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Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: August 9, 2021

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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.

Xkukqo

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

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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

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

Year	Reading	Math	Writing	Science
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%

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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 Summary

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:**