

**Galena Park Independent School District**  
**Green Valley Elementary School**  
**2021-2022 Comprehensive Needs Assessment**

**Accountability Rating: Not Rated: Declared State of Disaster**



**Board Approval Date: August 9, 2021**

# Mission Statement

Green Valley is committed to inspiring students to achieve the highest standards and intellectual and personal development through a caring and stimulating learner-centered environment.

## Vision

At Green Valley, we create an environment to motivate creativity, ignite enthusiasm, and promote safe learning.

## Campus Profile

### Where We Have Been:

#### A. History of Campus

Green Valley Elementary is one of fifteen elementary campuses in Galena Park Independent School District. Green Valley Elementary opened its doors in 1958 and serves predominantly minority, economically disadvantaged families. Green Valley sits among many apartment complexes and a few single homes on the east side of Houston. Each year, we experience much change as our students tend to move in and out of the area.

Currently, Green Valley serves approximately 647 students in grades PPCD three-year-old program to grade five. Green Valley serves students in both self-contained classrooms and team teaching arrangements. Inclusion is an integral part of our special education programs, providing the least restrictive environment as much as possible. Students identified as English Language Learners are served in a One-Way Dual Language Program.

#### B. Attendance

Green Valley's enrollment continued to increase over the last few years. Green Valley's current average daily attendance is:

2016 - 2017 ADA: 96.47

2017 - 2018 ADA: 96.14

2018 - 2019 ADA: 96.52

2019 - 2020 ADA:

2020 - 2021 ADA: 96.14

#### C. Academic Performance History

In 2016-2017, Green Valley received the following accountability: Met Standard; Distinction Designations; ELA/Reading; Post Secondary Readiness; and Top 25% Closing Performance Gap.

In 2017-2018, Green Valley received the following accountability: Met Standard; Distinction Designations; Post Secondary Readiness; and Top 25% Closing Performance Gap.

In 2018-2019, Green Valley received the following grade on the State Accountability - C.

In 2019-2020, Green Valley did not receive an accountability rating due to COVID.

#### **D. State Testing Demographics For Campus**

##### **Overall STAAR Scores**

<b>Year</b>	<b>Reading</b>	<b>Math</b>	<b>Writing</b>	<b>Science</b>
2016-2017	77.4%	81.3%	63.5%	68%
2017-2018	73%	84%	67%	73%
2018-2019	75%	74.3%	60%	70%
2019-2020	NA	NA	NA	NA
2020-2021	56.5%	51.5%	41%	48.2%

##### **Where We Are Now:**

###### **A. Demographics:**

English Language Learners- 33%  
Identified disabled through Special Education- 11%  
African American-30.67%  
Hispanic- 63.04 %  
White- 4.19%  
American Indian- 0.13%  
Asian- 0.13%  
Pacific Islander- 0%  
Two or More Races- 1.83%  
Economically Disadvantaged 88%  
Homeless- 4%  
100% of Green Valley's staff is highly qualified.

###### **B. Current Programs**

Our School-wide Title I program consisted of parental involvement activities, after-school tutorials, an early intervention teacher, an instructional coach, and a counselor. Our State Compensatory Program utilizes instructional coaches to train teachers in best practices for assisting at-risk students. Our dyslexia teacher is also utilized to work specifically with our dyslexic students. Our Title III Program provides a One Way Dual Language model of instruction for students in grades K-5, provided by our bilingual teachers and bilingual instructional coach. The campus intervention program (Response to Intervention) identifies students who are below grade level and provides intervention such as istation and iredy. The Special Education programs on campus consist of a PPCD Program for three-year-old students, a Life Skills class for the lowest functioning students, Speech Therapy targeting articulation and language disorders, and Resource/Inclusion for our learning disabled students accessing the grade-level curriculum. The campus also has a PASS Program to serve students with emotional and behavioral issues. Teachers work diligently to incorporate technology into their curriculum and instruction. Two

computer labs are provided, along with a mobile lab for student use in the classroom. Students participate in multimedia festivals and computer projects on campus during the school year. In addition, the campus gifted and talented program consists of a Journeys and an Encounters group of students. Journeys students complete curriculum-based projects that expand the topics for a deeper understanding of the information. Encounters students attend an off-campus program weekly that focuses on critical thinking and research-based learning. All of these programs have proven to be effective as we have shown growth in all areas.

