</b>	<b>68%</b>	<b>61%</b>	<b>50%</b>	<b>50%</b>
<b>Econ Disadvantage</b>	<b>64%</b>	<b>76%</b>	<b>58%</b>	<b>74%</b>
<b>LEP</b>	<b>54%</b>	<b>72%</b>	<b>58%</b>	<b>53%</b>

## **2. Where We Are Now:**

# **Cloverleaf Elementary Comprehensive Needs Assessment**

## **School Profile**

Cloverleaf is one of fifteen elementary campuses in Galena Park Independent School District. Cloverleaf opened its doors in 1943 and serves predominantly lower and middle class families. Cloverleaf serves 852 students in grades EE to fifth grade. Five years ago, in 2008, 901 students were served by the campus by the end of the school year. The decrease of 9% over the five year span was the result of a new elementary campus opening in our community. Cloverleaf's campus organization includes a combination of self-contained and departmentalized classrooms, and inclusion of students with special needs at all grade levels.

**Student Population based  
on 2011-2012 AEIS Report:**

African American	7	<1%
Hispanic	750	91%
White	53	6%
Asian	3	< 1%
Other	10	1%

**2012-2013 Student  
Population (as of 5-17-13):**

African American	5	<1%
Hispanic	797	94%
White	43	5%
Asian/Pacific	3	<1 %
Other	4	<1%

Economically Disadvantaged	792	95%
LEP	552	66%
At Risk	714	86%
Male	411	50%
Female	412	50%

Economically Disadvantaged	791	93%
LEP	606	71%
At Risk	699	82%
Male	407	48%
Female	445	52%

Cloverleaf Elementary staff population based on 2011-2012 AEIS Report:

African American	1	1.9%
Hispanic	27	50%
White	22	40.7%
Asian	3	5.6%
Two or More Races	0	
Male	7	13%
Female	47	87%

Cloverleaf Elementary staff experience based on 2010-2011 AEIS Report:

Beginning Teachers	0	
1-5 Years Experience	11	20.4%
6-10 Years Experience	22	40.7%
10-20 Years Experience	15	27.8%
Over 20 Years Experience	6	11.1%

Average years of experience: 10.9 years of Highly Qualified teachers  
 Cloverleaf has 100% of Highly Qualified teachers and 100% of highly  
 Qualified paraprofessionals.

The overall mobility rate for Cloverleaf Elementary is approximately 13.9%. The average daily attendance rate for students:

<b>Grade</b>	<b>Enrolled</b>	<b>Percent</b>
EE	7	89.56%
Pre-Kindergarten	111	94.35%
Kindergarten	115	95.87%
First	134	96.8%
Second	134	97.16%
Third	118	97.32%
Fourth	118	97.56%
Fifth	115	97.32%
School Total	852	96.81%
Staff	78	96.5%

There are a total of 128 discipline referrals this year which is no change from last year (no increase, no decrease).

Cloverleaf serves 585 Limited English Language students, 60 students in the Gifted and Talented program (38% male, 62% female, and 72% LEP), 12 students identified for 504 services, RtI students comprised of all Tiers: Tier I - 55 students (38%); Tier II – 89 students (61%); Tier III - 1 student (<1%). There are 72 students served through special education services (8%); 4 students are currently in progress for testing; and 3 students tested, but not qualified for special education services.

## **Survey Data**

The staff indicates that we need to increase student attendance, improve Classroom Discipline through Character Ed, improve Early Intervention and increase effective teaching strategies.

## **Special Programs**

Our School-wide Title I program consists of parent involvement activities, after school and Saturday tutorials, open house, Drug Awareness, Fire Prevention, Health and Wellness, and Early Act First Knight Student Character Education Program, which includes involvement from the Northshore Rotary Service Organization.

Our State Compensatory Program (SCE) consists of a summer Science program, a summer Math program, and a summer Early Intervention program for Kindergarten and 1<sup>st</sup> grade.

### **3. Where We Are Going:**

#### **A. Comprehensive Needs Assessment Process**

The Cloverleaf Elementary needs assessment process is described below. The site-based decision-making team evaluated the previous years' data. The committee evaluated programs, survey results, and the following data: Benchmarks, DRA, STAAR, Attendance (students and staff), student participation in after school and Saturday tutorials, matching students with mentors (Mentor Program), increasing health and wellness through nutrition programs (Culinary). Documentation of the process includes meeting minutes, agendas, sign-in sheets, and copies of data reviewed.



