

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



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

# Mission Statement

The mission of James B. Havard Elementary is to prepare our students for tomorrow's world through a shared partnership with community stakeholders by providing effective and innovative educational practices in a safe and supportive environment.

## Vision

Forging a Legacy of Learning

## Value Statement

*Havard Elementary Statement of Excellence*

At Havard Elementary, EXCELLENCE is courageously utilizing your skills, talents, and qualities while striving to be YOUR BEST!

### *Motto*

Saddle Up for Success!

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James B. Havard Elementary opened in 1998 and was named in honor of James B. Havard, a former GPISD board member. Mr. Havard was a servant to the GPISD community for over 29 years.

When Havard Elementary opened in the fall of 1998, 855 students were in attendance. Additional staff was hired due to the unexpected number of students. In the first several years, building renovations were necessary to accommodate all the students. Over the past 20 years, enrollment has slightly decreased due to the opening of other campuses.

James B. Havard Elementary is one of fifteen elementary campuses in Galena Park Independent School District. Havard Elementary continues to serve students from Pre-Kindergarten through Fifth Grade. Special programs offered have included Life Skills, a PASS program, and PPCD. Students have always been given the opportunity to experience science laboratory activities, physical education, computer literacy, music, art, and the library.

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# Comprehensive Needs Assessment

Revised/Approved: May 16, 2022

## Demographics

### Demographics Summary

James B. Havard Elementary is one of fifteen elementary campuses in the Galena Park Independent School District. James B. Havard Elementary opened its doors in 1998 and serves approximately 79% of economically disadvantaged families. Havard Elementary serves approximately 645 students in grades pre-kindergarten 3 to fifth grade as of June 2022. We have multiple special programs including Life Skills, FOCUS, PASS, SLC, Resource, Co-Teach, Gifted & Talented, 504, Dyslexia, and Tiered intervention programs. We offer ESL and bilingual services to our EL population which is approximately 33% of our students.

James B. Havard Elementary's student population is 64% Hispanic, 21% African American, 10% Anglo, 3% Asian, 2% Multi-Race, and less than 1% American Indian or Pacific Islander. The staff population is 35% African-American, 23.3% Anglo, 3.3% Asian, 38.3% Hispanic, 6.7% male, and 93.3% female with an average of 10.9 years of experience.

### Demographics Strengths

Campus strengths include, but are not limited to:

1. Extracurricular Activities/Programs (Boys Club, Honor Choir, Robotics, UIL Academic Meet) are in place to meet the needs of all students
2. Identification of low socio-economic students to ensure that they are successful
3. Ensuring that all students get free breakfast and lunch as well as school supplies and uniforms as needed
4. More students in all sub-pops are being identified as GT
5. Multiple SPED programs are available to meet the needs of our learning community
6. Registration processes for identifying specific demographics to ensure proper services

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** There needs to be a more consistent and detailed approach to teaching students and families about personal care, health, wellness, social-emotional health, and general well-being. **Root Cause:** Our community needs to be more informed about good wellness practices and available resources.

**Problem Statement 2:** There is a need for families to be more educated regarding future choices for students college, career, and military readiness. **Root Cause:** Families need to be more informed about future educational and career choices for students in order to help their children navigate the choices.

**Problem Statement 3:** Attendance rates in grades Pre-Kindergarten 3 through 5th were below the 96.5% campus goal during the 2021-2022 school year. **Root Cause:** Student tardies increased in 2021-2022, and students in the lower grades tend to become ill more frequently, lack the motivation to learn, and parents may not understand how absenteeism affects their child's learning.

# Student Learning

## Student Learning Summary

This year, James B. Havard Elementary has implemented team planning that requires the curriculum to be tightly aligned with the standards and 21st Century Learning Skills. We will ensure that teachers are implementing the district's curriculum by visiting classrooms regularly. Teachers are also held accountable for implementation fidelity. A variety of assessments will be used to assist in making instructional decisions that impact student academic success. The assessment data will also be used to provide needed interventions. Teachers and instructional coaches will collaborate to discuss the results of the data and the effectiveness of the implemented interventions. Data-driven professional development will also be a focus for the 2022-2023 school year.

## STAAR Data for Campus/Accountability Ratings/Distinctions

### 2018 Accountability Rating: C

Distinction Designations: No Distinctions Earned

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### 2019 Accountability Rating: C

Distinction Designations: No Distinctions Earned

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**2020 Accountability Rating: Ratings were suspended due to the COVID-19 pandemic.**

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**2021 Accountability Rating: Ratings were suspended due to the COVID-19 pandemic.**

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### 2022 Accountability Rating: The overall rating is pending.

