

Galena Park Independent School District

Pyburn Elementary School

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

“Our children come first!”

Vision

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

Campus Profile

Pyburn Elementary opened its doors in 1951 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 650 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-two years ago the campus was predominantly white and now it is 91% Hispanic, with the majority of those students having English as their second language. This has not only changed how we implement our instruction, but how we must adjust the curriculum and make modifications to meet their needs.

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 exceptionally well.

Comprehensive Needs Assessment

Revised/Approved: June 21, 2018

Needs Assessment Overview

1. Where We Have Been:

A. History of Campus and Important Changes

Reading	<u>2016</u>	<u>2017</u>	<u>2018</u>
3rd Grade	64%	72%	73%
4th Grade	75%	73%	70%
5th Grade	91%	82%	82%
Math	-		
3rd Grade	74%	77%	83%
4th Grade	78%	75%	79%
5th Grade	89%	82%	97%
Writing	-		
4th Grade	72%	63%	56%
Science	-		
5th Grade	90%	74%	85%

B. Attendance Data

Student Attendance: 96.7%

Staff Attendance 97.4%

C. Met AYP 2015 - 2016

100% Highly Qualified

D. STAAR Subgroup Data for Campus



<i>2015 - 2016</i>	
Reading	
<i>All Students</i>	77%
African American	--%
Hispanic	75%

White	--%
Economically Disadvantaged	86%
Mathematics	
<i>All Students</i>	80%
African American	--%
Hispanic	77%
White	--
Economically Disadvantaged	81%
Writing	
<i>All Students</i>	72%
African American	--%
Hispanic	73%
White	--%
Economically Disadvantaged	76%
Science	
<i>All Students</i>	91%
African American	100%
Hispanic	95%
White	--%
Economically Disadvantaged	96%

2016-2017	
Reading	
<i>All Students</i>	77%
African American	--%

Hispanic	76%
White	--%
Economically Disadvantaged	76%
Mathematics	
<i>All Students</i>	79%
African American	%
Hispanic	78%
White	--
Economically Disadvantaged	79%
Writing	
<i>All Students</i>	64%
African American	--%
Hispanic	63%
White	--%
Economically Disadvantaged	64%
Science	
<i>All Students</i>	75%
African American	80%
Hispanic	74%
White	--%
Economically Disadvantaged	74%

2017-2018	
Reading	
<i>All Students</i>	76%
African American	75%
Hispanic	77%
White	60%
Asian	100%
Economically Disadvantaged	76%
Mathematics	
<i>All Students</i>	86%
African American	100%
Hispanic	86%
White	90%
Asian	100%
Economically Disadvantaged	86%
Writing	
<i>All Students</i>	56%
African American	67%
Hispanic	55%
White	67%
Asian	100%
Economically Disadvantaged	51%
Science	
<i>All Students</i>	85%
African American	100%
Hispanic	85%
White	100%
Economically Disadvantaged	84%

2.

Where We Are Now:

School Profile

Pyburn is one of fifteen elementary campuses in Galena Park Independent School District. Pyburn Elementary was named in honor of W.F. Pyburn, former GPISD trustee. The school employed 14 teachers at the time of its opening in 1951 and adopted the panther as its mascot. According to the Texas Education Agency, Pyburn Elementary has met **system safeguards** every year. 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 the highest rank per the state standards, 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 coach 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 abstract and the concrete.

Benchmarks and mini-assessments 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 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 and early intervention as needed. 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 not only pass the STAAR test, but to be promoted to 6th grade as well.

We utilize our campus instructional coaches to assist the teachers in reading, writing, math and science. They model lessons, provide small group instruction, develop assessments as needed and disaggregate data to plan for further instructional intervention.

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 across the grade levels.

We utilize the Accelerated Reader program, which focuses on promoting reading proficiency/accountability for all students and teachers in grades 1 - 5. This program has contributed to our students' reading success.

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 (PAWS Committee). 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 held with faculty and staff 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. The meetings are held throughout the school year in order to impart valuable and helpful information.

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 (*agree*)

*97% agree that the staff has a clear vision, purpose, and goals.

*97% agree that the staff has high expectations for student learning.

*97% agree that leadership and teamwork are evident at our school.

*97% agree that there is high quality instruction.

*96% agree that professional development and faculty meetings are focused on improvement.

*97% agree that teachers have access to data and know how to use data when making instructional decisions.

*93% agree that there is a high level of family/community support on our campus.

*97% agree that campus administration has high expectations of teachers.

*100% agree that teachers have high expectations of students.

Low (*areas needing improvement*)

N/A

Special Programs

Our Title I status 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 money for after school tutorials, professional development and additional materials/resources. Our campus coaches consistently provide pull-outs throughout the school year for students who are at-risk of failing. Monies for our State Compensatory Program are used to pay our technology specialist to help teachers utilize technology in order to increase student learning. We also have a Science coach who provides students with hands-on opportunities for discovering basic science concepts. Our campus-wide Bilingual/ESL program consists of a bilingual transitional and a one-way dual language approach, which assists our Spanish-speaking students in making a smoother transition into English. Pyburn offers the Positive Approach to Student Success (PASS) program, which provides social skills and emotional support for students that participate in the program. The 2018-19 school year will be the first year that Pyburn offers the FOCUS program for autism students. We have two computer labs to facilitate whole group technology-based instruction, as well as several computers in every classroom. All students visit the computer labs on a weekly basis. Our Gifted/Talented and Journeys programs includes our first through third grade students, which provides them with 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.

Demographics

Demographics Summary

Pyburn currently serves 650 students in grades PK - 5th; PPCD and Lifeskills.

About half of our teachers in PK-5th grades are self- contained, while the other half team-teach.

Our student population is 2.3% African-American, 3.9% Anglo, 92.8% Hispanic, and .3% Pacific Islander. 84.2% of our students are economically disadvantaged. 50% are English Language Learners.

Our staff population is 12.7% African-American, 22.8% Anglo, 10% Asian, 54.4% Hispanic (11.4% male and 88.6% female). 100% of our faculty and staff are highly qualified and the majority of them fall within the range of having 1-5 years teaching experience (38%).

The overall mobility rate for the campus is approximately 10.9%. The average daily attendance rate for students is 97.0%. The average daily attendance rate for staff is 97.5%. There were a total of 122 discipline referrals this past year, which is a 6% decrease from the previous year.

Pyburn Elementary serves:

Gifted and Talented program students	40
Identified for 504 Services	20
RTI/Tier I students	653
Tier II students	56
Tier III students	45
Students served through special education services	76
Students tested/DNQ for special education services	41/9

Demographics Strengths

Due to Pyburn being centrally located in a neighborhood just east of Houston, our student population is very stable with low mobility. This affords us the

opportunity to track our students in-house year after year, while making the necessary academic adjustments and interventions as needed throughout their primary school years for optimal success.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Pyburn has a large ELL population. **Root Cause:** The LEP population is a reflection of the surrounding neighborhoods.

Problem Statement 2: Our campus has a high special education population. **Root Cause:** Students are qualifying based on diagnostic criteria.

Student Achievement

Student Achievement Summary

Under the former rating system by the Texas Education Agency, Pyburn Elementary consistently earned the ratings of either "Exemplary" or "Recognized." After campus ratings were changed to "Met" or "Did Not Meet," Pyburn has consistently "Met" state standards. In 2014, the campus Met Standard and received several Distinction Designations in the areas of "Mathematics, Top 25% Student Progress, Top 25% Closing Perform Gaps, and Postsecondary Readiness." In 2015, the campus Met Standard and received Distinction Designations in the areas of "Science and Top 25% Closing Perform Gaps." In 2016, the campus Met Standard and received Distinction Designations in the areas of "Science, Top 25% Closing Perform Gaps and Postsecondary Readiness." In 2017, the campus Met Standard and received Distinction Designations in the area of "Science".

Student Achievement Strengths

1. Continue to use benchmarks and DRA to monitor student learning.
2. Continue to provide quality instruction that will yield high scores in all academic areas.
3. RTI/PST will continue to identify students who are at-risk of failing, who may need to be referred for special education testing and/or provide early interventions.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The campus Writing STAAR scores showed a decrease in the number of students at the approaches level from 2016 to 2017. **Root Cause:** Campus Writing STAAR scores decreased from 2016 to 2017.

Problem Statement 2: There is a need for improvement in third grade math and reading STAAR scores. **Root Cause:** Third Grade Math and Reading scores decreased from the previous year.

School Culture and Climate

School Culture and Climate Summary

Recent surveys show that students, staff, and parents describe our campus as a safe, orderly, and respectful place to be. They feel that it is easy to create/establish relationships and that it is easy to communicate with other students, faculty, and staff.