Committee members reviewed the data listed above to identify areas of strengths and needs. The data showed:

**Student Achievement:**

**Strengths:** Students are performing well in Math and Science on Benchmarks throughout the year. We celebrate students successes each month during Bear Rallies by rewarding students for good behavior, math achievement, and reading improvement. We also recognize the classrooms and grade level that are reading on level in AR and have acquired the most points toward their goals.

**Needs:** With the transition of students from Spanish to English, our needs are focused on improving overall Reading skills. Though we only had 2 students taking a STAAR test in Spanish we need to improve performance of ELL students to meet the rising state standards. We develop plans and incentives for rewarding attendance on a regular basis, to be awarded during our monthly Bear Rallies.

### **Instruction, Curriculum and Assessment:**

**Strengths:** Monitoring student performance throughout the year and trying many interventions in order to make our students successful on benchmarks. We do everything possible to transition kids to English so they will be successful when they enter middle school. We start afterschool and Saturday tutorials in October and continue until the actual STAAR test.

**Needs:** Find ways to improve Reading performance that works well with ELL students.

### **Family and Community Involvement:**

**Strengths:** Our Parent Involvement program is top notch with our Mama Bears leading the way by always supporting our campus with whatever is needed. They work in the parent involvement room and support our campus with incentives, classroom needs and campus displays. Through our PTA and counselor, we implement several parent trainings throughout the year that address family needs as evidenced in the needs assessment survey. A short list of programs throughout the year are: East Harris County and 21<sup>st</sup> Century After school programs, Adult ESL/GED Classes, Citizenship

classes, Grandparent lunches, Family Thanksgiving Luncheon, CYS worker, volunteer luncheons, Relay for Life and many more.

**Needs:** We are considering implementation of MOPS: Mother of Preschooler program to get our mothers focused on student achievement at an earlier age.

### **Staff Quality:**

**Strengths:** Our staff is 100% highly qualified with 94% of our staff either Bilingual or ESL certified. Our staff is great about working together collaboratively to ensure quality instruction, campus safety and student success. We are very understanding of the students and their needs. Through a lot of love and dedication, we work hard to improve their quality of life through education.

**Needs:** We will continue to seek out quality and relevant staff development to better serve our population. We are going to focus on seeking effective teaching strategies for ELL students in the area of Language Arts. We are working on improving Guided Reading Strategies and implementation in all grade levels. Our push for next year will be instruction

through cooperative learning in classrooms so students can get hands on, real world experience on how they can become life long learners.

### **School Culture and Climate:**

**Strengths:** Our staff is very mission focused on helping the students and families in our community.

With us being mission focused, it is easy for us to treat each other like family and to look out for each other.

**Needs:** We need to continue to feed our staff and celebrate the small and large successes throughout the year. Our goal is to find innovative ways to reward staff members for attendance milestones and personal successes.

### **School Organization:**

**Strengths:** We have worked hard the past 4 years to streamline the transition process to help students transition to English. We have also improved communication with the implementation of PLCs in order to vertically align instruction. Our teaming in 1<sup>st</sup> – 5<sup>th</sup> grade has strengthened our teachers' knowledge base so they can become more knowledgeable about the subjects they teach. We've implemented inclusion programs that blend students with special needs into

classrooms with general education in order to improve their social and academic opportunities.

**Needs:** Our Language Acquisition PLC will promote implementation of second language acquisition ideas, theories, and strategies in all grade levels, in order to facilitate the student transition into English.

## **Summary of Identified Needs and Related Strategies**

**B. Based on the Needs Assessment, the following goals and objectives have been approved for the 2012-2013 school year:**

### **Goal 1:**

**Cloverleaf Elementary will provide a safe and productive learning environment for students and employees.**

- Provide Multi-hazard Emergency Operations Plans, which will be tested via emergency preparedness drills, including lockdowns, shelter in place, evacuation, intruder alerts, tornado/bad weather drills, and fire drills.
- Provide students with lessons to ensure they are safe from bullying, and a system to ensure they are protected from harassment for reporting bullying.
- Provide instruction to students in the safe, responsible, legal and ethical behavior while using digital tools and resources.
- Train campus staff members in Foundations.

