

**Galena Park Independent School District
Cloverleaf Elementary
Campus Improvement Plan**

2009 - 2010

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Section 1 - Introduction

1. **School:** Cloverleaf Elementary

2. **Location:** 1035 Frankie
Houston, TX 77015

3. **Budget Manager:** Lee Brown, Principal

4. **School Advisory Team:**

Lee Brown
Gwen Solomon
Alicia Miranda M.T. Flores
Mary Dennis
Debbie Kinzel
Kellie Adcox
Debbie Wroblewski
Melany Wuersig
Shelby Thomas
Melissa Arce
Angela Shearin
Mrs. Sanchez

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

Motto: Continuing a Tradition of Excellence

Mission: Cloverleaf Elementary will reach academic excellence through appropriate role-modeling and excellent teaching, which promotes integrity, discipline, and knowledge in order to ensure that every child will become a responsible citizen.

Section 2 - Needs Assessment

1. Where We Have Been:

Cloverleaf Elementary is an EEC through fifth grade school located east of downtown Houston, Texas. Cloverleaf currently serves nearly 800 students. Cloverleaf Elementary was built in 1942, on a seven (7) acre tract of land donated by the Nadolney family. Romanus Frank Nadolney, better known as "Peaches", was quite famous. He played college football for the University of Notre Dame, and was later recruited by the National Football League. He played professionally for the Green Bay Packers and the Milwaukee Badgers. Upon completion of his football career, he moved to this area and purchased 200 acres of land 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, in the community. Mr. Nadolney and his wife, Frances generously donated land in the Clover Leaf Farms subdivision in order to build 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 honor of Mrs. Nadolney, as the "Frances I. Nadolney Memorial Library." Many of the streets in the neighborhood surrounding the school are named in honor of the Nadolney family, including Frankie Street, named after Mr. Nadolney, and Nancy Rose for his daughter.

Cloverleaf Elementary is currently operated under the administration of Principal Lowell "Lee" Brown. Cloverleaf has attained a rating of EXEMPLARY status in several of its past school years; 1997-1998, 1998-1999, 1999-2000, and 2001-2002. In the years 2003-2004, 2004-2005, and 2005-2006 Cloverleaf received the TEA rating of RECOGNIZED. Cloverleaf Elementary was rated as Academically Satisfactory for the 2006-2007 school year. In 2007-2008, Cloverleaf was once again rated RECOGNIZED. Additionally, our campus received Gold Performance Acknowledgments in the following areas: Acknowledgment for Attendance; Commended on Writing; Commended on Mathematics; and Comparable Improvement in Mathematics. The teachers and staff of Cloverleaf strive to improve the academic excellence and achievement of all its students. Cloverleaf continues to be a beacon of dedication to educating the families of the Cloverleaf community.

2. Where We Are Now:

Cloverleaf Elementary has earned the rating of a RECOGNIZED campus for the 2007-2008 school year. The school, teachers and staff, students, parents, and the community are working together to ensure all students achieve a high rate of mastery of academic objectives for the upcoming TAKS (Texas Assessment of Knowledge and Skills) tests.

For several years now, we have discussed the idea of different grade levels meeting to review objectives and the basic knowledge a student needs as he advances through each consecutive academic year. This year, Cloverleaf has initiated Professional Learning Communities (PLC's). At these meetings, occurring about once per month, teachers from each grade level meet to discuss the objectives covered in each subject; such as Language Acquisition, Science, Math, Reading, Foundations (Discipline), and Enrichment. Our Enrichment Team has been taking recommendations from teachers as to assist in teaching learning objectives in Math, or Reading, or Science through various activities or songs during Enrichment time. During the meetings, grade level Scope and Sequence are discussed, needed materials are requested, and in general, valuable academic discussions go on. The following week, grade levels get together and each teacher relates what she/he learned the previous week in the Vertical meeting.

