

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



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

# Mission Statement

Our mission at Cloverleaf Elementary is to DREAM BIG, LIVE BIG: Pursue your passion with compassion!

## Vision

There's no place like home! Home is where the heart is and my heart is at Cloverleaf.

## Campus Profile

### Where We Have Been:

#### A 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. Lee Brown currently serves as Principal.

Cloverleaf Elementary is one of fifteen elementary campuses in 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.

### B. Attendance

Cloverleaf Elementary's enrollment for the 2021-2022 school year reached an average of 765 students. ADA for the 2021-2022 school year was 95.09%.

### 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 95.9% 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.

### **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, ACE, 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 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 1<sup>st</sup> grade.

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# Comprehensive Needs Assessment

Revised/Approved: June 3, 2022

## 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

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# Demographics

## Demographics Summary

### I. Student Population

At Cloverleaf Elementary the Student Population based on 2020-21 TAPR consists of

- 2.1% African American
- 94.9% Hispanic
- 2.3% White
- 0.0% Asian
- 0.1% American Indian
- 0.5% Two or more races

Of those students, 96.6% are Economically Disadvantaged, 70.6% are LEP, and 91.5% are At Risk. For the 2021-22 school year, we are 95.7% Economically Disadvantaged.

### II. Staff Population

Cloverleaf Elementary staff population, based on 2020-2021 TAPR:

- African American 8.3%
- Hispanic 62.5%
- White 25%
- Asian 4%
- American Indian 0%
- Male 12.4%
- Female 87.6%

### III. Mobility, Attendance Rate, & Student Enrollment

According to the 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 95.09%. 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, ACE, 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 1<sup>st</sup> 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:** Students are below their expected level in Early Childhood literacy and Early Childhood Math. By focusing on identifying and intervening with at risk students before they reach testing grades and providing resources for students and parents, then we can improve Early Childhood literacy and Early Childhood Math. **Root Cause:** Resources at home & Early Intervention/Testing

**Problem Statement 2:** The attendance percentage and daily average attendance meets district expectations. By focusing on implementing an incentive program for individuals and per classroom attendance as a campus, we can improve our overall daily attendance (i.e. skating party, Fun Friday, Ice cream, etc.) **Root Cause:** Lack of Student and Parent Motivation

**Problem Statement 3:** There is a need to increase parent engagement in academics to increase student success by developing academic support for parents so they are able to assist their students with their homework and outreach programs with community resources to empower the community. **Root Cause:** Our community members have many barriers such as language barriers that prevent them from helping their children academically; therefore, many students are not able to go to college, trade or technical school nor are they educated as far as that process is concerned.

**Problem Statement 4:** Only 25% of our community members have received a college degree; therefore, instilling the importance of education and collegiate/trade/technical school completion to parents and community members is needed by offering classes. **Root Cause:** Our community members have many barriers such as language barriers that prevent them from helping their children academically; therefore, many students are not able to go to college, trade, or technical school nor are they educated as far as that process is concerned.

**Problem Statement 5:** Instructional deficits continue to affect student performance, after the return to F2F instruction. PD will be needed to guide teachers on how to differentiate instruction for learners with COVID learning gaps. **Root Cause:** Pandemic Hybrid Learning Lack of Attendance Lack of Parental Ability to help during virtual/hybrid instruction

**Problem Statement 6:** Truly bilingual teachers-ones that can fluently speak both English and Spanish are difficult to recruit. Our bilingual population of students require fully bilingual teachers in order to successfully become biliterate learners. **Root Cause:** Not enough certified bilingual teachers in the pool. Campus needs to recruit at the university level job fairs.

# Student Learning

## Student Learning Summary

Cloverleaf Elementary Met Standard on state assessments in 2017-18 School year. Our campus scores based on Approaches/Meets/Masters respectively were 64%/53%/12% in Reading, 88%/53%/25% in Math, 40%/24%/4% in Writing, and 75%/40%/8% in Science.

For the 2018-19 school year, our campus has seen improvements in some tested areas and received a B Accountability rating. Our campus scores based on Approaches/Meets/Masters respectively are 72%/36%/15% in Reading, 87%/58%/29% in Math, 58%/30%/10% in Writing, and 76%/50%/25% in Science.

For the 2019-20 school year, statewide assessment and accountability requirements were waived due to the COVID-19 pandemic. The STAAR assessment was not given.

For the 2020-21 school year, based on TEA's 2020-21 School Report Card our campus Accountability rating is "Not Rated: Declared State of Disaster" due to COVID-19. Our 2020-21 campus STAAR scores based on Approaches/Meets/Masters respectively are 51%/23%/10% in Reading; 21%/4%/1% in Writing; 53%/25%/13% in Math; and 44%/9%/2% in Science.

For the 2021-22 school year, STAAR scores based on Approaches/Meets/Masters respectively are 62%/30%/15% in Reading; 68%/38%/17% in Math, and 47%/13%/5% in Science.

## Student Learning Strengths

- Bear Rallies celebrate students for good behavior, math achievement, reading achievement
- Many resources 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 our biggest need is supporting our students in reading and comprehension skills across all content areas. **Root Cause:** The previous academic years during COVID-19 resulted in low reading skills due to the lack of explicit practice, support, and monitor of metacognitive skills.

**Problem Statement 2:** The student achievement committee analyzed the various student assessment accountability measures and identified discrepancies between report card grades and assessment data. **Root Cause:** The rigor of planning and the implementation of DDI for students learning and independent work must be reflective of the district's scope and sequence standards and expectations.

**Problem Statement 3:** The initial process for beginning RTI should be explicit such that clear expectations for identification and interventions will be implemented throughout all the tiers with fidelity. **Root Cause:** There has been a delay in identification of students for the RTI process with many not being referred until 3rd grade.

**Problem Statement 4:** Over 70% of Cloverleaf's student population is EB (LEP). Students are not meeting the Advanced High score in all TELPAS domains. **Root Cause:** There are limited opportunities to practice English language skills outside of school hours.



# 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:** Professional Development is not geared towards specific grade levels, nor is it based on teacher needs. **Root Cause:** The lack of specialized, in-depth training has generalized most staff development.

**Problem Statement 2:** The campus needs more resources, personnel, guidance in special education. **Root Cause:** Increased number of special education population.

# 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, and 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-centered support and supervision needs to improve for students being bullied, having resources available to report incidents anonymously. **Root Cause:** Bullying is happening in common areas such as restrooms, cafeteria, enrichment, and recess.

**Problem Statement 2:** There is insufficient mentoring for first and second-year teachers, or teachers changing grade levels or subjects; that is specific and applicable to their unique roles. **Root Cause:** The ratio of mentor to teachers is low.