

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



**Board Approval Date:** August 1, 2023

# 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 25 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, SLC, FOCUS, 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. In the fall of 2023, Havard will be a GPISD STEM Academy.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
School Processes & Programs	7
Perceptions	9

# Comprehensive Needs Assessment

Revised/Approved: June 22, 2023

## 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 83% of economically disadvantaged families. Havard Elementary serves approximately 665 students in grades pre-kindergarten 3 to fifth grade as of June 2023. 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 36% 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 2022- 2023 school year. **Root Cause:** Student tardies increased in 2022-2023, 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

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 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 are 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 2023-2024 school year.

Based on the preliminary STAAR scores received for 2022-2023, our students performed as such:

### Havard STAAR Data (Reading/Language Arts)\*

	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
Preliminary (Likely to pass (2023))	75%	50%	65%
Historical Overall Data (3 <sup>rd</sup> -5 <sup>th</sup> )			
	2022	2021	2019
Approaches	82%	63%	77%
Meets	54%	32%	40%
Masters	28%	17%	20%

\*No 2020 data due to Covid-19 pandemic

### Havard STAAR Data (Math)\*

	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
Preliminary (Likely to pass (2023))	45%	60%	49%
Historical Overall Data (3 <sup>rd</sup> -5 <sup>th</sup> )			
	2022	2021	2019
Approaches	75%	55%	77%
Meets	42%	31%	36%
Masters	20%	15%	15%

\*No 2020 data due to Covid-19 pandemic

### Havard STAAR Data (Science)\*

	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
Preliminary (Likely to pass (2023))	N/A	N/A	42%
Historical Overall Data (5 <sup>th</sup> Grade Only)			
	2022	2021	2019
Approaches	75%	58%	71%
Meets	53%	31%	33%
Masters	23%	12%	9%

\*No 2020 data due to Covid-19 pandemic

### **Overall Ratings and Distinctions Earned**

#### **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: A**

**Distinction Designations:** Science

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#### **2023 Accountability Rating: The rating is pending.**

### **Student Learning Strengths**

- Teachers will provide guided reading and math small-group interventions
- Technology integration through IReady, Stemscopes, 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

- STEM Labs will be created
- Progress Monitoring
- Modeling & Coaching
- District Competitions
- Approaches to Meets and Meets to Masters Interventions
- STEM Enrichment implementation

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

**Problem Statement 1:** Student achievement needs to increase in all content areas and grade levels. **Root Cause:** There has been limited access to resources and materials that align to new testing formats.

**Problem Statement 2:** A large 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 and creates well-rounded learners.

**Problem Statement 3:** Harvard needs to offer a variety of professional development to build the capacity of teachers and staff. **Root Cause:** Activities and experiences are needed to reinforce learning that is essential to success.

# School Processes & Programs

## School Processes & Programs Summary

Havard Elementary will be a GPISD STEM Academy beginning the 2023-2024 school year. New STEM Enrichment classes will include Computer Science, Makerspace, STEM Lab, Career Explorations, and Art for all Kinder - 5th-grade students. There will be one computer lab available with up-to-date technology for students in grades PK-1st. This lab will be utilized on a rotating teacher schedule. All classes Pk-5th have access to iPads or Chromebooks to use during lessons and centers. All students from 2nd - 5th have access to one-to-one Chromebooks for increased blended learning opportunities. Teachers will receive training on integrating technology into the curriculum. All classrooms have projectors, document cameras, web cameras, and ClearTouch Panels.

In an effort to build capacity, all new teachers are assigned a mentor, and a teacher on their grade level serves as their "buddy ." Classroom schedules are created to maximize instructional time according to each grade level and their needs, as learning time is vital to all students' educational success. Campus goals are aligned with district goals for continuity. Our campus committees work together to ensure continuity between the grade levels.

Student achievement data is used to identify a professional development plan, high-leverage TEKS, and campus intervention/enrichment needs. Havard's Campus Planning Advisory Committee (CPAC) approves the professional development plan. District and campus-made assessments, released tests from the state, I-ready, running records, and BAS results are used to measure student progress. The data from these assessments are used to help guide instruction in the classroom. We provide campus staff development, content lesson planning while reviewing classroom data, and modeling lessons as needed. Teachers utilize the district curriculum in Curriculum Corner, which is aligned with the state standards. In addition, teachers align instruction to match the rigor of state assessments with the assistance of campus instructional coaches and district specialists. Guided reading and math groups are implemented in all classrooms to meet student learning needs. Small group instruction allows for differentiated learning to assist students at various instructional levels. Intervention groups are created based on assessment data, teacher observations, and classwork samples. Struggling students are identified and tracked by classroom teachers and the RTI committee. Students who struggle with content are provided with reteaching opportunities during small group interventions and tutorials.

## 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 CICs
- 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:** There needs to be more consistency for discipline procedures across the campus.

**Problem Statement 2:** Students lack coping skills as well as an awareness for personal safety, interpersonal skills, and personal goal setting. **Root Cause:** More students are experiencing severe traumatic events and do not know how to appropriately communicate their feelings.

**Problem Statement 3:** There has been an increase in discipline referrals. **Root Cause:** Teachers need more training to increase student engagement and participation and building a positive classroom culture.

# 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, and opinions, and/or providing input into the campus planning and improvement process.

Based on survey data, Havard is a very safe and welcoming school for staff, students, and parents. There are some areas of improvement in regard to campus visitation procedures that will be addressed this school year. Attendance in all grades continues to be a concern despite all efforts being made by teachers and staff.

## 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
- 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:** Attendance has continued to decline every year since the pandemic. **Root Cause:** Parents do not understand the importance of student attendance.

**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.