

Galena Park Independent School District
Pyburn Elementary
Campus Improvement Plan

2013-2014

Section 1- Introduction

1. School: Pyburn Elementary

**2. Location: 12302 Coulson
Houston, TX 77015**

3. Budget Manager: Conrad Rivera

4. Current School Advisory Team Members & Position:

Conrad Rivera – Principal	B. Betancourt - Fourth Grade
S. Chavez - Assistant Principal	B. Puryear - Fifth Grade
N. Barahona - PK Bilingual	J. Jones – Fifth Grade
E. Vasquez - K Bilingual	M. Flores - Resource
S. Rodriguez – Kindergarten	C. Andrews – Sp. Ed Teacher
C. Campbell - First Grade	C. Marsh - Counselor
S. Freeman - First Grade	M. Loa - Business Partner
M. Lopez - Second Grade	M. Macias - Business Partner
C. Ead - Second Grade	R. Ortiz - Parent
G. Fee - Third Grade	M. Canales - Parent
A. Reyes – Third Grade	V. Martinez – Com. Member
T. Baszile – Fourth Grade	L. Esquivel – Com. Member

5. Campus Mission/Vision Statement:

Motto: “Our children come first”

Mission: “All students will develop their potential through rigorous instruction in a student centered environment which involves home, school, and community.”

Section 2 - Comprehensive Needs Assessment

1. Where We Have Been:

A. History of Campus and Important Changes

Pyburn Elementary opened its doors in 1952 and is located east of Houston off Federal Rd. The community takes great pride in the school since it has consistently been rated as “Exemplary” or “Recognized” by the Texas Education Agency. Faculty and staff provide positive support to enable the students to perform at their very best.

Our campus has been successful due to the collaboration of our students, staff, and community members. The Pyburn Elementary PTA was organized in 1955 and has continued to flourish. The organization works collaboratively with the school to help students become successful. Our PTA helps greatly by providing assistance to the school.

Pyburn Elementary currently serves 654 students from pre-kindergarten through fifth grade. We also offer PPCD, life skills and resource classes for students with special needs. The makeup of the school has changed dramatically since it first opened. Sixty-one years ago the campus was predominantly white and now it is 91% Hispanic. This has not only changed how we implement our instruction, but how we must adjust the curriculum and make modifications to meet their needs.

In reviewing assessments for the last three years, our scores have remained fairly consistent. However, in 2010-2011, our writing and science scores decreased minimally. Our academic ratings for the last three years are: 2012 (STAAR – First Year / No Rating), 2011 Exemplary, and 2010 Exemplary. In reviewing our data, we have noted that the students who do not perform well on the TAKS/STAAR tests are typically new students to the district or students who have not been on our campus since pre-kindergarten. These students seem to have many gaps in their education.

As a campus, we have had to adjust the curriculum and make modifications to meet their needs. The student enrollment has slightly varied from year to year. Three years ago our campus enrollment was at 634, in 2011 the enrollment was at 640, and

currently we have 654 students. 87% of our students are economically disadvantaged and 50% are limited English proficient.

Due to the rigorous standards, continued enrollment of limited English proficient students, and the changing needs of our students, our teachers/staff must always find innovative ways to approach instruction to ensure all students are successful. Despite the regulations placed upon us by “No Child Left Behind,” increased testing, higher standards, and rigorous curriculum, our students have risen above it and have done very well. The following scores reflect the last three years at Pyburn:

<u>Reading</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
3rd Grade	94%	99%	80%
4th Grade	97%	94%	87%
5th Grade	99%	92%	83%
<u>Math</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
3rd Grade	89%	97%	80%
4th Grade	98%	99%	99%
5th Grade	98%	98%	88%
<u>Writing</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
4th Grade	100%	97%	99%
<u>Science</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
5th Grade	97%	93%	85%

B. Attendance Data

2012 - Student Attendance: 97%

2012 - Staff Attendance 96%

C. Met AYP 2011-2012

100% Highly Qualified

D. TAKS/STAAR Demographic Data for Campus and Feeder Grade

	Reading	Math	Science	Writing
2011	96%	99%	93%	97%
2012	83%	89%	85%	99%

2. Where We Are Now:

Pyburn Elementary Comprehensive Needs Assessment

School Profile

Pyburn is one of fifteen elementary campuses in Galena Park Independent School District. Pyburn opened its doors in 1952 and currently serves predominantly low socioeconomic families. According to the Texas Education Agency, Pyburn Elementary is ranked as an Exemplary campus and has met Adequate Yearly Progress for the past several years. The focus has been to increase the STAAR scores from the previous year, to implement a well-balanced curriculum for all students, and to raise the bar of expectations across the grade levels in order to meet the campus, district, and state standards.