Our Special Education (SpEd) students are being helped in the classroom and in pull-out. Our SpEd teachers are entering the regular education classrooms and helping our SpEd children in the classroom. The teachers are also doing pull-out of SpEd students and teaching them in small groups. We are employing TAKS tests that are made especially for the SpEd population, with fewer questions and fewer answer choices per question. The Reading passages are also shorter.

We are now in our second year of aggressively implementing the Accelerated Reader (AR) program. Last year's data showed dramatic increases in overall reading fluency of our student population, including the lower grades. We are working on setting goals for all our students to read on- and above-grade level.

Our programs, Accelerated Reading Intervention Program (ARIP) and Accelerated Math Instruction (AMI), are still running strong. The struggling students receive additional and focused instruction on the objectives they need in Reading and Math. Mastery of those objectives is our goal.

In addition to our Problem Solving Team (PST), we are also implementing Response to Intervention (RtI). We began the RtI program last year, but this year we have accelerated the implementation of this program on our campus. The Reading and Math portions of RtI test the students weekly at their grade level, with timed Reading passages or Math computation sheets. The entire school, 1st through 5th, is tested three times per year, Fall, Winter and Spring; and interventions and subsequent instruction are based on the results of these timed passages and Math probes.

Our Bear Rally, where the entire school body and classroom teachers meet in the gym, continues this year. Reading, Attendance, and Good Behavior are recognized and rewarded for students and teachers setting and attaining high age-appropriate goals.

Graduation is the GPISD theme for this year. We have had several meetings with the parents, concerning good nutrition, the importance of graduation, Student Success Initiative (SSI) and student performance on tests. Continued education of the community is crucial, for example to encourage parents to learn English so as to be able to better help their children with schoolwork. When that goal is reached, or even approached, we will return to Exemplary status.

3. Where We Are Going:

Presently, Cloverleaf is a bilingual transitional campus and has implemented a transitional program to better serve our LEP students to become outstanding English learners. In promoting transitional classes, we expect all students to learn with high standards and to fully transition into mastering the language arts curriculum necessary for success.

In 2007-2008, Resource teachers began co-teaching in regular education classes to better serve our students with special needs. They will continue to co-teach with regular education teachers, both teaching grade level work, and sharing the responsibility for students' achievement.

In the 2007-2008, the school started using AIMSWEB, a web-based program that helps with early identification, intervention and remediation of students' reading difficulties in a timely manner based on the student's weekly probes.

Foundations, a researched-based reform program that focus on school wide discipline implemented was in the 2007-2008. This program helps to decrease discipline referrals and encourages each student to become responsible for his/her own behavior.

Parents and community will partnership with the Cloverleaf PTA for campus volunteers, community involvement and community-based activities to increase parental involvement.

Lastly, we want to continue to collaborate with our faculty and administrators in a vertical and horizontal alignment of curriculum to ensure coherency, uniformity and integration of all subject areas in our Professional Learning Community for 2008-2009 school years, and beyond.

Section 3 - Overview of Goals and Objectives

The goals for Cloverleaf Elementary for the 2009 - 2010 school year are as follows:

Goal 1: Student Success

Cloverleaf Elementary will define measures by which student success can be determined, relative to the tested foundation curriculum areas of Mathematics, Social Studies, Science and English/Language Arts and the enrichment curriculum areas not tested by TAKS including Art, Music, Theater and Dance.

- Objective 1.1:** Increase student achievement in Reading to a level of 90% mastery and on level for grades K-5.
- Objective 1.2:** Increase student achievement in Math to a level of 90% mastery and on level for grades 1-5.
- Objective 1.3:** Continue to maintain student achievement in Writing to a level of 90% mastery for grades 1-5.
- Objective 1.4:** Increase student achievement in Science to a level of 90% mastery and on level for grades 2-5 while also increasing Science vocabulary in grades K-1 to help meet Science goals and objectives.
- Objective 1.5:** Increase student achievement in Social Studies to a level of 90% mastery and on grade level for grades 2-5.
- Objective 1.6:** Increase student achievement in all subgroups to 90% mastery in Reading.
- Objective 1.7:** To achieve mastery expectations for campus Annual Yearly Progress equivalent to federal guidelines.
- Objective 1.8:** Increase Language Acquisition among all subject areas as part of the ESL component.
- Objective 1.9:** Increase the percentage of core academic subject area classes taught by highly qualified teachers on each campus.
- Objective 1.10:** To ensure low income students and minority students are not taught at higher rates than other student groups by inexperienced, out of field or non-highly qualified teachers.
- Objective 1.11:** Increase students' personal Health and Fitness Awareness
- Objective 1.12:** Increase student achievement in Music Benchmarks to a level of 80% mastery and on grade level for grades 1-5.