### **C. Needs Assessment Survey Results**

According to our most recent student survey, 95% of our students feel safe in the classrooms. 96% of the students feel that the adults on campus care about them. 97% of students feel that the adults on campus are helpful to them. Only 76% of students stated that they felt safe in common areas of the school, such as the restrooms and playground. Only 60% of students stated that students treat each other respectfully at the playground and in the cafeteria.

According to the parent survey, 98% of parents felt welcomed on campus. 98% of parents agreed that information is sent home in a format that is easy to understand. 87% of parents stated they were given adequate information regarding parent involvement activities on the campus. Nearly 28% of parents stated there are barriers, such as working, other young children, and schedules, that prevent them from attending parent involvement activities.

According to the staff survey, 85% of the staff stated teachers have access to data and know how to use it when making instructional decisions. 90% of staff feel that the administration has high expectations of teachers. 94% of staff members believe there are good strategies in place to promote staff attendance. Only 60% of staff believe there is a high quality of family and community support for the school. 49% of the staff believes the campus' top focus should be school-wide discipline.

Eighty-five percent of staff felt that professional development, faculty meetings, and grade level meetings are focused on improvement.

### **Where We Are Going**

#### **A. Needs Assessment Survey**

Based on the staff Needs Assessment survey, we will conduct staff development during the 2020-2021 school year in the following areas:

Team Building Activities  
Guided Reading/Guided Math  
Writing  
School-wide Discipline/CHAMPS  
CPI Training  
Differentiation  
Student Engagement  
Kagan

#### **B. Campus Survey**

The campus will also focus on the following areas highlighted in the campus survey:

A safe and positive working and learning environment  
The core curriculum with an emphasis on intervention services and special programs  
Attendance of students and staff  
Parent Education

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Green Valley Elementary School sits among many apartment complexes and a few single homes on the east side of Houston. Each year, we experience much change as our students tend to move in and out of the area. The student mobility rate is 28.3%. Green Valley's enrollment fluctuates throughout the year. In 2021, the enrollment was at 648 students. Due to the high mobility, we still have a high number of at-risk students. Sixty-six percent of our students are at-risk. Many of our new students are identified as at-risk or in need of special programs. Ninety-two percent of our students are economically disadvantaged. The ethnic breakdown of our student population is as follows:

African American-28.59%

Hispanic- 66.07 %

White- 3.88%

American Indian- 0.16%

Asian- 0.32%

Pacific Islander- 0%

Two or More Races- 0.97%

### Attendance/Dropout/ Completion Rate, College Readiness Data

School Year	Attendance Percentage
16-17	96.47%
17-18	96.14%
18-19	96.52%
19-20	96.5%
<b>20-21</b>	<b>96.14%</b>

The Demographic Committee met and reviewed the 2020-2021 absences and current 2020-21 data. After reviewing the data and discussing past trends, our committee determined that we did not meet the state attendance goal of 96.5% due to challenges of the COVID-19 pandemic, our student attendance decreased. A lack of parental involvement also contributed to our attendance rate. This is an area of need because it impacts our attendance and the learning of all students. We have found that many parents lack an understanding of the correlation between attendance and academic achievement. However, we determined that by educating our parents, sharing our campus attendance expectations, and monitoring our daily attendance, we can increase parent involvement, improve our attendance rates, and as a result, this will increase student achievement.

### Demographics Strengths

Strengths discussed by the Demographic Committee include the following:

- Support for new teachers
- Smaller teacher-student ratio

- Improved student attendance with incentives
- The monitoring system in place to address student attendance issues

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** GVE will continue to strive to meet the district expectations of 96.5% for student attendance. **Root Cause:** Many of our parents have experienced hardships due to the COVID-19 Pandemic that we can't control. Parents sometimes do not prioritize attendance. They also do not understand the educational impact absenteeism has on their child.

**Problem Statement 2:** There are numerous students who are tardy everyday. **Root Cause:** The root cause of this problem is lack of student and parent knowledge of campus expectations.

# Student Learning

## Student Learning Summary

The committee analyzed the end of the years' district and campus assessments, campus survey, TAPR Report, and teacher input. As a result, we found students are not mastering grade-level expectations. Differentiating instruction, setting high expectations, and unpacking the TEKS to produce rigorous and relevant instruction will allow teachers to improve student growth. While reading and writing was a campus, district, and state focus for the 2020-2021 school year, we have determined that learning gaps among all content testing areas still exists. In effort to transition back to face-to-face instruction, the top priority for our students will be student engagement using effective practices.

