



# Mission Statement

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# Comprehensive Needs Assessment

Revised/Approved: June 13, 2024

## Demographics Summary

Green Valley Elementary, situated in East Houston, is home to 631 students and is surrounded by apartment complexes and single homes. The school experiences a high level of student mobility, with a rate of approximately 29.1% as students frequently move in and out of the area. The transient nature of our student population means that a significant portion of our students are considered at-risk, with 68% falling into this category. Often new students who enroll in our school are identified as at-risk or in need of specialized programs. Additionally, a large majority of our students, 92%, meet the criteria for being "economically disadvantaged."

The fluctuation in our community contributes to the movement and diversity within our student body. Despite the challenges posed by high mobility and economic disparities, Green Valley Elementary is committed to providing a supportive and inclusive environment for all students, ensuring they have the resources and assistance they need to thrive academically and personally. The ethnic breakdown of our student population is as follows:

Ethnicity	%
African American	21%
Hispanic	77%
White	<1%
American Indian	<1% "
Asian	<1%
Pacific Islander	0%
Two or More Races	1%

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

School Year	Attendance Percentage
2021-2022	93%
2022-2023	

## Demographics Strengths

Strengths discussed by the Demographic Committee include the following:

- Staff is invested in the campus and community.
- Increased in afterschool extracurricular activities and parent engagement.
- Strategic scheduling of students
- Improved student attendance through the use of incentives
- improved intervention delivery

## Problem Statements Identifying Demographics Needs

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## **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). Differentiating instruction, setting high expectations, Data-Driven Instructions will allow teachers to improve student growth. The top priority for our students will be student learning engagement using effective practices.

### **Historical STAAR Data:**

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

**GVE STAAR Data (Science)\***

<b>Science 2024</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
5th Grade	34%	6%	1%
Historical Overall Data (5 <sup>th</sup> Grade Only)			
	2023	2022	2021
Approaches	48%	62%	50%
Meets	16%	38%	13%
Masters	4%	9%	3%

The data shows that we need to re-vamp several programs and systems to ensure that we are properly meeting the varied needs of students. As we look to replace the loss of ESSER funds, we will prioritize

## 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's staff receives district and campus professional development to cultivate a high-quality team capable of meeting diverse student needs. 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, Art club, 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 TCLAS, 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:** Chvgt"tgxkgykpi"vjg"fcvc"ht"rtqeguugu"cpf"rtqitc ou."yg"fgvgtokpgf"vjcv"yg"ctg"kpeqpukuvgpv"ykvj"vjg"wug"cpf"ko r ng o gpvcvkqp"qh"EJCORU0""**Root Cause:** Vgcejgtu"ctg"pqv"hqmqykpj"vjqtqwi j"ykvj"EJCORU"rtqegfwtgu"cpf"i w k f g n k p g u 0 ""

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## **Perceptions Summary**

After reviewing the parent survey for the 2024-2025 school year, the Perceptions Committee at GVE discovered that parents feel welcomed by our staff and receive prompt feedback to their questions. They also reported feeling well-informed and supported through different communication channels. In response to these findings, our objective is to cultivate an environment of transparency and assistance for both students and parents, ensuring that our practices consistently reflect the vision, values, mission, and beliefs of our school.

## **Perceptions Strengths**