School Culture and Climate Strengths

1. 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 (PAWS Committee) will continue to implement strategies to help minimize discipline problems.
2. As a result of the many incentives/recognitions throughout the school year, student and staff morale continues to remain high.
3. Campus faculty and staff have high expectations for everyone, which provides us with an overall atmosphere of professionalism, respect, and integrity.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Student attendance needs to improve on our campus. **Root Cause:** Many parents are not taking their child's school attendance seriously.

Problem Statement 2: Even though the overall feeling of safety on the campus is good, we will need to continue to develop and maintain procedures that will allow us to have a safer environment. **Root Cause:** Students, staff and parents tend to get relaxed about campus safety procedures as the school year progresses.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- - Total Staff: 60.2 (consisting of teachers, professional/paraprofessional support, and campus administration).
 - Demographics: 12.7% African-American, 22.8% Anglo, 10.1% Asian, 54.4% Hispanic (11.4% male and 86.6% female).
- All new teachers are assigned a grade level and campus mentor. Overall attendance consistently remains at 97% or higher each year and they are provided with incentives as a reward for good attendance throughout the year. A campus leadership team is in place and meets regularly to support administration and to provide learning experiences for aspiring administrators.

Staff Quality, Recruitment, and Retention Strengths

- - The majority of our teachers fall within the range of having 1-5 years teaching experience (38%). 79.7% hold a bachelor's degree, 17.7% a master's, and 2.5% a doctorate. This is a good indication that our teachers are not only lifelong learners, but that at some point they aspire to advance within the profession. They are motivated to attend workshops/staff development throughout the year in order to acquire the knowledge and experience needed to become and/or remain highly effective teachers. All staff members are considered "highly qualified" through TEA.
 - When new teachers are hired, highly qualified candidates are recruited with the assistance of human resources.
 - In an effort to retain faculty/staff, we provide several opportunities for professional growth within our school/district, while promoting those who are ready when an opportunity becomes available.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teachers are in need of professional development opportunities in the area of balanced literacy. **Root Cause:** There is a need to keep teachers trained in the areas of balanced literacy.

Problem Statement 2: In recent history, more staff members with aspirations beyond the classroom are seeking employment outside of education. **Root Cause:** Bustling economy, high employment rate and lots of opportunities within/outside the field of education.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our campus continues to make growth in the areas of curriculum, instruction, and assessment. Teachers and staff continue to gain knowledge and a deeper understanding of the student skills necessary to be successful.

Curriculum, Instruction, and Assessment Strengths

1. All teachers and instructional coaches will meet by department levels each week in order to align our instructional and assessment strategies. We will continue to learn and make necessary adjustments to our instructional approach in order to meet the needs of our students.
2. The science coach will plan weekly with 5th grade science teachers, conduct weekly mini-assessments for ongoing feedback/data over student progress, and the science specialist will co-teach with science teachers in the classroom during their science time.
3. We will continue to collaborate with district specialists in order to improve the quality of instructional strategies.
4. Special education students will be pulled out for resource only when in-class support is not beneficial.
5. Students who failed the STAAR test and are at-risk of failing will be closely monitored throughout the year.
6. We will continue to provide all students who are at-risk of failing with research-based intervention strategies.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: The school is in need of additional resources in Spanish, particularly in the primary grade levels. **Root Cause:** Publishing companies adopted by the district are at times limited in what they publish in Spanish.

Problem Statement 2: District support should not only occur when our campus is having difficulty. Support should be provided on a consistent/regular basis with all campuses in Galena Park ISD. **Root Cause:** District resources are limited when it comes to personnel (i.e shared specialists among several campuses).

Parent and Community Engagement

Parent and Community Engagement Summary

We are proud to share that our parent involvement/volunteer program participation increased this past school year. Additionally, we consistently provide opportunities for our parents to be involved in their child's academic success. Parents participate in our Book Fairs, PTA, CPAC and many other programs and activities throughout the school year. Our entire faculty and staff play an important role in communicating the benefits of parental involvement. Parents are welcome to attend monthly meetings and peruse the school website to become informed over activities and/or programs taking place on our campus. According to the most recent parent survey, the parents felt that the school provided adequate parental involvement opportunities.

Parent and Community Engagement Strengths

1. Continue to provide monthly parent education classes.
2. We will continue to have PTA meetings and events in order to encourage and promote parental involvement.
3. Continue to host various activities throughout the year during the school day in order to maximize parental involvement.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: The majority of our parental involvement hours are accumulated by a small group of parents (around 6-8 parents). **Root Cause:** More parents are seeking employment opportunities, thus limiting the amount of time they can volunteer on campus.

School Context and Organization

School Context and Organization Summary

Students, teachers, and parents have a good perception about our school. Daily classroom schedules are created and posted outside each door in an effort to maximize the instructional time. The amount of time assigned to each subject is based on the number of district minutes per subject. However, if students require additional time, adjustments are made. Additionally, daily schedules are assessed by the leadership team in order to hold every staff member accountable for the instructional time each day.

School Context and Organization Strengths

1. The school is well-maintained and clean.
2. Equitable resources for instruction
3. Instructional Technology
4. Consistent classroom organization across the levels

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: We need to ensure that all critical staff development for new teachers occurs prior to the start of the school year. **Root Cause:** Some new teacher trainings occurred after the school year started.

Technology

Technology Summary

Pyburn Elementary is committed to providing our students technology instruction and application in order to prepare them to be 21st century learners. Technology support is available through a campus technology instructional specialist. All teachers complete technology professional development throughout the year. Technology TEKS are integrated into content area lesson plans. All students are required to complete internet safety lessons.

Technology Strengths

- Mounted projectors in the majority of classrooms.
- Two computer labs with enough stations to adequately serve all classes.
- Both labs also have a mounted projector as well as a printer.
- Campus has purchased additional iPads for student curriculum enrichment.
- All classrooms have 3-4 student computer workstations with internet access.

Problem Statements Identifying Technology Needs

Problem Statement 1: There is a need for student headphones in classrooms and labs in order to replace the ones which have been damaged or no longer work. **Root Cause:** Student headphones do not last long and need frequent replacement.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,

- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Pyburn Elementary will provide a safe, productive and healthy learning/working environment for students and staff.

Performance Objective 1: Provide regular communication/recognition for students, parents and staff.

Evaluation Data Source(s) 1: Parents, students and staff will be informed of the activities, procedures and events happening at Pyburn.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Regular call outs will be provided to keep parents informed in English and Spanish.	Administrators	Parents will be informed.				
Problem Statements: Demographics 1						
2) Notices will be sent out in Spanish and English for all events occurring on campus.	Administrators, secretaries and staff.	Parents will be informed.				
Problem Statements: Demographics 1 Funding Sources: 199 - Local - 800.00						
3) Update marquee with upcoming events in English and Spanish.	Front office	Activities will be posted.				
4) Update school website in English and Spanish with relevant information throughout the year.	Administrators and counselor	Parents and stakeholders will be informed of upcoming activities.				
5) Parent meetings and PTA meetings throughout the year.	Administrators, faculty and staff.	Parents will be informed.				
Funding Sources: 199 - Local - 200.00						
6) Daily announcements are made for students and staff.	Administrators and staff	Staff members will be informed.				

Performance Objective 1 Problem Statements:

Demographics





Problem Statement 1: Pyburn has a large ELL population. **Root Cause 1:** The LEP population is a reflection of the surrounding neighborhoods.

Goal 1: Pyburn Elementary will provide a safe, productive and healthy learning/working environment for students and staff.

Performance Objective 2: Teach safety practices and protocols to students, parents and staff.

Evaluation Data Source(s) 2: Students and staff are able to respond appropriately to a crisis.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Implement strategies that will motivate students to improve behavior	Teachers, Administrators, Counselor, and Staff	Students will make positive choices regarding their behavior.				
Funding Sources: 199 - Local - 1000.00						
2) To have staff, students, parents, and visitors follow the campus safety procedures in place.	Office staff and Administrators	All staff and students are safe				
Problem Statements: School Culture and Climate 2						
3) To implement grade level activities to promote safe and drug free schools	Counselor, Teachers, and Students	Students will make the appropriate choices through the programs and activities throughout the school year.				
Funding Sources: 199 - Local - 200.00						
4) To implement strategies to de-escalate bullying	Counselor	Students will use strategies to decrease bullying				
5) Implement anti-bullying awareness week	Counselor, Teachers and students	Students will utilize strategies to decrease bullying				
6) Educate students through anti- bullying videos as needed.	Counselor	Students will utilize strategies to decrease bullying				
7) Provide morning announcements which are aligned with anti bullying themes.	Assistant Principal and Counselor	Students will receive positive morning message				
8) Continue to utilize 5th grade safety patrols	Counselor	Students are escorted and assisted safely				
Funding Sources: 199 - Local - 100.00						
9) All students will participate in Red Ribbon week activities.	Counselor	Prevention of drug use due to participation in Red Ribbon Week.				
Funding Sources: 199 - Local - 100.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 2 Problem Statements:

School Culture and Climate


Problem Statement 2: Even though the overall feeling of safety on the campus is good, we will need to continue to develop and maintain procedures that will allow us to have a safer environment. **Root Cause 2:** Students, staff and parents tend to get relaxed about campus safety procedures as the school year progresses.