Goal 2: Student and Teacher Attendance

Cloverleaf Elementary will aggressively seek to have 96% or higher student attendance rate, as well as increase the yearly teacher attendance rate.

- Objective 2.1:** Promote student attendance to 96% or higher through positive recognition.
- Objective 2.2:** Work consistently to enforce district attendance policies and procedures.
- Objective 2.3:** Communicate with parents the importance of student attendance and ensure they understand district policy.
- Objective 2.4:** Promote teacher attendance to 96% or higher.
- Objective 2.5:** Provide positive incentives to promote teacher and staff attendance.
- Objective 2.6:** Promote positive communication with teachers to ensure high teacher attendance.

Goal 3: Counseling Services

Cloverleaf Elementary will aggressively seek to improve counseling services.

- Objective 3.1:** Continue to offer preventive counseling through classroom guidance focusing on drug education, character building, goal setting, decision making, motivation to achieve interpersonal effectiveness, communication skills, and college and career awareness.
- Objective 3.2:** Continue to promote resilience and resolution to students and families through intervention services in a collaborative effort with various agencies and community organizations and Community Youth Services.

Objective 3.3: Continue to offer parenting classes based on needs assessments and parent surveys-including areas such as drug prevention education, parenting skills, health and nutrition, college and careers, and student achievement, in an effort to involve and support parents in the community.

Goal 4: Technology

Cloverleaf Elementary will seek out ways to improve technology to better facilitate learning for the faculty, students and parents in the Cloverleaf community.

Objective 4.1: Introduce basic computer skills at an early age to better prepare students to meet future technology requirements.

Objective 4.2: Train staff in technology programs and the use of equipment that will improve learning for all students while also improving communication and scheduling with staff.

Objective 4.3: Implement programs and equipment that will keep campus up-dated to the needs of staff and students.

Objective 4.4: Integrate technology throughout curriculum to enhance student learning.

Objective 4.5: Increase participation in Multimedia festival to 10% of the school.

Goal 5: Prepare students for college course work.

Educate parents and students about opportunities available to attain a college education.

Objective 5.1: Provide information to parents and students regarding the benefits of a college education.

Objective 5.2: Create an environment that motivates students to attend college.

Objective 5.3: Provide information on the many opportunities offered in college.

Goal 6: School Climate

Cloverleaf Elementary will implement our district-wide Foundations Program in order to ensure we provide a safe learning and working environment for students, employees and parents.

Objective 6.1: Provide a safe learning and working environment for students, employees, and staff.

Objective 6.2: Provide an environment for parents that is inviting, enriching, and welcoming to ensure that parents are treated with the utmost customer service.

Objective 6.3: Dedicate time to team building activities and "morale" boosters throughout the year, on Staff Development days and during faculty meetings.

Goal 7: Staff Development

Cloverleaf Elementary will secure staff development to ensure all students achieve mastery of TAKS and TEKS objectives.

Objective 7.1: To recruit and retain highly qualified and experienced teachers with valid State of Texas certification in core academic subjects.

Objective 7.2: To utilize master teachers to train new and existing teachers.

Objective 7.3: To provide high-quality, on-going staff development to maintain 100% of classes taught by highly qualified teachers in core academic subject areas to enable all children to meet the state's academic achievement standards..

Objective 7.4: Improve ways to develop Second Language Acquisition Proficiencies.

Objective 7.5: Train teachers to use Aware to disaggregate data for all core subjects in order to target TEKS instruction.