### **Goal 2:**

**Cloverleaf Elementary will provide opportunities and information to assist students in preparing for college and careers.**

- Provide students with opportunities to explore and develop skills relevant to a chosen career path.
- Invite guest speakers and positive role models to encourage student interest in various career choices.
- Promote College and Career Week in which school-wide emphasis is provided to inform students of college and career choices.
- Provide parent involvement meetings to discuss college options for their children.

### **Goal 3:**

**Cloverleaf Elementary will define and implement measures by which student success for all subgroups can be determined, relative to the tested, foundation areas of curriculum in mathematics, social studies, science, English/Language Arts and Instructional Technology.**

- Assess second and fifth grade students in Technology Application in May of each school year.
- Students in grades K-5 will complete project based lessons that are tied to curriculum and technology application TEKS.
- Ensure that students are identified as Limited English Proficient (LEP) and/or Special Education and are appropriately served to meet their individual academic needs.
- Actively identify homeless and migrant students to ensure instructional needs and support services are offered.
- Meet or exceed the state percentage of all students and the sub population of Hispanic, African American, White, Economically Disadvantaged, LEP, Special Education, and Migrant at the satisfactory academic performance level and the advanced academic performance levels on state assessments in all content areas.
- Ensure that teachers are knowledgeable about changes to the Texas Essential Knowledge and Skills (TEKS) and instruct to the level of rigor necessary for student success on the State of Texas Assessment of Academic Readiness (STAAR) exams.
- Increase early literacy proficiency in students in kindergarten through second grade.
- Ensure that identified gifted and talented students in grades K-5 are provided with rigorous project based lessons tied to the curriculum and presents by a teacher appropriately trained in the area of gifted and talented education.

**Goal 4**

**Cloverleaf Elementary will implement strategies to meet Adequate yearly Progress (AYP) standards.**

- Evaluate scores on modified states tests and determine when students should be considered for moving to the regular STAAR.
- Review student assessment data as it pertains to LEP, Special Ed, monitored LEP, and Migrant students to exceed the state percentage of students passing STAAR in all content areas.

**Goal 5**

**Cloverleaf Elementary will define and implement measures by which student success can be determined for enrichment and extracurricular areas not tested by the State of Texas Assessment of Academic Readiness (STAAR) assessment, which includes art, music, theater, dance and physical education.**

- Provide opportunities for student success in the enrichment curriculum areas (art, music, theater, dance, career education, health and physical education).
- Provide instruction to students and parents regarding public events and performance etiquette to be reinforced during all assemblies, performances and public events in order to raise awareness and define expectations for appropriate behavior at school performances and public events.
- Provide instruction/lessons in nutrition, health & physical health and well-being.

**Goal 6**

**Cloverleaf Elementary will improve counseling services.**

- Plan activities in the areas of academic counseling, personal/social counseling and college/career counseling.

**Goal 7**

**Cloverleaf Elementary will have a 96.5% or higher student attendance rate and a 97% or higher teacher attendance rate.**

- Provide incentives to promote student attendance.

**Goal 8**



**Cloverleaf Elementary will increase parental involvement opportunities.**

- Provide all communication to parents in both English and Spanish.
- Post parental involvement opportunities on the campus website.
- Participate in annual training with “Family Friendly Schools”.
- Annually update the Parental Involvement Policy and Compact.
- Annually survey parents with a Customer Satisfaction survey regarding parent meetings, counselors, administrators, feeling welcome at school, communication from teachers, and phone calls and emails.

**Goal 9**

**Cloverleaf Elementary will provide professional development opportunities for staff to improve instruction and skill sets for their respective positions.**

- Train teacher in CHAMPS and Crisis Prevention.
- Ensure that teacher pass on-line safety courses.
- Ensure that the staff is trained in Readiness and Emergency Management for Schools.

**Goal 10**

**Cloverleaf Elementary will implement measures to maintain high staff morale and low teacher turnover rate.**

- Provide positive incentives to increase teacher attendance.