Goal 1: Pyburn Elementary will provide a safe, productive and healthy learning/working environment for students and staff.

Performance Objective 3: Implement a comprehensive Health/Wellness program.

Evaluation Data Source(s) 3: Students will be able to make healthy choices.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Nutrition education will be integrated in PE classes	PE Teacher	Students will have better eating habits				
2) Students and staff will be able to sample healthy goods during nutrition week	Cafeteria personnel, Nurse, and Staff	Students and staff will make healthier food choices.				
3) Continue to provide nutrition classes for parents	Counselor	Parents will make better food choices for their families and keep them physically motivated.				
Problem Statements: Parent and Community Engagement 1 Funding Sources: 199 - Local - 100.00						
4) To incorporate activities and utilize equipment that focus on improving student health and wellness	Counselor and PE Teacher	Students are aware of good health habits and the importance of exercising				
Funding Sources: 199 - Local - 200.00						
5) Implement Campus Wellness Plan	Wellness Committee Members	Faculty and students support healthier choices.				
6) Students will participate in FitnessGram.	PE Teacher	The PE teacher will implement future lesson plans based on the results.				
7) Continue to participate in the 5th grade Olympiad.	5th Grade Teachers and PE Teacher	Students will participate and develop a sense of pride for the school and district.				
Funding Sources: 199 - Local - 0.00						
						

Performance Objective 3 Problem Statements:

Parent and Community Engagement
Problem Statement 1: The majority of our parental involvement hours are accumulated by a small group of parents (around 6-8 parents). Root Cause 1: More parents are seeking employment opportunities, thus limiting the amount of time they can volunteer on campus.

Goal 1: Pyburn Elementary will provide a safe, productive and healthy learning/working environment for students and staff.

Performance Objective 4: Create a healthy environment so staff and students thrive and are productive.

Evaluation Data Source(s) 4: Students and staff will feel good and be able to thrive productively on campus.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Implement staff ethics and responsibilities.	District Personnel and Administrators	Staff is responsible and ethical behavior is evident.				
Problem Statements: School Culture and Climate 2 Funding Sources: 199 - Local - 0.00						
2) Staff treats each other with respect and professionalism.	Administrators and staff	A respectful environment is evident.				
3) Recognize staff birthdays during morning announcements, monthly staff treats, recognize personal/professional accomplishments and staff perfect attendance each nine-weeks.	Administrators, staff and Social Committees	High morale and professional productivity.				
4) Continue to implement the Foundations program with all students in order to prevent physical or verbal aggression, sexual harassment, and bullying.	Foundations Committee	Increased student morale, campus safety and overall school climate/atmosphere.				
5) Continue to recognize students for perfect attendance every nine-weeks.	Administrators and teachers	Increased student attendance.				
Funding Sources: 199 - Local - 1000.00						

Performance Objective 4 Problem Statements:

School Culture and Climate
<p>Problem Statement 2: Even though the overall feeling of safety on the campus is good, we will need to continue to develop and maintain procedures that will allow us to have a safer environment. Root Cause 2: Students, staff and parents tend to get relaxed about campus safety procedures as the school year progresses.</p>

Goal 1: Pyburn Elementary will provide a safe, productive and healthy learning/working environment for students and staff.

Performance Objective 5: Ensure our students and staff have Future Ready technology and equipment so performance is at a maximum.

Evaluation Data Source(s) 5: Technology resources will be maximized and utilized appropriately by students and staff.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Provide students with internet rules and regulations.	TIS and Teachers	Increase student knowledge regarding instructional technology.				
Problem Statements: Technology 1						
2) Monitor student usage of digital tools and resources.	TIS and Teachers	Decrease inappropriate usage of digital tools and resources.				
3) All staff will complete the online internet safety course.	District Personnel and Administrators	Staff will utilize safety strategies when using the internet.				
4) Continue to implement the district's acceptable use policy.	District Personnel and Administrators	Faculty and staff will comply with the district's acceptable use policy.				
5) Continue to purchase equipment and technology as needed.	Administrators and TIS	Campus needs are met.				
Problem Statements: Technology 1						
Funding Sources: 199 - Local - 5000.00						

Performance Objective 5 Problem Statements:

Technology
Problem Statement 1: There is a need for student headphones in classrooms and labs in order to replace the ones which have been damaged or no longer work. Root Cause 1: Student headphones do not last long and need frequent replacement.


Goal 2: Pyburn Elementary will provide effective counseling services, opportunities and information to assist students in preparing for college and career readiness.

Performance Objective 1: Increase student, teacher and parent awareness of college and career opportunities.


Evaluation Data Source(s) 1: We continue to provide college and career awareness to our students. Our goal in 2017-18 was to include more campus wide exposure of different careers/activities to all students. We were able to bring various career speakers throughout the year to all grade levels. We will continue to do as such in 2018-19.

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) To successfully complete the interest inventory	Counselor and Teachers	Career Awareness				
2) To make students aware of various careers by hosting Career Day.	Counselor and Teachers	Fourth and Fifth grade students will become aware of career choices.				
	Funding Sources: 199 - Local - 200.00					
3) Raise college awareness for students by allowing them to wear college shirts on Fridays and by having faculty and staff display their college flags outside their classroom doors.	Faculty and staff	Faculty and student participation.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 2: Pyburn Elementary will provide effective counseling services, opportunities and information to assist students in preparing for college and career readiness.

Performance Objective 2: Increase participation and performance on college and career readiness indicators

Evaluation Data Source(s) 2: Students scoring Advanced Level on STAAR for all tests combined is 10% in 2017-2018. In 2018-2019, students scoring Advanced level on STAAR for all tests combined will be a minimum required improvement of 15%.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) All teachers will use higher order thinking strategies daily in their classrooms to prepare students for college and career readiness.	Teachers and Administrators	Students are able to use critical thinking skills as it applies to college and career readiness.				
Funding Sources: 211 - ESEA Title I, Part A - 0.00						

Goal 2: Pyburn Elementary will provide effective counseling services, opportunities and information to assist students in preparing for college and career readiness.

Performance Objective 3: Ensure counselor's role retains focus on implementation of the Comprehensive Guidance Program to assist students in developing skills they need to enhance their personal, social, emotional and career development.

Evaluation Data Source(s) 3: In 2018-2019, guidance lessons will continue to be provided to all of our students.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Continue to provide classroom developmental guidance activities	Counselor	Students exhibit appropriate behavior				
	Funding Sources: 211 - ESEA Title I, Part A - 100.00					
2) Continue to provide preventative guidance	Counselor	Students exhibit appropriate behavior				
3) Provide classroom guidance and character education classes	Counselor	Reduction in referrals to counselor or office				
	Funding Sources: 211 - ESEA Title I, Part A - 100.00					

Goal 2: Pyburn Elementary will provide effective counseling services, opportunities and information to assist students in preparing for college and career readiness.

Performance Objective 4: Increase number of students participating in Dual Credit

Evaluation Data Source(s) 4: To implement higher order strategies so the students are able to participate in Dual Credit.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Provide opportunities for students to participate in learner-based projects.	Administrators and teachers	Students exhibit learner-based projects.				
2) Students will be referred and tested for the GT program.	Teachers and District Personnel	Students qualify for the GT program.				

Goal 2: Pyburn Elementary will provide effective counseling services, opportunities and information to assist students in preparing for college and career readiness.

Performance Objective 5: Increase the number of Career and Technology Education certificates earned by students.

Evaluation Data Source(s) 5: To increase student participation in the technology proficiencies as required per district.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Students will be required to attend weekly technology classes as part of their rotation schedule.	TIS	Increased technology skills.				
2) Participate in the District Multimedia contest, integrating technology and research based projects.	TIS and teachers	Increased student participation in festival.				
3) Provide technology training to students and staff, so that students are aware and able to utilize the resources available.	Technology team	Staff and students will be able to navigate the internet and find available resources.				
4) Continue to purchase technology to enhance instruction.	Teachers and Administrators	Monies are used to update technology.				
Funding Sources: 211 - ESEA Title I, Part A - 1500.00						

Goal 3: Pyburn Elementary will ensure student growth in tested areas.