We have worked in all academic areas with emphasis on science, reading, writing, and math. In addition, we have closely monitored the students in special education, as they play a vital role in our academic success and accountability. We continue to tap into all available resources to ensure our students are successful.

A variety of strategies are implemented in order to ensure student success year-round. As a campus, we analyze district assessments, determine areas of

strength/weaknesses, and develop a plan on how we are going to improve those areas in need of intervention. We consistently monitor the students, while making adjustments as needed throughout the year.

We continue to improve instruction by providing professional development to our staff in all areas of instruction, specifically those areas in which our students did not perform well or are in need of improvement.

Our goals are primarily based on the campus needs assessment and district/state assessment results. Although we have made great strides to reach Exemplary, we are determined to continue finding new pathways to helping students succeed.

Our science lab is utilized weekly by all grade levels. Our fifth grade students attend twice a week and all other grade levels attend weekly. In addition, the science specialist teaches hands-on lessons once a week with 5th grade students and collaborates with 5th grade teachers in an effort to maximize instruction. We want to ensure that the students have hands-on experiences and are able to make the connection between the instruction and application. We have seen a strong correlation between students visiting the science lab and increased scores on the science portion of STAAR.

Benchmarks and mini-assessment are consistently provided in all core subject areas to monitor student progress. We also utilize the RTI committee to monitor student progress, provide student intervention as needed, and to minimize the number of students being tested for special education.

After school tutorials are provided for students in 2nd - 5th grades. Additionally, our kinder - 5th grade students who are reading below grade level receive small group instruction throughout the instructional day. Accelerated reading/math instruction is provided to fifth grade students who are not on level in accordance with the Student Success Initiative (SSI). This intervention will ensure that the students have the necessary skills to be promoted to the next grade.

We utilize our campus instructional specialists to assist the teachers in reading, writing, math, and science. They model lessons, provide tutorials, develop assessments as needed and disseminate all campus benchmarks.

Our students have consistently done well in writing. However, writing is a challenge for our students due to a large number of them transitioning to English. As a result, writing has always been and will continue to be a focus on our campus. Our students are required to keep a daily journal and to complete a weekly writing prompt to enhance writing fluency development.

We utilize the Accelerated Reader program, which focuses on promoting reading proficiency/accountability for all students and teachers in grades K – 5th. This program has attributed greatly to our success in reading.

As a campus, we realize the importance of having an environment that is conducive to teaching and learning, so as a result, we have continued to implement the Foundations Program. This program is utilized to maximize the instructional day by addressing campus issues which may result in disciplinary problems on the campus.

Weekly grade level meetings are implemented for the purpose of sharing information, discussing grade level concerns, and for planning. Vertical teaming is utilized to align instruction and to have better communication across the grade levels.

As a campus, we believe that parent involvement is crucial to the success of our students. Our parent involvement specialist consistently works to not only recruit parents to volunteer, but to educate them through parent information meetings so that they can help their children. Parent meetings are held several times a month in order to impart valuable information to them.

Pyburn currently serves 654 students in grades Pre-Kindergarten through fifth. Five years ago, 640 students were enrolled at the campus, which is an increase in student enrollment by 2.2%. 48% of our classrooms in PK-5th grades are self-contained, while 52% team teach.

The student population is 3% African-American, 3% Anglo, 0% Asian, 93% Hispanic, 48% male and 52% female with a low socioeconomic status of 87%.

The staff population is 7% African-American, 40% Anglo, 7% Asian, 44% Hispanic, 18% male and 82% female with an average of 9.7 years of experience. 100% of our staff is highly qualified, which include our paraprofessionals.

The overall mobility rate for the campus is approximately 12%. The average daily attendance rate for students is 97%. The average daily attendance rate for staff is 96.5%. There are a total of 86 discipline referrals this year, which is a 7% decrease from last year.

