

Galena Park Independent School District
Cloverleaf Elementary School
2023-2024 Comprehensive Needs Assessment

Distinction Designations:
Academic Achievement in Mathematics



Board Approval Date: August 1, 2023

Mission Statement

To become a society of life long learners who pursue excellence and academic success.

Vision

Developing leaders by opening up the world through learning opportunities.

Campus Profile

Where We Have Been:

History of Campus 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. Maria Muñoz currently serves as Principal.

Cloverleaf Elementary is one of fifteen elementary campuses in the Galena Park Independent School District. Cloverleaf opened its doors in 1943 and serves 95.5% of Economically Disadvantaged families. Cloverleaf serves approximately 835 students in grades PK to fifth grade. Cloverleaf's campus organization includes a combination of self-contained and departmentalized classrooms and the inclusion of students with special needs at all grade levels. Our new campus building opened for the 2019-2020 school year.

Where We Are Now:

Cloverleaf Elementary

Comprehensive Needs Assessment

School Profile

Cloverleaf is one of fifteen elementary campuses in the Galena Park Independent School District. Cloverleaf opened its doors in 1943 and serves 95.7% of Economically Disadvantaged families. Currently, Cloverleaf serves approximately 828 students in grades PK to fifth grade and reported 94.18% ADA attendance in 2022-2023. Cloverleaf's campus organization includes a combination of self-contained and departmentalized classrooms and the inclusion of students with special needs at all grade levels.

Survey Data

The staff indicates that we need to focus on English Language Arts (Reading and Writing), Science, Technology integration, student attendance, improve classroom discipline through character education, improve early intervention and increase effective teaching strategies.

Special Programs

Our School-wide Title I program consists of parent involvement activities, 21st Century, after-school and Saturday tutorials, Open House, Drug Awareness, Fire Prevention, Health and Wellness, and Circle of Honor (Student Character Education Program), which includes involvement from the North Shore 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 1st grade.

Table of Contents

Comprehensive Needs Assessment	5
Needs Assessment Overview	5
Demographics	5
Student Learning	7
School Processes & Programs	9
Perceptions	10

Comprehensive Needs Assessment

Revised/Approved: June 21, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

Survey Data

The survey indicates that we need to focus on English Language Arts (Reading and Writing), Science, Technology integration, student attendance, improve classroom discipline through character education, improve early intervention and increase effective teaching strategies.

Special Programs

Our Title I program consists of parent involvement activities, and after-school program, and weekly and Saturday tutorials, Open House, Drug Awareness activities, Fire Prevention, Health and Wellness, College Awareness activities and Circle of Honor Character Education Program, which includes involvement from the North Shore Rotary Organization. Our State Compensatory (SCE) consists of a summer Science program, a Math program, and a summer Early Prevention program for Kindergarten and 1st grade.

Demographics

Demographics Summary

I. Student Population

At Cloverleaf Elementary the Student Population based on the 2021-2022 TAPR consists of

- 2.1% African American
- 95% Hispanic
- 2.2% White
- 0.0% Asian
- 0.0% American Indian
- 0.7% Two or more races

Of those students, 95.7% are Economically Disadvantaged, 71.9% are LEP, and 93.6% are At Risk. For the 2021-2022 school year.

II. Staff Population

Based on 2021-2022 TAPR:70.5

Teachers by Ethnicity:

- African American 12.3%
- Hispanic 64.4%
- White 21.2%
- Asian 2.1%
- American Indian 0%
- Pacific Islander 0%
- Two or More Races 0%

Teachers by Gender

- Male 12.7%
- Female 87.3%

III. Mobility, Attendance Rate, & Student Enrollment

According to the 2021-2022 Campus Comparison Group, the overall mobility rate for Cloverleaf Elementary in 2021-2022 is approximately 13.2%. The average daily attendance rate for students is 97.3%. Our total number of students enrolled was 765.

Survey Data

The staff indicates that we need to focus on English Language Arts (Reading and Writing), Science, Technology integration, student attendance, improve classroom discipline through character education, improve early intervention and increase effective teaching strategies.

Special Programs

Our School-wide Title I program consists of parent engagement activities, 21st Century, before/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 1st grade.

Demographics Strengths

- The identification process for homeless students
- Highly qualified dedicated bilingual and ESL teachers
- Students' mobility students stay at Cloverleaf
- SPED program -increased classroom time and accommodations such as calculators and individualized instruction to support students

Problem Statements Identifying Demographics Needs

Problem Statement 1: The daily average attendance does not meet district expectations. By focusing on implementing an incentive program for parents, students (individuals and classroom attendance) we can improve our overall daily attendance. **Root Cause:** Lack of student and parent motivation, lack of resources - transportation, working vehicles, work schedules, access to health care.

Problem Statement 2: At risk students are performing below grade level in reading and math. **Root Cause:** Limited early interventions, lack of parental educational involvement and lack of student motivation, small group interventions are limited due to lack of time.