Performance Objective 1: We will meet or exceed the state average in all tested areas (Reading, ELA/Writing).

Evaluation Data Source(s) 1: We will continue to make strides to improve our academic performance in ELA/Reading and Writing across the grade levels.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Continue using guided reading and balanced literacy strategies for K-5th grade students.	Teachers and Instructional Coaches	Students reading on grade level				
2) Purchase books in English and Spanish for Immigrant students	Librarian	Promote student interest in reading				
	Funding Sources: 199 - Local - 3000.00					
3) Continue having after school tutorials for grades 2-5.	Teachers and Administrators	Increase in student's academic success.				
	Funding Sources: 211 - ESEA Title I, Part A - 25000.00					
4) Continue vertical team meetings	Administrators and Teachers	Curriculum aligned across the grade levels.				
5) Continue weekly grade level meetings to share information, strategies, and to align instruction.	Administrators and Teachers	Teachers are informed and kept abreast of instructional expectations.				
6) To utilize data to effectively group students for tutorials.	Administrators and Teachers	Increase student's academic success.				
7) Desegregation of testing data (STAAR, DRA, EDL, and Benchmarks) to facilitate student progress and transition to the next grade level.	Administrators, Teachers and Instructional Coaches	Teachers will know strengths and weaknesses of their students based on testing data.				
8) Use higher order thinking skills and incorporate Bloom's Taxonomy into daily activities	Teachers and Administrators	Students will work independently at the analysis and application levels.				
9) Use ESL/SIOP strategies daily	Administrators and Teachers	Increased achievement scores for all LEP students				
10) Utilize data from the DRA/EDL assessments to facilitate student progress and transition.	Teachers and Administrators	The teacher will be able to use the testing data to better prepare a program suitable for the students, so that all students are successful				
11) Utilize the district's scope and sequence and timelines for teaching and assessing objectives through the use of benchmark testing	Teachers and Administrators	Teachers successfully plan for upcoming objectives				

12) Continue to implement weekly writing prompts to assess the student's writing skills	Teachers and Instructional Coaches	The students will become fluent writers				
13) Continue to administer unit tests.	Teachers and Instructional Coaches	Students will improve their grammar skills				
14) Administer district designated tests such as CogAT, TELPAS and EDL/DRA	Teachers and Administrators	Students will make gains to master the assessments				
15) Provide District Assessments	Instructional Coaches and Assistant Principal	Students are making gains				
16) Students are writing daily	Teachers and administrators	Journals are checked every 9 weeks				
17) Ninety percent of kindergarten students will be able to identify 35 English sounds and 42 Spanish sounds	Teachers	Meetings to track student progress throughout the year				
18) Continue kindergarten small group instruction.	Teachers and Instructional Coaches	Ninety-five percent of the K students will be reading in level three by the end of the year				
19) Continue 1st grade small group instruction.	Teachers and Instructional Coaches	Ninety percent of 1st grade students will be reading on level sixteen by the end of the school year				
20) Continue 2nd grade small group instruction.	Teachers and Instructional Coaches	Ninety percent of second grade students will be reading on level 24 by the end of the school year.				
21) Continue to purchase Spanish and English AR books, audio books, and ebooks for 1st and 2nd grades.	Librarian	Students reading on grade level				
		Funding Sources: 199 - Local - 4000.00				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 3: Pyburn Elementary will ensure student growth in tested areas.

Performance Objective 2: We will meet or exceed the state average in all tested areas (Math).

Evaluation Data Source(s) 2: We will continue to make strides to increase our math scores across the grade levels.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Continue having tutorials after school	Teachers and Instructional Coaches	Increase in student's academic success.				
Funding Sources: 211 - ESEA Title I, Part A - 15000.00						
2) Continue vertical team meetings	Administrators, Teachers, and Instructional Coaches	Curriculum aligned across the grade levels				
3) Continue weekly grade level meetings to share information and strategies, and to align instruction	Administrators, Teachers and CICs	Alignment across the grade levels.				
4) Desegregation of Testing Data (STAAR, DRA, EDL, Benchmarks) to facilitate student progress and transition to next grade level	Teachers, Administrators, and Instructional Coaches	Teachers will know strengths and weaknesses of their students based on testing data				
5) Use HOTS and incorporate Bloom's Taxonomy into daily activities	Teachers and Instructional Coaches	Students will use the higher levels of Bloom's Taxonomy				
6) Utilize the district's scope and sequence and timelines for teaching and assessing objectives through the use of benchmark testing	Teachers, Instructional Coaches and Administrators	Teachers successfully plan for upcoming objectives				
7) Provide District Assessments	Assistant Principal and Instructional Coaches	Students are making gains				
8) Incorporate CIC push-ins and pull outs in all K-5 classrooms daily.	Teachers and Instructional Coaches	Improvement of instructional strategies.				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 3: Pyburn Elementary will ensure student growth in tested areas.

Performance Objective 3: All students will improve their academic performance in (Science).

Evaluation Data Source(s) 3: We will continue to implement our science plan in an effort to remain on top.

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Continue having tutorials after school	Teachers and Instructional Coaches	Increase in student's academic success.				
Funding Sources: 211 - ESEA Title I, Part A - 0.00						
2) Continue to use Science Lab	Science lab teacher and Teachers	Utilize lab 100% of the time by students				
Funding Sources: 199 - Local - 250.00						
3) Continue vertical team meetings	Instructional Coaches and Teachers	Curriculum aligned across the grade levels				
4) Continue weekly grade level meetings to share information and strategies, and to align instruction	Administrators and Teachers	Alignment across the grade levels.				
5) Desegregation of Testing Data (STAAR, DRA, EDL, Benchmarks) to facilitate student progress and transition to next grade level	Teachers, Administrators, and Instructional Coaches	Teachers will know strengths and weaknesses of their students based on testing data				
6) Use HOTS and incorporate Bloom's Taxonomy into daily activities	Teachers and Instructional Coaches	Students will use the higher levels of Bloom's Taxonomy				
7) Utilize the district's scope and sequence and timelines for teaching and assessing objectives through the use of benchmark testing	Teachers and Instructional Coaches	Teachers successfully plan for upcoming objectives				
8) Provide District Assessments	Assistant Principal, Instructional Coaches, and Teachers	Students are making gains				
9) Incorporate CIC push ins and pull outs in all K-5 classrooms daily.	Teachers, Science Lab Teacher and Instructional Coaches	Implementation of instructional strategies.				

Goal 3: Pyburn Elementary will ensure student growth in tested areas.

Performance Objective 4: Provide technology support to all tested areas.

Evaluation Data Source(s) 4: Increase in students performance with the use of technology.

Summative Evaluation 4:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Continue to utilize technology daily	Teachers and TIS	Students will acquire basic technology skills				
2) All students will attend the computer lab weekly.	Teachers and TIS	Students will be able to access resources through technology				
3) Students in grades 1-5 will participate in the AR program.	Librarian and Teachers	Increase comprehension skills for students participating in the AR program				
	Funding Sources: 211 - ESEA Title I, Part A - 4000.00					
4) Continue to incorporate Computer Assisted Instruction: Easy Tech Compass Odyssey Lexia Starfall Brainpop Ipads/Science Lab I Station-Achieve 3000 TTM STEM Scopes Discovery Education Dream Box	Teachers, TIS and Instructional Coaches	Students will be proficient in these software programs by gaining competence in the skills these programs provide for the enhancement of reading and math				
	Funding Sources: 199 - Local - 0.00					
5) Continue to purchase technology to enhance instruction. (i.e. Headphones)	Teachers, TIS and Administrators	Monies are used to update technology				
						

Goal 3: Pyburn Elementary will ensure student growth in tested areas.

Performance Objective 5: Build instructional capacity through coaching, professional development and academies.