Pyburn Elementary serves:

English Language Learner students	334
Gifted and Talented program students	38
Identified for 504 services	8
RTI/ Tier I students	31
Tier II students,	19
Tier III students	13
Students served through special education services	70
Students tested/DNQ for special education services	13/1

Survey Data

Throughout the year we survey our parents, students, and staff to acquire input in regards to the needs of the campus.

According to our surveys (highest and lowest areas):

High

*76% agree that the staff has a clear vision, purpose, and goals.

*82% agree that the staff has high expectations for student learning.

*71% agree that leadership and teamwork are evident at our school.

*73% agree that there is high quality instruction.

*71% agree that campus administration has high expectations of teachers.

Low (areas needing improvement)

*47% agree that there is a high level of family and community support.

Special Programs

Our school-wide Title I program affords us the opportunity to have a parent involvement specialist who focuses on recruiting parents as volunteers. A variety of activities for parents have been implemented throughout the year which includes: monthly parent meetings, nutrition classes, technology lessons, parent conferences, and other activities to get the parents involved. We also utilize Title I monies for after school tutorials, professional development, and additional materials/resources. Our campus specialists consistently provide pull-outs throughout the school year for students who are at-risk of failing. Monies for our State Compensatory Program (SCE) are used to pay our technology specialist to help teachers utilize technology in order to increase student learning. We also have a Science Specialist who provides students with hands-on opportunities for discovering basic scientific concepts. Our bilingual/ESL program consists of a bilingual transitional approach which assists our Spanish-speaking students in making a smoother transition into English. We have two computer labs, as well as several computers in each classroom. All students visit the computer labs on a weekly basis. We have 38 GT students. Our Journey's program includes our first through third grade students. These students are provided instructional services in multiple settings and appropriate levels of differentiated classroom instruction. The Encounters program for fourth and fifth grade students is held at Normandy Crossing Elementary. These students are provided with advanced lessons, research, and independent projects throughout the school year.

3. Where We Are Going:

A. Comprehensive Needs Assessment Process

Our needs assessment process is described below. The site-based decision-making team formed subcommittees to evaluate the previous years' data. The committees evaluated program evaluations, survey results, and the following data: district benchmarks, DRA, TAKS/STAAR, and attendance (students and staff). Documentation of the process includes meeting minutes, agendas, sign-in sheets, and copies of data reviewed.

Committee members reviewed the data listed above to identify areas of strengths and needs.

The data showed:

Student Achievement:

Strengths: Continue to use benchmarks and DRA to monitor student learning.

Needs: Provide tutorials and pull-outs for students who are at-risk of failing.

Strengths: Continue to provide quality instruction that will yield high scores in all academic areas.

Needs: Purchase materials and resources to ensure that all students achieve academic success.

Strengths: RTI/PST will continue to identify students who are at-risk of failing and provide interventions.

Needs: Teachers will be utilized to provide small group instruction. Programs and activities that have been successful at the campus will continue to be utilized.

Instruction, Curriculum and Assessment:

Strengths: Teachers will meet in vertical teams to align our testing strategies. We will continue to learn and make adjustments to our instructional strategies in order to meet the needs of our students.

Needs: Provide opportunities for teachers to meet as a grade level/vertically to exchange ideas and align instruction.

Strengths: We will assess our STAAR Science scores to determine if changes need to be made. Grades 1-4 will continue going to the science lab weekly and fifth grade will attend twice a week to ensure that the students master all the objectives.

Needs: To continue to provide a Science specialist to enhance the science curriculum so that students are successful when taking the STAAR test.

Strengths: Students will be pulled out for resource only when inclusion is not beneficial.

Needs: To continue to provide resource classes to students whose needs are not being met in the regular classroom.

Strengths: Students who failed the STAAR test and are at-risk of failing will be closely monitored.

Needs: Tutorials will be provided throughout the year for 2nd-5th grades, which will include our resource students. This should help the students catch up with their peers.

Family and Community Involvement:

Strengths: We will continue to have meetings with the parents of PK-1st grade students in an effort to make them aware of campus expectations, as they relate to their reading foundation and development throughout the school year.

Needs: Continue to have parent conferences/meetings, as needed, throughout the year.