3rd grade received 76% (Reading) and 76% (Math) in approaches, 45% (Reading) and 37% (Math) in Meets and 26% (Reading) and 16% (Math) in Masters

4th grade received 79% (Reading) and 67% (Math) in Approaches, 52% (Reading) and 31% (Math) in Meets, 20% (Reading) and 14% (Math) in Masters

5th grade received 87% (Reading) and 78% (Math) in Approaches, 31% (Reading) and 50% (Math) in Meets, 39% (Reading) and 29% (Math) in Masters

5th grade Science: 75% in approaches, 49% in meets, 21% in Masters

## Student Learning Strengths

- Teachers will provide guided reading and math small group interventions
- Technology integration through IReady, Stemscores, and other digital resources will be used in a blended learning environment

- Coaching and planning with content teachers will occur weekly
- School support sessions with District Instructional Coaches to assist with curriculum corner plans
- Push in/pull out groups
- STEAM Labs will be created
- Progress Monitoring
- Modeling & Coaching
- District Competitions
- Approaches to Meets and Meets to Masters Interventions

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Student achievement needs to increase in all content areas and grade levels. **Root Cause:** Students have gaps in learning due to the pandemic.

**Problem Statement 2:** A variety of early interventions need to be offered consistently and begin early in the school year. **Root Cause:** Students show regression in the summer.

**Problem Statement 3:** Teachers struggle to adequately use data to drive instruction. **Root Cause:** Teachers have not had adequate training and support for using a variety of data to drive instructional decisions.

**Problem Statement 4:** A variety of learning activities need to be provided to meet the needs of all learners. **Root Cause:** Activities and experiences are needed to reinforce learning that is essential to success.

# School Processes & Programs

## School Processes & Programs Summary

It is a priority of the staff and administration of James B. Havard Elementary to put processes and procedures in place that will create the safest environment possible for everyone. This year, Havard is forming a committee that has the specific duty of ensuring that we have our curriculum tightly aligned with the standards and 21st Century Learning Skills. We will ensure that teachers are implementing the district's curriculum by visiting classrooms regularly. Teachers are also held accountable for implementation fidelity. A variety of assessments will be used to assist in making instructional decisions that impact student academic success. The assessment data will also be used to provide needed interventions. Teachers and instructional coaches will collaborate to discuss the results of the data and the effectiveness of the implemented interventions. Data-driven professional development will continue to be a focus for the 2022-2023 school year. The Safety Committee was created to address issues and concerns that may arise concerning campus processes and procedures. The committee consists of staff, teachers, and administrators. Discussion related to campus operational procedures is also discussed with the entire staff during monthly after-school staff meetings. It will be a primary goal to address school-wide expectations this year.

## School Processes & Programs Strengths

- Planning vertically and horizontally
- Making necessary interventions for student success
- Tutorials are offered for Kinder to 5th grade, with a special emphasis on the Meets to Masters students
- Math, Science, and Reading Camps
- Academic Family Nights
- STEM lab and Writing lab
- Power Hour
- Increased Intervention time for CIC
- Monthly lessons provided by the school counselor

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Based on the data reviewed and changes in the school environment, Foundations expectations need to be revised, new procedures need to be implemented, and monitoring needs to be consistent. **Root Cause:** School safety processes and procedures have changed due to the pandemic.

**Problem Statement 2:** Students need to learn to respond appropriately to a variety of situations. **Root Cause:** Students lack coping skills as well as an awareness for personal safety, interpersonal skills, and personal goal setting.

# Perceptions

## Perceptions Summary

James B. Havard Elementary provides a family-oriented campus culture that focuses on helping students and families in our community. We embrace parent involvement through our PTA and invite volunteers to our school activities. At Havard, students are given the opportunity to enrich their educational experience by participating in programs/clubs including but not limited to Masters Club, Multicultural Club, Robotics, and UIL Academic Clubs. The Father/Daughter dance, Winter Wonderland Festival, Talent Show, Muffins with Moms, and Donuts for Dads are family activities sponsored by the campus. We have had an increase in parental participation in the Brighter Bites Food Distribution.

Our Foundations Committee is continuously working to help make Havard a safe place for all students and staff. Students and parents are aware of the expectations of our school. We have a weekly newsletter that is sent to staff members to communicate duties, school events, and birthdays. The campus communicates with parents via Schoolstatus, the website, Facebook, Twitter, school letters/calendar of events, the marquee, and the call-out system. Parents and community members participate in the CPAC committee by verbally stating any concerns, opinions, and/or providing input into the campus planning and improvement process.

## Perceptions Strengths

- Students and staff motivation to improve our school attendance
- Weekly newsletters are used to inform teachers of all campus and district staff development and activities
- Campus goals are aligned with the goals of the district
- Family-oriented atmosphere and working environment for our staff and teachers
- Building good relationships amongst team and coworkers
- Teachers and staff are 100% highly qualified
- Quality mentoring program and support network
- Parent communication through various methods in both languages
- Monthly calendars/newsletters for parents

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Additional support meetings and trainings that support such programs as Dual Language, good parenting, homework support, building literacy, enrichment activities, and community agencies for family needs should be provided. **Root Cause:** Additional resources are needed to help improve relationships with students, parents, and the community.

**Problem Statement 2:** The social and emotional development of students will be a focus for the 2022-2023. **Root Cause:** Students need coping skills, understanding conflict resolution, and other character-building skills to become good citizens in our community.

**Problem Statement 3:** Campus resources need to be evaluated and maintained in order to provide a safe and inviting learning environment. **Root Cause:** Campus resources and furniture are outdated or in need of repair.