Evaluation Data Source(s) 5: Campus Instructional Coaches will provide teachers with support, training and coaching to ensure their success.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Completion of the coaching cycle along with the submission of the weekly coaching record.	Administrators and CICs	Evident through Eduphoria Formspace.				
2) Continue utilizing the CICs to model lessons, provide resources and support.	Administrators and CICs	To build capacity on the campus.				
Funding Sources: 199 - Bilingual - 2500.00, 199 - Local - 2500.00, 211 - ESEA Title I, Part A - 2500.00						
3) Analyze data to develop a plan of action for students.	Administrators and CICs	Teachers are able to identify student's strengths and weaknesses.				
4) Provide training to all teachers on STAAR requirements for Reading, Math, Writing, and Science.	District Personnel, CICs and Administrators	Increased knowledge of what impacts STAAR scores.				
5) Training for the Special Ed referral process/RTI.	Diagnostician/RTI Chair	Understanding of the referral process.				
6) Continue training for assessments such as, STAAR, TELPAS, CoGat, DRA, etc.	Administrators and Instructional coaches	Students achieving at grade level expectations.				
7) Provide opportunities for teachers to attend staff development.	Teachers and Administrators	Improved performance.				
Funding Sources: 199 - Bilingual - 1000.00, 199 - Local - 1000.00, 211 - ESEA Title I, Part A - 1500.00						
8) Provide staff with clinical procedures; AED machine, student medications and blood borne pathogens.	Nurse	Staff will know the proper clinical procedures and expectations.				
9) Provide overview of balanced literacy.	Trained staff	Teachers will be aware and utilize balanced literacy.				
10) Provide staff training during summer academies.	District personnel	Staff acquires new strategies and best practices.				
						

Goal 4: Pyburn Elementary will ensure students are provided quality enrichment/extra curricular programs and encourage their participation.

Performance Objective 1: Enhance the quality and increase student participation in fine arts programs.

Evaluation Data Source(s) 1: There will be an increase in the number of students participating in fine arts program when compared to the previous year.

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) To provide art and music classes throughout the year for grades K-5.	Art and Music Teachers	Students will appreciate music and art.				
Funding Sources: 199 - Local - 0.00						
2) Continue to provide after school honor choir program for 4th and 5th grade students.	Music Teacher	Students will participate.				
3) Continue to provide student performance during monthly PTA meetings throughout the year.	Music Teacher	Students and parents will participate.				
4) All K-5th grade students will continue to participate in the Rodeo Art Show.	Art Teacher	Students will take pride in their artwork.				
Funding Sources: 199 - Local - 500.00						
5) All 4th grade students will continue to attend the Museum of Fine Arts field trip.	Art and 4th Grade Teachers	Students will become culturally aware of fine arts.				
Funding Sources: 199 - Local - 1000.00						

Goal 4: Pyburn Elementary will ensure students are provided quality enrichment/extra curricular programs and encourage their participation.

Performance Objective 2: Offer multiple enrichment and extra-curricular opportunities available for students.

Evaluation Data Source(s) 2: Our trend will continue to demonstrate increased participation in extra-curricular activities.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) All students will participate in physical education classes daily as required by the state	P.E. Teacher	Students will continue to maintain physically fit				
2) Continue programs promoting fitness and health such as First Tee, Jump Rope for Heart and Olympiad	P.E. Teacher	Students will become aware of healthy habits				
3) Continue providing Honor Choir.	Music Teacher	Increased number of students participating in extra curricular activities.				
4) Continue to provide the PAWS Safety Patrol before school.	Administrator and Librarian (sponsor)	Increased number of students participating in extra curricular activities.				
5) Continue to provide Robotics Club.	Science Lab Teacher	Increased number of students participating in extra curricular activities.				
Funding Sources: 199 - Local - 100.00						
						

Goal 4: Pyburn Elementary will ensure students are provided quality enrichment/extra curricular programs and encourage their participation.

Performance Objective 3: Provide all elementary students with PE, Music and Art weekly.

Evaluation Data Source(s) 3: Students will appreciate PE and the fine arts.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Continue to provide weekly PE classes for K-5th grade students during rotation.	PE Coach	Students will maintain physically fit.				
2) Continue to provide weekly Art classes for K-5th grade students during rotation.	Art Teacher	Students will appreciate art.				
3) Continue to provide weekly Music classes for K-5th grade students during rotation.	Music Teacher	Students will appreciate music.				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 4: Pyburn Elementary will ensure students are provided quality enrichment/extra curricular programs and encourage their participation.

Performance Objective 4: Offer a wide variety of extracurricular student clubs.

Evaluation Data Source(s) 4: Provide students with choices in areas where they can excel.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Continue providing Honor Choir.	Music Teacher	Increased number of students participating in extra curricular activities.				
2) Continue to provide opportunities for students to work in a variety of academic skills to prepare for the District Decathlon.	Teachers	Students will successfully compete in the District Decathlon.				
3) Continue to provide the PAWS Safety Patrol before school.	Administrator	Increased number of students participating in extra curricular activities.				
4) Continue to provide Robotics Club.	Science Lab Teacher	Increased number of students participating in extra curricular activities.				
Funding Sources: 199 - Local - 100.00						

Goal 4: Pyburn Elementary will ensure students are provided quality enrichment/extra curricular programs and encourage their participation.

Performance Objective 5: Introduce students to fitness and life activities through physical education courses and programs.

Evaluation Data Source(s) 5: Students will become more aware of being physically fit.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) All students will participate in physical education classes weekly as required by the state.	PE Coach	Students will continue to maintain physically fit.				
2) Continue programs promoting fitness and health such as First Tee, Jump rope for heart and Olympiad.	PE Coach	Students will become aware of fitness and healthy habits.				
3) Each class will take their students to recess daily.	Teachers	Students will be able to focus better.				

Goal 4: Pyburn Elementary will ensure students are provided quality enrichment/extra curricular programs and encourage their participation.

Performance Objective 6: Continue to produce, support and recognize high quality athletic achievement by teams and individuals.

Evaluation Data Source(s) 6: Students will become more aware of being physically fit.

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) All students will participate in physical education classes weekly as required by the state.	PE Coach	Students will continue to maintain physically fit.				
2) Continue programs promoting fitness and health such as First Tee, Jump rope for heart and Olympiad.	PE Coach	Students will become aware of healthy habits.				
3) Provide K-5th grade students with a yearly field day during their PE time.	PE Coach	Students will appreciate healthy competition.				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 5: Pyburn Elementary will have a 96.5% or higher student attendance rate and a 97% or higher teacher attendance rate.

Performance Objective 1: Ensure students and parents understand the importance of attending school regularly and completing high school.

Evaluation Data Source(s) 1: Increase attendance rate to meet attendance goal.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Continue to recognize and reward students for Perfect Attendance	Attendance Committee	Increase student attendance				
Funding Sources: 199 - Local - 4000.00						
2) Continue recognition of staff birthdays.	Administrators and Office Staff	Staff is recognized on their birthdays.				
3) Continue to notify parents via warning letter after 3 unexcused absences; file on parents after 6 unexcused absences.	PEIMS Clerk, Administrators	Increased student attendance.				
4) Include attendance information in parent newsletters, website, and marquee.	Administrators	Increased student attendance.				
5) Call out system is utilized on a daily basis to inform parents of the child's absence for the day.	District and PEIMS Clerk	Increased student attendance.				
6) To stress the importance of attendance at parent meetings.	Administrators, Teachers, and Instructional Coaches	Increased student attendance.				

Goal 5: Pyburn Elementary will have a 96.5% or higher student attendance rate and a 97% or higher teacher attendance rate.

Performance Objective 2: Develop intervention strategies and provide support to improve attendance, graduation, retention and drop out rates.

Evaluation Data Source(s) 2: Student attendance will increase from last year.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Parents will be notified every time their child is absent.	Teachers, Administrators and PEIMS Clerk	Increased student attendance.				
2) Teachers and administrators will communicate the importance of student attendance through the use of newsletters, parent conferences, etc.	Teachers and Administrators	Increased student attendance.				
3) Letters will be sent home to students with excessive absences as outlined in the Harris County Stay in School Truancy Prevention Program.	Administrators and PEIMS Clerk	Increased student attendance.				
4) Students will be recognized for their perfect attendance every 9 weeks.	Administrators and teachers	Increased student attendance.				
Funding Sources: 199 - Local - 1500.00						

Goal 5: Pyburn Elementary will have a 96.5% or higher student attendance rate and a 97% or higher teacher attendance rate.

Performance Objective 3: Implement strategies to monitor and increase staff attendance.

Evaluation Data Source(s) 3: Staff attendance will increase when compared to last year.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Each nine weeks, staff member with 100% attendance will receive a free dress pass.	Administrators	Increased teacher attendance rate.				
2) Staff members with 100% attendance will receive a lunch per every nine weeks.	Administrators	Increased teacher attendance rate.				
	Funding Sources: 199 - Local - 1300.00					
3) Attendance will be included as part of their staff evaluation.	Administrators	Increased teacher attendance.				

Goal 6: Pyburn Elementary will provide opportunities for parental/community involvement and business partnership.

Performance Objective 1: Enhance the relationship between the campus and its partners.

Evaluation Data Source(s) 1: Collaboration between campus and partners to help reach campus goals.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Solicit business and community partners to adopt the campus.	Counselor and administrators	Partners will contribute to the success of the school.				
2) Invite business partners to become members of our CPAC.	Administrators and counselor	Business partners will be in attendance.				