Strengths: Continue to provide technology, nutrition, and exercise classes for parents.

Needs: Increase parental involvement opportunities by 2% (parent meetings, SBDMT, ESL classes, open house, choir programs, nutrition classes, PTA meetings, technology classes, parent conferences, science night, etc.)

Staff Quality:

Strengths: Teachers are highly motivated to attend workshops or staff development to acquire the knowledge needed to be effective teachers.

Needs: We will continue to provide staff development to new and experienced teachers in order to refine their skills and to make the necessary adjustments needed to be successful.

Strengths: All staff members are highly qualified.

Needs: Continue to provide staff development in needed areas (STAAR, ESL, GT, discipline, and all content areas) and hire fully certified teachers.

School Culture and Climate:

Strengths: It is imperative that our students are able to work in an environment that is conducive to teaching and learning. We will continue to promote a positive and safe learning environment for all students. The Foundations Program will continue to implement strategies to help minimize discipline problems.

Needs: To provide incentives to students for positive behavior.

Needs: Team building opportunities will be provided throughout the year to ensure we continue to have a cohesive team working together to achieve our goals.

Needs: Implement bullying education for students and staff.

Strengths: Student and staff morale is high.

Needs: Continue to implement measures to maintain high morale and low faculty/staff turnover.

Strengths: Based on our survey, parents feel welcome and safe.

Needs: Continue to use raptor system, keep all exterior doors/office doors locked, conduct table top drills, fire drills, and use our emergency crisis plan.

School Organization:

Strengths: We will work to improve our school attendance.

Needs: An attendance plan will be developed to recognize students and staff throughout the year.

Needs: Implement measures to have a 98% attendance for students and staff.

Strengths: Continue to provide the CASE after school program, so that our students have a safe place to stay after school and programs that offer academic and extracurricular activities.

Needs: Provide educational vendors to provide enrichment activities to enhance the CASE program.

Summary of Identified Needs and Related Strategies

B. Based on the Needs Assessment, the following goals and objectives have been approved for the 2013-2014 school year:

Goal 1: Instruction

All students will become successful, independent, life-long learners so that 90% or better pass the STAAR Test and that we meet AYP.

- Objective 1.1:** To provide students with appropriate assessments and academic settings using a variety of strategies to ensure success.
- Objective 1.2:** To have multiple opportunities for the students to integrate effective problem solving skills in their daily lives.
- Objective 1.3:** To learn technological skills required to be successful in the world of work and or higher education.
- Objective 1.4:** To continue the implementation of the Foundations Program in order to ensure a safe environment for learning.
- Objective 1.5:** To provide students with opportunities to develop responsibility for their actions.
- Objective 1.6:** To provide the instruction necessary to fully develop their personal qualities, work habits and ensure complete character education.

Goal 2: Instruction

Pyburn Elementary will provide sound instructional programs that will meet the needs of all populations.

- Objective 2.1:** To continue to implement our STAAR plan in order to reach the 100% passing rate in all subject areas and populations.
- Objective 2.2:** To implement programs and provide resources for Title 1, Bilingual, Immigrant, At-Risk, Dyslexic, Special Ed. And 504 students, that will enhance student achievement and determine student success according to the district and state guidelines.
- Objective 2.3:** To provide opportunities for grade levels and vertical teams to meet and share innovative and effective teaching strategies.
- Objective 2.4:** To master the skills required being successful in all subjects including enrichment classes.
- Objective 2.5:** To recognize staff and individual students' success in order to enhance the school climate and strengthen the instructional program.
- Objective 2.6:** To continue to use motivational strategies that encourage individual students to attend school, achieve academic success, raise character awareness and produce successful responsible citizens.

- Objective 2.7:** To increase student's ability to access resources that support regular instruction through technology.
- Objective 2.8:** To increase the number of student meeting or exceeding the state and local accountability standards.
- Objective 2.9:** To assist students transitioning from PK with early intervention and related services, in an effort to better prepare them for the K curriculum.

Goal 3: Instruction

To allocate budgeted funds from various resources (Title I, Bilingual, Comp. Ed., etc.) that will support and strengthen the instructional program and to seek out other sources of income such as grants and business partners.

