

Galena Park Independent School District

Pyburn Elementary School

Campus Improvement Plan

2011-2012

Section 1- Introduction

- 1. School: Pyburn Elementary School**
- 2. Location: 12302 Coulson
Houston, Texas 77015**
- 3. Budget Manager: Grace Devost, Principal**
- 4. Current School Advisory Team Members:**

Grace Devost	Principal
Conrad Rivera	Assistant Principal
Norma Barahona	Pre-Kindergarten Teacher
Sheila Rodriguez	Kindergarten Teacher
Eleana Vasquez	Kindergarten Teacher
Candace Campbell	First Grade Teacher
Shlena Freeman	First Grade Teacher
Candace Campbell	First Grade Teacher
Martha Lopez	Second Grade Teacher
Candace Ead	Second Grade Teacher
Gayla Fee	Third Grade Teacher
Abraham Reyes	Third Grade Teacher
Dolly Mora	Third Grade Teacher
Talitha Baszile	Fourth Grade Teacher
Blanca Betancourt	Fourth Grade Teacher
Brandi Puryear	Fifth Grade Teacher
Joymesha Jones	Fifth Grade Teacher
Maria C Flores	Special Ed. Teacher
Christi Andrews	Special Ed. Teacher
Charlene Espinoza	Guidance Counselor
Martin Loa	Business Partner
Maria Macias	Business Partner
Rosalinda Ortiz	Parent
Maria Canales	Parent
Veronica Martinez	Community Member
Lina Esquivel	Community Member

5. Campus Mission/Vision Statement:

Motto: "Our children come first"

Mission: "All students will develop their potential through quality instruction in a student centered environment that involves home, school, and community."

Section 2 - Comprehensive Needs Assessment

1. Where We Have Been:

A. History of Campus and Important Changes

As the assessments were reviewed for the last three years, our scores have remained fairly consistent. There were minimal fluctuations from year to year, but typically there has not been much of a change. In the last two years, science has been the area of focus and we have continuously made gains. Our academic ratings for the last three years are: 2011 Exemplary, 2010 Exemplary and 2009 Exemplary. In reviewing our data, we have noted that the students who do not perform well on the TAKS test are 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 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 640. In 2009 the enrollment was 642 and in 2010 we had 645. Currently, we have 643 students. Eighty-seven percent of our students are economically disadvantaged and fifty-five percent are limited English proficient. Many of our parents are involved in their child's education. Due to their involvement and expectations, our discipline referrals are minimal.

Due to the rigorous standards, continued enrollment of limited English proficient students, and the changing needs of our students, our teachers need to take a different approach to teaching to ensure all students are successful. In spite of all the regulations placed upon us by the No Child Left Behind law, the increase in testing, higher standards and more rigorous curriculum, our students have done well. We continue to maintain our Exemplary rating. The following scores reflect the last three years:

Reading	<u>2009</u>	<u>2010</u>	<u>2011</u>
3rd Grade	95%	94%	99%
4th Grade	97%	97%	94%
5th Grade	99%	99%	92%
Math	<u>2009</u>	<u>2010</u>	<u>2011</u>
3rd Grade	97%	89%	97%
4th Grade	100%	98%	99%
5th Grade	97%	98%	98%
Writing	<u>2009</u>	<u>2010</u>	<u>2011</u>
4th Grade	99%	100%	97%
Science	<u>2009</u>	<u>2010</u>	<u>2011</u>
5th Grade	97%	97%	90%

B. Attendance Data

2010-Student Attendance 97%

Staff Attendance 96.23%

C. Met AYP for 2010-11

100 % Highly Qualified

D. TAKS Data- Campus Wide

		R/ELA	Math	Science	Writing
2008		97%	97%	90%	100%
2009		95%	97%	97%	99%
2010		97%	95%	98%	100%
2011		95%	98%	90%	97%

2. Where We Are Now:

According to the Texas Education Agency, Pyburn Elementary is ranked as an Exemplary campus and has met Adequate Yearly Progress for the state. Overall, the campus did well, but there are some areas in need of improvement. The focus this year has been to increase the TAKS scores from the previous year and to ensure that a quality and well-balanced curriculum is provided to all our students.

We have worked in all academic areas with emphasis on science, reading, writing and math. In addition, we have monitored closely the number of students tested for special education. We have tapped into all available resources to ensure our students are successful.

A variety of strategies are implemented in order to ensure student success. As a campus, we analyze TAKS scores, determine areas of strength and weaknesses and develop a plan on how we are going to improve those areas. We consistently monitor the students 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 our students did not do well on TAKS.

Our campus goals are developed based on the campus needs assessment, students TAKS results, and student needs. Decisions are based on what is best for students. Although we have made gains in most subject areas and are Exemplary, science is still a struggle each year because we have a large LEP population; the assessment incorporates higher order thinking skills.