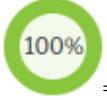



Goal 6: Pyburn Elementary will provide opportunities for parental/community involvement and business partnership.

Performance Objective 2: Ensure we provide parental involvement opportunities.

Evaluation Data Source(s) 2: Parental involvement will increase when compared to the previous year, which will be evident through our Raptor System for all parental involvement activities.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Inform parents of our STAAR strategy during Family Math and Reading Night.	K-5th grade Teachers, Administrators, and Instructional Coaches	Parents more informed of student progress and needs for the state test.				
Funding Sources: 199 - Local - 0.00						
2) Parent volunteer training	Counselor	Parents being more confident in their role in the classroom and their ability to be a positive influence on students				
Funding Sources: 199 - Local - 250.00						
3) Review Compacts with parents	Parents, Teachers, Counselor, and Administrators	Document identifying responsibilities of parents and students in the educational arena				
4) Parental Involvement Policy Evaluation	Counselor	Surveys distributed and collected, evaluations shared with parents in an understandable way in English and Spanish				
5) Continue to celebrate the 100th day of school	Teachers	Increase parental involvement				
6) Participate in district level training for parent facilitators and additional personnel on "Practice Parenting Education"	District Personnel	All facilitators attending and positive evaluations completed				
7) Provide five parent education meetings for facilitators to provide resources and additional information	Counselor	Large number of parents attending (sign-in sheets), positive evaluations completed				
8) Program evaluation report	Parent/School Facilitator	Number of parents attending parental involvement and parent education meetings				
9) Inform parents of expectations regarding Principles of Effectiveness, Safe and Drug-free Schools, Communities and Foundations	Nurse, Counselor, and Administrators	Parent attendance (sign in sheet) 100% of parents attending				
Funding Sources: 199 - Local - 500.00						
10) Inform parents of Special Programs (ESL, Bil, GT, Special Ed., Dyslexia, 504)	Administrators and Teachers	Parents attending meetings and/or conferences				
11) Report Card pick-up conferences during 1st and 3rd 9 weeks	Teachers	Parents awareness of students progress				

12) To provide periodic viewing opportunities of student's art work for parents	Art Teacher	Students showcase their art work				
13) Continue having "Pastries for Parents."	Counselor and Administrators	Parents attended				
Funding Sources: 199 - Local - 0.00						
14) Continue to provide customer survey to parents	Counselor and Administrators	Parents complete survey				
15) Solicit parents and community to volunteer their time	Counselor	Increase number of parent volunteers				
16) Educate parents on the District's Parent Involvement Policy and the Parent Handbook	Counselor	Signed Handbook pages				
17) Provide opportunities for parents to participate in school events (i.e. Family Math and Reading Night, PTA Meetings, Meet the Teacher, Open House)	Teachers, Instructional Coaches, Counselor, Nurse, and Administrators	Increase Parental Involvement				
Funding Sources: 199 - Local - 0.00						
18) Inform parents of the SSI initiative	Administrators and Instructional Coaches	Parents are informed				
19) Parents will be provided an access code to view their child's grades in skyward	Office Staff and Administrators	Parents will view their children's grades				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 6: Pyburn Elementary will provide opportunities for parental/community involvement and business partnership.

Performance Objective 3: Provide multiple communication channels with parents, students and the community.

Evaluation Data Source(s) 3: Communications with all stakeholders will increase when compared to last year.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Provide opportunities for parents to be involved in the decision making process	Parents, Teachers, and Administrators	More parents involved in the decision making regarding use of funds for Staff development and programs				
2) Continue to create community service activities.	Faculty and Staff	Provide community involvement				
3) Uniform Drive & canned food drive.	Counselor	Community coming forward to help students				
4) Continue to schedule library classes for parents to check out books from the library	Librarian	Parents checking out library books				
5) Participate in the campus Multicultural Showcase	Multicultural Festival Chairperson	Appreciation of what each culture brings				
6) Keep lines of communication open between home/school (i.e. newsletter, teacher website, and school website)	Newsletter Committee	Newsletter issued				
	Funding Sources: 199 - Local - 0.00					
7) Continue having Open House Night	Teachers and Administrators	Creating a bridge between school and home				
8) Include information on web page for parents	Assistant Principal & Teachers	Number of families using it				
9) Invite parents to have lunch with their children during Texas Public School's Week and other special events.	Administrators and Cafeteria Manager	Increase parent participation with school activities				
10) End of the year awards for volunteers	Counselor and Executive PTA members	Number of volunteer hours				
	Funding Sources: 199 - Local - 0.00					
11) Volunteer recognition and information bulletin board	Counselor	Parents reading bulletin board				
12) Conduct a parent awareness session regarding resources available to parents	Librarian	Parents utilizing resources				
13) Continue to have our Title I annual meeting.	Administrators and Counselor	Parents will be informed regarding assessment results.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 6: Pyburn Elementary will provide opportunities for parental/community involvement and business partnership.

Performance Objective 4: Maintain compliance with all Title I Parent Involvement requirements.

Evaluation Data Source(s) 4: All Title I requirements are met.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Inform parents of our STAAR strategy during Family Math and Reading Night.	K-5th grade Teachers, Administrators, and Instructional Coaches	Parents more informed of student progress and needs for the state test.				
Funding Sources: 199 - Local - 0.00						
2) Parent volunteer training	Counselor	Parents being more confident in their role in the classroom and their ability to be a positive influence on students				
Funding Sources: 199 - Local - 250.00						
3) Review Compacts with parents	Parents, Teachers, Counselor, and Administrators	Document identifying responsibilities of parents and students in the educational arena				
4) Parental Involvement Policy Evaluation	Counselor	Surveys distributed and collected, evaluations shared with parents in an understandable way in English and Spanish				
5) Continue to celebrate the 100th day of school	Teachers	Increase parental involvement				
6) Participate in district level training for parent facilitators and additional personnel on "Practice Parenting Education"	District Personnel	All facilitators attending and positive evaluations completed				
7) Provide five parent education meetings for facilitators to provide resources and additional information	Counselor	Large number of parents attending (sign-in sheets), positive evaluations completed				
8) Program evaluation report	Parent/School Facilitator	Number of parents attending parental involvement and parent education meetings				
9) Inform parents of expectations regarding Principles of Effectiveness, Safe and Drug-free Schools, Communities and Foundations	Nurse, Counselor, and Administrators	Parent attendance (sign in sheet) 100% of parents attending				
Funding Sources: 199 - Local - 500.00						
10) Inform parents of Special Programs (ESL, Bil, GT, Special Ed., Dyslexia, 504)	Administrators and Teachers	Parents attending meetings and/or conferences				
11) Report Card pick-up conferences during 1st and 3rd 9 weeks	Teachers	Parents awareness of students progress				
12) To provide periodic viewing opportunities of student's art work for parents	Art Teacher	Students showcase their art work				

13) Continue having "Pastries for Parents."	Counselor and Administrators	Parents attended				
Funding Sources: 199 - Local - 0.00						
14) Continue to provide customer survey to parents	Counselor and Administrators	Parents complete survey				
15) Solicit parents and community to volunteer their time	Counselor	Increase number of parent volunteers				
16) Educate parents on the District's Parent Involvement Policy and the Parent Handbook	Counselor	Signed Handbook pages				
17) Provide opportunities for parents to participate in school events (i.e. Family Math and Reading Night, PTA Meetings, Meet the Teacher, Open House)	Teachers, Instructional Coaches, Counselor, Nurse, and Administrators	Increase Parental Involvement				
Funding Sources: 199 - Local - 0.00						
18) Inform parents of the SSI initiative	Administrators and Instructional Coaches	Parents are informed				
19) Parents will be provided an access code to view their child's grades in skyward	Office Staff and Administrators	Parents will view their children's grades				
						

Goal 6: Pyburn Elementary will provide opportunities for parental/community involvement and business partnership.

Performance Objective 5: Create a system to monitor our business partners.

Evaluation Data Source(s) 5: Our business partners are collaborating with our campus.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Implement a school-wide volunteer program for parents and community members.	Counselor	Parents will be confident in their role in the classroom and their ability to be a positive influence on students.				
2) Solicit active business and community partners to adopt the campus.	Counselor	Partners will contribute to the success of the school.				
3) Invite business partners to be members of the CPAC.	Administrators	Business partners will be in attendance.				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 7: Pyburn Elementary will ensure quality staff is employed.

Performance Objective 1: Ensure all employees are provided professional development to increase and support job performance and staff retention.