- Objective 3.1:** To purchase additional Spanish and English AR books and tests for all grade levels.
- Objective 3.2:** To update and purchase technology for the campus.
- Objective 3.3:** To research and apply for all available grants.

Goal 4: Environment

To provide a safe and secure learning environment for students, staff, and parents.

- Objective 4.1:** To continue to practice table top emergency drills and update the emergency operations plan so that the campus will be prepared for a potential crisis at any given time.
- Objective 4.2:** To continue to take safety measures (badges, visitor sign in, etc.) to ensure the safety of students and staff at all times.
- Objective 4.3:** To continue to provide school wide activities that will promote safe and drug free schools.
- Objective 4.4:** To provide students, parents, and community members, exemplary customer service as measured by the GPISD Customer Satisfaction Survey.
- Objective 4.5:** To continue training staff on the Automated External Defibrillator.

Goal 5: Health

To implement the district's wellness plan by encouraging healthy eating and physical activity in order to reduce childhood obesity and to prepare student to become healthy, productive and lifelong learners.

Objective 5.1: To integrate nutrition education into the health and physical education.

Objective 5.2: To provide students and staff with pleasant eating experiences.

Objective 5.3: To educate parents on health and physical concerns facing children.

Objective 5.4: To continue to implement the CATCH Program.

Goal 6: Environment

To integrate the Foundations program in order to prevent physical or verbal aggression, sexual harassment and bullying.

Objective 6.1: Prevention of unwanted physical or verbal aggression, sexual harassment, and bullying will be integrated into the Foundations behavior management program.

Goal 7: Attendance

The campus will seek to have 97% or higher student/teacher attendance rate.

Objective 7.1: To continue providing staff members with incentives.

Objective 7.2: To continue recognizing staff members every 9 weeks.

Objective 7.3: To continue recognizing students for their perfect attendance every 9 weeks.

Goal 8: College Prep

The campus will identify areas of improvement to better prepare students for college course work and careers.

Objective 8.1: To implement the interest inventory with fifth grade students to promote career awareness.

Objective 8.2: To implement the Bridges Program with second grade students.

Goal 9: Staff Development

To provide the staff with professional and educational growth opportunities that will lead to the "best teaching practices."

Objective 9.1: To provide technology training to all staff members.

Objective 9.2: To develop a professional library with information accessible to Pyburn staff and community.

Objective 9.3: To collaborate with the members of the Site Based Team and reach a consensus regarding staff development for the campus.

Objective 9.4: To employ district personnel, staff members and outside consultants for staff development.

Objective 9.5: To provide staff development to new and existing staff members to ensure their success.

Objective 9.6: To increase the skills, knowledge, abilities and satisfaction of GPISD employees in a way that retention, job satisfaction and performance is improved.

Objective 9.7: To provide team building opportunities in order to promote cohesiveness among the staff.

Goal 10: Parent Involvement

Pyburn Elementary will seek to improve counseling services for students and parents by providing multiple opportunities between home and school in order to foster productive relationships within the community.

Objective 10.1: To organize and implement activities that promotes greater parent involvement and shared accountability for student success.

Objective 10.2: To offer opportunities to involve parents in the educational process.

Objective 10.3: To enlist community and business personnel to enhance the quality of the educational environment.

Objective 10.4: To create an effective and timely dialogue between community, parent, and school and keep them informed regarding upcoming events.

Objective 10.5: To offer parents opportunities to review academic progress of students and to be afforded counseling services as needed.

Goal 11: Extracurricular and Enrichment

To implement measures by which student success can be determined for enrichment and extracurricular areas not tested by STAAR which include art, music, technology and physical education and report the results as appropriate.

Objective 11.1: To enhance fine arts instruction so students can develop an appreciation and understanding of the arts.

Objective 11.2: To provide physical education classes so that students are able to implement skills needed to maintain healthy.

Objective 11.3: To provide our students with the skills needed to function in a technological world.

Objective 11.4: To implement the Harris County CASE program in an effort to keep students safe, while providing them with enrichment activities.

Goal 12: Counseling Services

Continue to provide guidance and counseling sessions throughout the year for every student, parent and staff members.

Objective 12.1: To establish a counseling schedule in order to meet the needs of all the students.

Objective 12.2: To provide migrant and homeless students with necessary school supplies and related resources.