## Student Learning Strengths

The Student Academic Achievement Committee identified the following as some of our campus strengths:

- Providing small-group & tutorials
- Student support is provided by CIC/Interventionist
- Plenty of English/Bilingual academic resources
- Relevant staff development is provided

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Our campus demonstrates academic gaps in ELA and math for all students. **Root Cause:** Adapting to the barriers of the COVID-19 Pandemic, Learning curve for the use of technology for students and teachers, lack of vertical alignment, content-based knowledge, and consistency.

**Problem Statement 2:** Teachers are inconsistent with differentiating during small group instruction. **Root Cause:** Lack of knowledge of differentiation strategies, content misconceptions, inconsistency in the implementation of small groups, rigor can be subjective, lack of planning time, and data-driven instruction for small groups.

**Problem Statement 3:** Teacher inconsistency in using data to drive instruction. **Root Cause:** Lack of professional development due to the pandemic, ineffectiveness of analyzing and adjusting instruction, implementation of data in small-group instruction



# School Processes & Programs

## School Processes & Programs Summary

Administration and campus leaders are involved in recruiting teachers. Green Valley staff is provided with district and campus professional developments in order to create high quality staff. Based on assessment data and campus needs, campus leaders provide numerous opportunities for professional development throughout the year. Teachers are included in the Campus Planning Advisory Committee (CPAC) in order assist with campus decision making. The CPAC committee meets quarterly (or as needed) with all stakeholders. The committee also utilizes campus surveys to get input from staff.

The school processes and programs for Green Valley Elementary School provide students and parents with opportunities to participate in programs that promote social and academic development. Some of the programs available on our campus are led by our counselor to increase parent engagement, provide crisis intervention, and foster community involvement. These programs include Pennies for Patients, Character Education Medal of Honor, Red Ribbon Week, and College and Career Awareness. Other programs available on our campus also consist of the Boys Club (Dukes), Girls Club (Duchesses), Robotics, and Academic Decathlon. Among these activities, other experiences provide at-risk students with opportunities to become involved with in-school and after-school activities provided by ACE, Communities in Schools, and our special rotations staff.

## School Processes & Programs Strengths

The School Processes & Programs Committee met and determined the following as current strengths on our campus:

- Access to data
- Professional development opportunities
- Family and community support
- Parents informed of student progress
- ACE after-school program

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** After reviewing the data for processes and programs, we determined that we are inconsistent with the use and implementation of CHAMPS. **Root Cause:** Teachers are not following through with CHAMPS procedures and guidelines.

**Problem Statement 2:** Our Foundations Committee is inconsistent with meeting and planning to minimize campus problems, causing a decrease in positive school culture and employee morale. **Root Cause:** The lack of consistency, accountability, and priority of the campus Foundations Committee

# Perceptions

## Perceptions Summary

Green Valley Elementary School ensures that our stakeholders, students, and faculty feel welcomed. Based on GVE's parents needs survey, our parents feel welcomed and teachers provide immediate feedback and response to their phone calls. The Perceptions Committee analyzed the parent survey completed for the 2020-2021 school year. According to the survey, not only do parents feel welcomed and well informed through an array of communications forms, but also appreciate the flexibility we provide as a campus for parent meetings. Therefore, as a campus, we strive to develop a student and parent culture of open-mindedness and support while ensuring our actions are consistently aligned with our vision, values, mission, and beliefs.

## Perceptions Strengths

Through further analysis of the teacher/staff survey, parent survey, and attendance data we have identified the following strengths:

- Parents feel welcomed
- Bullying has been reduced
- A weekly focus for staff is shared
- Communication is increased through a monthly principal newsletter
- All correspondence is provided in English and Spanish
- We have a low number of crisis situations
- There are procedures in place for behavior (CHAMPS), order (STEPS) and communication.
- There are clubs or organizations in place to develop the culture of our campus.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Campus-wide communication with staff and parents needs to be provided in a timely manner. **Root Cause:** Lack of urgency, timely communication

**Problem Statement 2:** We need to provide more opportunities for family and community involvement. **Root Cause:** COVID 19 restricted our ability to provide parents which activities, the need for improved planning and consistency