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 district specialist taught hands-on lessons once a week with 5th grade students and collaborated 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 believe that providing the science lab experience will help our students perform better on the science TAKS test.

Benchmarks and mini-assessment are consistently provided in all core areas to monitor student progress. We also utilize the RTI committee to monitor student progress and minimize the number of students being tested for special education. The committee implements strategies to assist struggling students.

After school tutorials are provided for students in 2nd through 5th. In addition, our Kinder-5th grade students who are reading below grade level receive small group instruction (ARIP). Accelerated math instruction is provided to fifth grade students who are not on level. This intervention will ensure 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 did well in writing last year. However, writing is a challenge for our students because a large number of our students are transitioning into English. Due to this fact, writing has always been a focus in our campus. Our students are required to keep a daily journal and to complete a weekly writing prompt to enhance fluency development.

We have a strong balanced reading program which emphasizes reading skills needed to be successful. We also have Project Read, which focuses on promoting reading proficiency for all students. This program has attributed largely to our success in reading.

As a campus, we realize the importance of having an environment that is conducive to teaching and learning. We have continued implementing the Foundations Program. This program was utilized to maximize the instructional day by minimizing campus issues that have an impact on discipline at the campus.

Weekly grade level meetings are implemented for the purpose of sharing information, discussing grade level concerns and grade level 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 specialist consistently works to recruit parents as volunteers. We focus on educating our parents, so that they can help their children. Parent meetings are held weekly in order to impart valuable information to our parents.

A. Demographic Data for Campus

Ethnicity	Number of Students
American Indian	1
Black/African American	17
Hispanic/Latino	606
White	19
Other	1
TOTAL ENROLLMENT	644

Ethnicity	Percentage of Teachers
Asian/Native American	6%
Black/African American	10%
Hispanic/Latino	42%
White	42%
Student Teacher Ratio	13.3

Student Data	Percentage
LEP	59%
Migrant	.05%
At-Risk	76%

B. Highly Qualified Data

100% of our staff is highly qualified.

C. 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 one of our surveys, eighty-five percent of our staff members felt that pull outs and small group instruction is valuable and beneficial to students. Integrating technology with instruction was also noted as being helpful. Ninety-six percent of our parents feel that the school and staff have made the campus a safe place for their children to attend. Sixteen percent of those surveyed felt that bullying was an issue that needed to be addressed.

3. Where We Are Going:

We will continue to strive for excellence by focusing on quality instruction in all academic areas and to provide a well balanced education to all our students. We will continue to have high expectations for students, staff and administrators. We will work towards improving student achievement and continue to maintain our Exemplary rating.

With the advent of STAAR, the student's learning will be monitored through assessments and adjustments will be made accordingly. Instruction is individualized in order to best meet the needs of all our students.

New teachers will be monitored and provided staff development in all academic areas, so that they are successful. They will be assigned a mentor to assist in their first and second year of teaching. We will continue to provide staff development to the experienced teachers in order to continue to refine their skills, and to make the necessary adjustments for the new STAAR test.

Staff development that will be implemented includes: STAAR Reading, Writing, Math, and Science. Our teachers will meet as 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.

We will assess our Science TAKS score to determine if changes need to be made. Grades 1st-4th will continue going to the science lab weekly and fifth grade will attend twice a week to ensure the students master all the objectives.

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.

We will continue to promote a positive learning environment for students and staff. Team building opportunities will be provided throughout the year to ensure we continue to have a cohesive team working together to achieve our goals.

The students will be pulled out for resource only when inclusion is not beneficial. The intent is to keep students in the least restricted environment.

Students who failed the TAKS test will be closely monitored. Tutorials will be provided throughout the year for 2nd -5th grade including our resource students. Hopefully, this will help the students catch up with their peers.

We will work to improve our school attendance. A plan will be developed to recognize student and staff attendance throughout the year.

The RTI/PST committee will continue to identify students who are at risk of failing and provide the needed interventions, so Intervention teacher will be utilized to provide small group instruction. We will continue to utilize all programs and activities that have been successful at the campus.

Meetings with the parents of PK-1st grade students will be held in an effort to make them aware of campus expectations as they related to their reading foundation and development throughout the school year.

A. The following goals and objectives have been approved by our Campus Site-Based Committee for the following year.

The goals for Pyburn Elementary for the 2011-2012 school year are as follows:

Goal 1: Instruction

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

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 provide a science teacher to facilitate instruction, so that students have the needed skills to pass the science STAAR.
- Objective 2.10:** Students in kindergarten through second grade will meet or exceed the national reading standards.

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 aggressively 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 on a monthly basis.

Objective 7.3: To continue recognizing students for their perfect attendance weekly.

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.