Student Learning

Student Learning Summary

Cloverleaf Elementary STAAR testing history

Year	Reading			Math			Writing			Science			Accountability Rating			
	Approaches/Meets/Masters			Approaches/Meets/Masters			Approaches/Meets/Masters			Approaches/Meets/Masters			Overall	St. Achieve	Progress	Closing The Gap
A	M	M	A	M	M	A	M	M	A	M	M					
2017-18	64%	53%	12%	88%	53%	25%	40%	24%	4%	75%	40%	87%	N/A			
2018-19	72%	36%	15%	87%	58%	29%	58%	30%	10%	76%	50%	29%	N/A			
2019-20	Statewide assessment and accountability requirements waived due to COVID-19 pandemic. STAAR Assessment was not administered.												Not Rated due to state of disaster			
2020-21	51%	23%	10%	53%	25%	13%	21%	4%	1%	44%	9%	2%	Not Rated due to state of disaster			
2021-22	62%	30%	15%	68%	38%	17%	No STAAR Writing Test			47%	13%	5%	B	Not Rated	A	C
2022-23																

Student Learning Strengths

- Bear Rallies celebrate students for good behavior, math achievement, reading achievement
- Many resources are provided to students
- Interventions provided in Spanish and English
- Tutoring (based on Below, Approaches, Meets, and Masters) before school and during school
- Meeting ALC minutes for HB4545
- DDI Planning and Implementation in grades K-5th
- Science Lab

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The student learning committee looked at the trends and patterns in assessment data and found that supporting our students in reading and comprehension skills across all content areas presents a vital concern. **Root Cause:** Students are struggling with the transition from paper to online assessments. New types of test questions, e.g. Extended Constructed Response, Short constructed responses, and hot text pose an ongoing problem for our students.

Problem Statement 2: The student achievement committee analyzed the various student assessment accountability measures and identified discrepancies between report card grades, reading levels (BAS/RAZ), district assessment data, and STAAR results. **Root Cause:** Implementing and aligning the rigor of the TEKS when developing and integrating it into instructional practices. The students' work must be reflective of the district's scope and sequence standards and expectations.

Problem Statement 3: The student learning committee observed students' lack of social counseling, self-esteem, behavior modification and self-regulation strategies that affects students emotionally and academically throughout the school year. **Root Cause:** There is not enough SEL (Social Emotional Learning) lessons due to limited and insufficient time within the classroom nor throughout the school day.

Problem Statement 4: At risk students are performing below grade level in reading and math. **Root Cause:** Limited early interventions, lack of parental educational involvement and lack of student motivation, small group interventions are limited due to lack of time.

School Processes & Programs

School Processes & Programs Summary

At Cloverleaf, we have many programs and processes to meet the needs of our students. At the beginning of the year, we have a KYS (Know Your Student) meeting, where teachers complete a spreadsheet reviewing student data and creating goals for reading, math, science, and writing. Our instructional team meets weekly with their content and grade-level teams to plan lessons and analyze data to plan interventions. We review this document after District Assessments. We have also met as a bilingual vertical team to discuss how we can support our English Learners.

Our Foundations Committee is continuously working to make Cloverleaf a safe place for all students and staff. We have a teacher committee that meets regularly with teachers to offer support as needed. Our teams meet weekly to plan weekly/biweekly, depending upon grade level and subject area, to plan instruction. We have a mentor program for new teachers who meets monthly to discuss topics like Fundamental 5, and best practices, and to answer any questions our new teachers may have.

School Processes & Programs Strengths

- Planning vertically and horizontally
- Data-driven decisions based on student achievement
- Making necessary interventions for student success
- Tutorials are offered in grades 3rd through 5th
- Reading camp
- Math and Science Family Night
- Science lab and ELA lab
- Foundations Program
- CIS/ACE programs

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The campus needs more resources, personnel, guidance in special education. **Root Cause:** An increased population of students receiving special education services.

Problem Statement 2: Student safety is a concern in high traffic areas. **Root Cause:** Teachers are not properly monitoring their class throughout the day (e.g., restroom, dismissal, hallway, recess)

Perceptions

Perceptions Summary

Cloverleaf is a safe haven for all students, parents, educators, staff, and community members by providing various resources to empower the community. We are a student-centered, family-oriented, community-minded Pre-K through 5th Elementary school providing high-quality educational experiences in the heart of Cloverleaf. Cloverleaf Elementary houses a bunch of educational ninjas. We have a very strong sense of community on campus. There is an overall willingness to help one another. It is a village working together for the betterment of our community.

We embrace parent engagement through our active PTA, MAMA Bears, and invite volunteers to our school activities. At Cloverleaf, students are given the opportunity to enrich their educational experience by participating in programs/clubs such as PTA musical performances, CIS program activities (soccer, ballet Folklorico), Bear Fair, Talent Show, Career Day, and Field Day.

A Weekly Flash newsletter is sent to staff members to communicate duties, school events, and birthdays. We also utilize our website and Facebook to promote campus events, and School Status to communicate with parents.

Perceptions Strengths

- Student Attendance
- Student Behavior
- Community involvement
- Communication
- Parent engagement

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Student safety is a concern in high traffic areas. **Root Cause:** Teachers are not properly monitoring their class throughout the day (e.g., restroom, dismissal, hallway, recess)

Problem Statement 2: A more efficient system to support new and experienced teachers in their content areas is necessary to keep everyone current and engaged in their instructional areas and help with teacher retention. **Root Cause:** Inexperienced teachers are simply too new, they need extra support to develop classroom expectations and systems that rise to the rigor that is needed. A mentor program that is teacher to teacher is necessary to help with the load of a new teacher. For experienced teachers, more support for the new technology programs and systems that are rolled out year to year that requires more support than jus

Problem Statement 3: Some parents perceive teacher response time to calls and emails is inadequate. **Root Cause:** Parents are not aware of the 24 hour policy in place that teachers must abide by. This includes evenings and weekends