

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



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

# 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: No data due to COVID

2020 - 2021 ADA: 96.14

2021 - 2022 ADA: 92.45

2022 - 2023 ADA: 93.18

## **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 a C rating on the State Accountability System.

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

In 2020-2021, Green Valley did not receive an accountability rating due to COVID.

In 2021-2022, Green Valley received a B rating on the State Accountability System.

## **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 interventions 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 2023-2024 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

Revised/Approved: June 20, 2023

## 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 consistent change and transiency as our students tend to move in and out of the area with regularity. The student mobility rate is approximately 28.3%. Green Valley's enrollment fluctuates throughout the year. In 2023, the enrollment was at 615 students. Due to the high mobility, we still have a high number of at-risk students and their education has been exacerbated by the pandemic. Sixty-six percent of our students are categorized as at-risk. Many of our new students are identified as at-risk or in need of special programs. Ninety-two percent of our students meet the criteria for "economically disadvantaged." The ethnic breakdown of our student population is as follows:

African American-29%

Hispanic- 66%

White- 4%

American Indian- <1%

Asian- <1%

Pacific Islander- 0%

Two or More Races- 1%

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

School Year	Attendance Percentage
2018-2019	96.52%
2019-2020	96.5%
2020-2021	96.14%
2021-2022	93%
2022-2023	93.25%

The Demographic Committee met and reviewed the 2022-2023 attendance trends and other current 2022-23 data such as tardies, absences, exclusions (due to COVID), and "early pick-ups." 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 high mobility and issues from home as a result of continued challenges from COVID-19 pandemic. Our student attendance increased from 93% to 93.25% in comparison to the previous school year. A lack of parental engagement 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, increase student achievement.

## Demographics Strengths

Strengths discussed by the Demographic Committee include the following:

- System of embedded support for new teachers
- Strategic scheduling of students (Smaller teacher-student ratio for struggling students)
- Improved student attendance through the use of incentives
- The monitoring system in place to address student attendance concerns

## 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 appreciation of campus expectations.

# Student Learning

## Student Learning Summary

The committee analyzed the end of the year's district and campus assessments, campus surveys, TAPR reports, and teacher input (through committee meetings). As a result, we identified the students that 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 2022-2023 school year, we have determined that learning gaps among all content testing areas still exist. The transition back to face-to-face instruction has allowed us to determine the overall damage in learning for most students. The top priority for our students will be student engagement using effective practices.

### Historical STAAR Data:

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

	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
Preliminary (Likely to pass (2023)	62%	39%	65%
Historical Overall Data (3 <sup>rd</sup> -5 <sup>th</sup> )			
	2022	2021	2019
Approaches	63%	57%	75%
Meets	37%	25%	35%
Masters	19%	11%	15%

\*No 2020 data due to Covid-19 pandemic

#### GVE STAAR Data (Math)\*

	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
Preliminary (Likely to pass (2023)	41%	39%	57%
Historical Overall Data (3 <sup>rd</sup> -5 <sup>th</sup> )			
	2022	2021	2019
Approaches	58%	52%	74%
Meets	28%	25%	40%
Masters	11%	7%	20%

\*No 2020 data due to Covid-19 pandemic



## GVE STAAR Data (Science)\*

	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
Preliminary (Likely to pass (2023)	N/A	N/A	27%
Historical Overall Data (5 <sup>th</sup> Grade Only)			
	2022	2021	2019
Approaches	62%	50%	69%
Meets	38%	13%	38%
Masters	9%	3%	16%

\*No 2020 data due to Covid-19 pandemic

## Student Learning Strengths

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

- Interventions are provided during the school day, as well as small groups & tutorials
- Student support is provided to most struggling students by our most effective staff
- Plenty of English/Bilingual academic resources
- Relevant staff development is provided
- The PLc process is embedded into the fabric of the campus.

## 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 invested in recruiting and retaining a highly qualified and diverse team (teachers and staff). Green Valley staff is provided with district and campus professional development in order to create a high-quality staff that is able to respond to the varied needs of students. 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 to 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 2021-2022 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