Evaluation Data Source(s) 1: Increase staff performance and retention.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Provide Technology training	TIS	Teachers will become more knowledgeable in the use of technology				
Problem Statements: Technology 1						
2) Review of STAAR scores	Administrators	Teachers will have an understanding of STAAR in Science, Reading, Writing, and Math				
3) Provide RTI/PST training	RTI Committee	Evaluation results				
4) Continue to provide team building activities and faculty/staff recognition throughout the year to ensure high staff morale.	Administrators	Morale is high				
Funding Sources: 199 - Local - 0.00						
5) Provide CPI and TBSI training.	District Personnel	Staff will implement strategies learned				
6) To provide training on STAAR Writing	Teachers and Instructional Coaches	Training was completed and implemented				
7) To provide training on STAAR Reading	Teachers and Instructional Coaches	Training was completed and implemented				
8) To provide training on STAAR Math	Teachers and Instructional Coaches	Training was completed and utilized				
9) To provide training on STAAR Science	Teachers and Instructional Coaches	Training was completed and utilized				
Problem Statements: School Context and Organization 1						
10) To provide training on Student Proficiency Technology Applications (i.e. using photo story)	TIS	Training was completed and utilized				
11) To provide training on how to use the Science lab	Science Lab Teacher	Training was completed and utilized				
12) Continue Foundations Program	Teachers and Administrators	Teachers are aware of the philosophy of discipline on our campus and consistency across the building				
13) Disaggregates Testing Data (STAAR, Benchmarks, COGAT, DRA/EDL)	Instructional Coaches and Administrators	Plan their instruction based on testing data				

14) Provide TEAM building activities to create a cohesive working group of teachers	Administrators	Create cohesiveness among teachers and staff				
15) Training for the Special Ed referral process	Diagnostician	Understanding the referral process				
16) Continue to increase STAAR-related knowledge.	Administrators, Teachers and Instructional Coaches	A better understanding of the changes in TAKS				
17) Provide T-TESS training for all teachers.	Administrators	Evaluation Results				
18) Provide GT training	District Personnel	Teachers using higher order thinking skills during instruction				
19) Provide mentor training	District Personnel	New teachers are successful				
20) Continue TELPAS training	District Personnel and Assistant Principal	Evaluation Results				

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Performance Objective 1 Problem Statements:

School Context and Organization

Problem Statement 1: We need to ensure that all critical staff development for new teachers occurs prior to the start of the school year. **Root Cause 1:** Some new teacher trainings occurred after the school year started.

Technology

Problem Statement 1: There is a need for student headphones in classrooms and labs in order to replace the ones which have been damaged or no longer work. **Root Cause 1:** Student headphones do not last long and need frequent replacement.

Goal 7: Pyburn Elementary will ensure quality staff is employed.

Performance Objective 2: Provide enhanced leadership development for employees.

Evaluation Data Source(s) 2: We will see an increase in teacher participation within the leadership capacity.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Assign teachers to leadership committees.	Administrators	Teachers will take ownership of different tasks and be held accountable.				
2) Monitor and mentor homegrown students provided by the District.	Administrators and teachers	Homegrown students have the experiences necessary to become successful classroom teachers.				
3) Encourage teachers to participate in "Aspiring Administrators".	Administrators	Increase leadership capacity on campus.				

= Accomplished

= Continue/Modify

= No Progress

= Discontinue


Goal 7: Pyburn Elementary will ensure quality staff is employed.

Performance Objective 3: Create an onboarding process to introduce new staff to District culture, goals and programs.


Evaluation Data Source(s) 3: Make new teachers aware of the district and campus culture, goals and programs.

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Provide an orientation for all new staff members to make them aware of campus and district policies and culture of the school.	Administrators	New teachers will feel welcomed and prepared.				
Funding Sources: 199 - Local - 300.00						
2) All new teachers will be given a mentor for support throughout the year.	Administrators	New teachers will feel supported.				
3) Provide team-building opportunities throughout the year.	Administrators	Teacher retention rate will increase.				
4) Provide ongoing staff development.	Administrators	Teacher retention rate will increase.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 7: Pyburn Elementary will ensure quality staff is employed.


Performance Objective 4: Recruit and retain highly qualified staff.

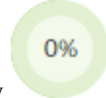
Evaluation Data Source(s) 4: The campus will recruit and retain highly qualified staff.


Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) 100% of teachers and paraprofessionals hired will be highly qualified.	Administrators	All teachers are highly qualified.				
2) Attend job fairs to recruit highly qualified teachers.	Administrators	All positions are filled with highly qualified teachers.				
3) Staff treats each other with respect and professionalism.	Administrators and staff	An atmosphere of mutual respect is established.				
4) Interactions with students are respectful, positive and supportive.	Administrators and staff	The climate of the school is positive and supportive.				
5) Recognize staff members who reach accomplishments and/or milestones throughout the year.	Administrators	High staff morale.				
6) Social committee will recognize staff birthdays each month.	Social Committee	Staff is celebrated.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 8: Pyburn Elementary will provide superior operational services to best support student and staff success.

Performance Objective 1: Evaluate current assets and develop a plan to repair and/or replace equipment in a timely manner.

Evaluation Data Source(s) 1: Equipment will be replaced or updated as needed.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Continue updating the Capital Outlay Replacement Plan.	Administrators and District Personnel	Equipment and materials are updated as needed.				
	Problem Statements: Technology 1 Funding Sources: 199 - Local - 5000.00					
2) Meet with campus TIS to determine technology needs.	Administrators and TIS	Technology needs of the campus are met.				
	Funding Sources: 199 - Local - 5000.00					
3) Meet with the head custodian to determine needs of the campus.	Administrators and custodian	Needs of the campus are met.				
	Funding Sources: 199 - Local - 5000.00					

Performance Objective 1 Problem Statements:

Technology
Problem Statement 1: There is a need for student headphones in classrooms and labs in order to replace the ones which have been damaged or no longer work. Root Cause 1: Student headphones do not last long and need frequent replacement.

Goal 8: Pyburn Elementary will provide superior operational services to best support student and staff success.

Performance Objective 2: Achieve high customer satisfaction by providing excellent customer service to both internal and external customers.

Evaluation Data Source(s) 2: Increase customer satisfaction.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Customer service training for the front office personnel.	Administrators	Excellent customer service.				
2) Administer a Needs Assessment survey for the staff at the end of the year.	Administrators	Feedback is provided to the campus for improvements.				
3) Administer a customer service survey for the parents at the end of the year.	Administrators	Feedback is provided to the campus for improvements.				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue


Goal 8: Pyburn Elementary will provide superior operational services to best support student and staff success.

Performance Objective 3: Ensure an efficient and effective use of district financial resources, in order to best support students and staff.


Evaluation Data Source(s) 3: All resources purchased will be utilized to increase student and staff achievement.

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) All materials and resources purchased will be utilized to meet the needs of students.	Principal	Needs of students are met.				
2) Budget manager and secretary will attend all district required staff development regarding budget.	Principal	Budget manager and secretary will follow budget procedures and guidelines.				
3) Resources are checked out by teachers at the start of the school year and checked in at the end of the school year to account for all resources.	Administrators & CICs	All resources are accounted for.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Part of our CNA was developed utilizing the data from a staff survey. The other components were developed by eight campus committees. Teachers were divided into teams of eight different committees that corresponded to the NCLB categories. Committees reviewed data pieces and determined campus needs based on these information sources. The needs assessment was submitted to CPAC.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Committee teams met to discuss the needs in each one of their categories. Based on data pieces and survey information, committees came up with root causes and problem statements. They analyzed performance objectives for each goal and the strategies that went along with them based on the problem statements and root causes.

2.2: Regular monitoring and revision

The CIP will be monitored at least quarterly and discussed at every CPAC meeting. If there are any edits necessary, the final decisions will go through the CPAC for approval.

2.3: Available to parents and community in an understandable format and language

The CIP will be available to parents in the front office (Eng/Span). A link to the main parts of the CIP will also be available on the campus website.

2.4: Opportunities for all children to meet State standards

As stated in the campus mission and vision statements, students are put first. Therefore, students will be afforded every opportunity to be successful through daily activities, before, during, & after school intervention and opportunities to engage in extracurricular activities.

2.5: Increased learning time and well-rounded education

We will provide students with opportunities to attend tutorials to fill in learning gaps. Teachers will be provided up to date reading materials and math manipulatives to utilize for student improvement.

2.6: Address needs of all students, particularly at-risk

All student progress is monitored closely. Through RTI and At-Risk identification, student progress is checked throughout the year. Aside from district assessments, teachers utilize ongoing formal and informal assessment to check student progress.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The school/parent compact along with a calendar of the year's events will be handed out to parents during Meet the Teacher Night and Open House.

