

Galena Park Independent School District

Cloverleaf Elementary School

2025-2026 Comprehensive Needs Assessment



Board Approval Date: August 11, 2025

Mission Statement

To become lifelong learners who pursue excellence and academic success.

Vision

We are developing leaders by opening up the world through learning opportunities.

Value Statement

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 President Roosevelt's funds 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.

School Profile

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 823 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.

Survey Data

The staff indicates that we need to focus on English Language Arts (Reading and Writing), Science, and 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, Parent-Teacher Conference Day, Drug Awareness, Fire Prevention, and Health and Wellness. Our State Compensatory Program (SCE) consists of a summer Science program, a summer Math program, and a summer Early Intervention program for Pre-Kindergarten, Kindergarten, and 1st grade.

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Comprehensive Needs Assessment

Revised/Approved: June 12, 2025

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, an after-school program, weekly and Saturday tutorials, a Meet the Teacher Night, Drug Awareness activities, Fire Prevention, Health and Wellness, College Awareness activities, and a Character Education Program. Our State Compensatory (SCE) consists of a summer science 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 2023-2024 TAPR, consists of

Ethnicity	Percentage
African American	2.4%
Hispanic	94.7%
White	2.3%
Asian	0.0%
American Indian	0.0%
Pacific Islander	0.0%
Two or More Races	0.6%

Of those students, 95.5% are Economically Disadvantaged, 72.1% are EB/EL, and 91.3% are At Risk. For the 2023-2024 school year.

II. Staff Population

Based on 2023-2024 TAPR

Teachers by Ethnicity:

Ethnicity	Percentage
African American	6.2%
Hispanic	71.%
White	20.7%
Asian	2.1%
American Indian	0.0%
Pacific Islander	0.0%
Two or More Races	0.0%

Teachers by Gender

Male	10.4%
Female	89.6%

III. Mobility, Attendance Rate, & Student Enrollment

According to the 2023-2024 Campus Comparison Group, the overall mobility rate for Cloverleaf Elementary in 2023-2024 is approximately 13.4%.

According to the 2023-2024 TAPR, the average daily attendance rate for the 2022-2023 school year is 94.6%.

Our total number of students enrolled was 823.

Survey Data

The staff indicates that we need to focus on English Language Arts (Reading and Writing), Science, and 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, Teacher-Parent Conference Day, Drug Awareness, Fire Prevention, Health and Wellness. Our State Compensatory Program (SCE) consists of a summer Science program, a summer Math program, and a summer Early Intervention program for Pre-kindergarten, Kindergarten, and 1st grade.

Demographics Strengths

- The identification process for homeless students
- Highly qualified dedicated bilingual and ESL teachers
- Low students mobility
- 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 student daily average attendance does not meet district expectations.

Root Cause: Generational lack of interest in education.

Problem Statement 2: The demographics on campus are not celebrated throughout the year.

Root Cause: Lack of time, effort, and established multicultural committee.

Student Learning

Student Learning Summary

Cloverleaf Elementary STAAR testing history

Year	Reading			Math			Science			Accountability Rating			
	Approaches/Meets/Masters			Approaches/Meets/Masters			Approaches/Meets/Masters			Overall	Student Achievement	Progress	Closing The Gap
	A	M	M	A	M	M	A	M	M				
2021-22	62%	30%	15%	68%	38%	17%	47%	13%	5%	B	Not Rated	A	C
2022-23	58%	26%	8%	71%	37%	11%	45%	14%	3%	F	F	D	F
2023-24	68%	34%	11%	73%	43%	14%	31%	9%	3%				
2024-25													

Student Learning Strengths

- MTSS is provided in 1st through 5th grade; Kinder will be added in the spring semester
- Tutoring Kindergarten through 5th grade
- Meeting ALC minutes for HB1416
- DDI Planning and Implementation in grades 2nd-5th grades
- Data Meetings in grades K and 1st grade
- Weekly Science lab lessons for 5th grade

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students' reading and comprehension skills across all content areas present a vital concern. Data is not meeting the district expectations.

Root Cause: Reading level gaps between the students own level and the level of the assessments create low trends in assessment data.

Problem Statement 2: Students' math skills and comprehension present a vital concern. Data is not meeting the district expectations.

Root Cause: Students struggle with reading comprehension of word problems and basic equation computation.

Problem Statement 3: Students struggle with self awareness, behavior regulations, and other social emotional learning skills.

Root Cause: The student learning committee observed the students lack of social counseling, self-esteem, behavior modification, and self-regulations strategies that effect the students emotionally and academically throughout the school year.

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 students set goals for the academic year, and teachers develop goal tracking systems pertinent to their grade level.

Our instructional team meets weekly with their content and grade-level teams to plan lessons, break down TEKS, desegregate data, and make needed adjustments to instructional plans.

Our GREAT 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. We have a mentor program for new teachers who meets monthly to discuss topics like Fundamental 5, and best teaching practices, and to answer any questions our new teachers may have.

School Processes & Programs Strengths

- Data-driven decisions based on student achievement
- Providing necessary interventions for student success
- Tutorials are offered in grades Kindergarten through 5th grade
- Math and Science Family Night
- Science lab
- Foundations Program
- CIS/21st Century program

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: General education teachers need more guidance in servicing their special education students within their classroom.

Root Cause: Most teachers are not understanding and implementing IEPs and the student's accommodations.

Problem Statement 2: There are a high number of discipline referrals campus wide.

Root Cause: Most teachers are not consistent in setting and monitoring behavior expectations throughout the year.

Problem Statement 3: There are a high number of discipline referrals campus wide.

Root Cause: Most teachers are not consistent in making connections with students.

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-grade Elementary school providing high-quality educational experiences in the heart of Cloverleaf.

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, 21st Century program activities, Bear Fair, Talent Show, Career Day, and Field Day.

We utilize various ways of communication to keep parents and community members informed of Cloverleaf activities and the educational progress of students.

Perceptions Strengths

- Communication
- Parent engagement

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There are a high number of discipline referrals campus wide.

Root Cause: Most teachers are not consistent in setting and monitoring behavior expectations throughout the year.

Problem Statement 2: New teachers are getting overwhelmed by district and campus expectations.

Root Cause: Novice teachers do not have support to develop classroom strategies and systems that they do not know exist.