3.2: Offer flexible number of parent involvement meetings

We offer several opportunities for parental involvement meetings throughout the year. Aside from sponsored events, our campus PTA also hosts meetings. The first semester includes: Meet the Teacher, Open House, Report Card Conferences, Red Ribbon Week, Donuts with Dads, Grandparents Breakfast, Family Night, and parent volunteer opportunities. In the spring there are report card conferences, Muffins with Moms, Family Night, and parent volunteer opportunities.

Demographics

Committee Role	Name	Position
Classroom Teacher	Gayla Fee	3rd grade teacher
Classroom Teacher	Maria Flores	3rd grade teacher
Classroom Teacher	Aida Pena-Perez	3rd Grade Teacher
Classroom Teacher	Abraham Reyes	3rd grade teacher
Classroom Teacher	Marsha Tremont	teacher
Classroom Teacher	Jeremy Robinson	FOCUS teacher
Classroom Teacher	Janna Hoffman	PASS Teacher

Student Achievement

Committee Role	Name	Position
Classroom Teacher	Blanca Betancourt	4th grade teacher
Classroom Teacher	Sa'Barron Chism	4th Grade Teacher
Classroom Teacher	Kia Ford	4th Grade Teacher
Classroom Teacher	Aida Milan	4th Grade Teacher
Classroom Teacher	Nancy Perez	4th grade teacher
District-level Professional	Alfonso Contreras	Diagnostician
Resource Teacher	Jessica De La Cruz	Co-teacher

Culture and Climate

Committee Role	Name	Position
Interventionist	Lila Mar	Interventionist
CIC	German Espinoza	CIC
CIC	Candace Campbell	CIC
CIC	Eleana Vasquez	CIC
CIC	Angie Cuellar	CIC

Staff Quality, Recruitment and Retention

Committee Role	Name	Position
Classroom Teacher	Rebecca Gutowsky	2nd Grade Teacher
Classroom Teacher	Stephanie Lozano	2nd Grade Teacher
Classroom Teacher	Catherine Mussio	2nd grade teacher
Classroom Teacher	Angela Pelaez	2nd Grade Teacher
Classroom Teacher	Ada Piazze	2nd Grade Teacher

Curriculum, Instruction, and Assessment

Committee Role	Name	Position
Classroom Teacher	Erica Barajas	5th grade teacher
Classroom Teacher	Analia Hernandez	5th Grade teacher
Classroom Teacher	Lani Mercado	5th Grade Teacher
Classroom Teacher	Krista Ovalle	5th grade teacher
Classroom Teacher	Sandra Aparicio	Science Lab Teacher

Family and Community Involvement

Committee Role	Name	Position
Guidance Counselor	Sandar Garcia	Counselor
Classroom Teacher	Stephanie Garza	1st grade teacher
Classroom Teacher	Karen Marshall	1st grade teacher
Classroom Teacher	Eileen Ng	1st grade teacher
Classroom Teacher	Veronica Salazar	1st grade teacher
Nurse	Diana Wilson	Nurse

District Context and Organization

Committee Role	Name	Position
Classroom Teacher	Suzanne Morgan	PPCD Teacher
Classroom Teacher	Christi Andrews	Life Skills Teacher
Classroom Teacher	Bernadette Bamba	Kinder Teacher
Classroom Teacher	Pedro Munoz	Kinder Teacher
Classroom Teacher	Mabel Torrado	Kinder Teacher

Technology

Committee Role	Name	Position
Classroom Teacher	Martha Flores	Art teacher
TIS	Grace Saenz	TIS
Classroom Teacher	Scott Lipscomb	Music Teacher
Classroom Teacher	Jorge Cuellar	PE Teacher
Classroom Teacher	Kristin Dodson	pre-k teacher
Classroom Teacher	Dora Rivera	Pre-K
Classroom Teacher	Debra Reynolds	Librarian

Campus Planning Advisory Committee

Committee Role	Name	Position
Classroom Teacher	Kristen Dodson	Pre-K Teacher
Classroom Teacher	Dora Rivera	Pre-K Teacher
Classroom Teacher	Pedro Munoz	Kinder Teacher
Classroom Teacher	Bernadette Bamba	Kinder Teacher
Classroom Teacher	Veronica Salazar	1st grade teacher
Classroom Teacher	Karen Marshall	1st grade teacher
Classroom Teacher	Stephanie Rosas	2nd grade teacher
Classroom Teacher	Catherine Mussio	2nd grade teacher
Classroom Teacher	Maria C. Flores	3rd grade teacher
Classroom Teacher	Gayla Fee	3rd grade teacher
Classroom Teacher	Kia Ford	4th grade
Classroom Teacher	Blanca Betancourt	4th Grade Teacher
Classroom Teacher	Krista Ovalle	5th grade teacher
Classroom Teacher	Analia Hernandez	5th Grade Teacher
CIC	German Espinoza	CIC
CIC	Candace Campbell	CIC
Classroom Teacher	Jorge Cuellar	PE Teacher
Classroom Teacher	Scott Lipscomb	Music Teacher
Paraprofessional	Janie Salazar	Parent Inv. Specialist
Paraprofessional	Lucy Martinez	Library Clerk
Paraprofessional	Karen Shelton	Special Ed Aide
Classroom Teacher	Maryann Adi	Special Ed Co-Teacher
Classroom Teacher	Jessica De La Cruz	Special Ed Co-Teacher
Administrator	Conrad Rivera	Principal
Administrator	Shelley Gomez	Assistant Principal

Paraprofessional	Yolanda Gonzalez	Principals Secretary
------------------	------------------	----------------------

Campus Funding Summary

199 - Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	5	2			\$2,500.00
3	5	7			\$1,000.00
Sub-Total					\$3,500.00
199 - Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Paper		\$800.00
1	1	5	Paper-Notes		\$200.00
1	2	1		199-23-6499-00-109-5-99-119-000	\$1,000.00
1	2	3			\$200.00
1	2	8	EOY Recognition		\$100.00
1	2	9	Red Ribbon items.		\$100.00
1	3	3	Paper-Resources & Meeting Snacks		\$100.00
1	3	4			\$200.00
1	3	7			\$0.00
1	4	1			\$0.00
1	4	5			\$1,000.00
1	5	5			\$5,000.00
2	1	2			\$200.00
3	1	2			\$3,000.00
3	1	21			\$4,000.00
3	3	2			\$250.00
3	4	4			\$0.00
3	5	2			\$2,500.00
3	5	7			\$1,000.00

4	1	1			\$0.00
4	1	4			\$500.00
4	1	5			\$1,000.00
4	2	5			\$100.00
4	4	4			\$100.00
5	1	1			\$4,000.00
5	2	4			\$1,500.00
5	3	2			\$1,300.00
6	2	1			\$0.00
6	2	2			\$250.00
6	2	9			\$500.00
6	2	13			\$0.00
6	2	17			\$0.00
6	3	6			\$0.00
6	3	10			\$0.00
6	4	1			\$0.00
6	4	2			\$250.00
6	4	9			\$500.00
6	4	13			\$0.00
6	4	17			\$0.00
7	1	4			\$0.00
7	3	1			\$300.00
8	1	1			\$5,000.00
8	1	2			\$5,000.00
8	1	3			\$5,000.00
Sub-Total					\$44,950.00

211 - ESEA Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
------	-----------	----------	------------------	--------------	--------

2	2	1			\$0.00
2	3	1			\$100.00
2	3	3			\$100.00
2	5	4			\$1,500.00
3	1	3			\$25,000.00
3	2	1			\$15,000.00
3	3	1			\$0.00
3	4	3	Renaissance Learning Inc.	211-11-6329-00CA-109-30-163-0000	\$4,000.00
3	5	2			\$2,500.00
3	5	7			\$1,500.00
Sub-Total					\$49,700.00
Grand Total					\$98,150.00

Addendums

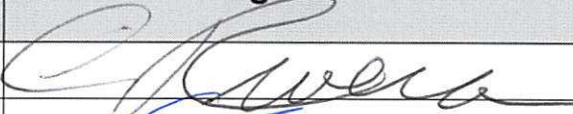



Site-Based Decision Making Committee

2016 - 2017

Pyburn Elementary

October 6, 2017

Name	Position (Teacher, Parent, Business, Community, etc.)	Signature
Conrad Rivera	Principal	
Stephanie Chavez	Asst. Principal	
Sandra Garcia	Guidance Counselor	Sandra Garcia
Kristin Dodson Pedro Munoz Bernadette Bamba	PK – K Teachers	Pedro Munoz
Karen Marshall Veronica Salazar	1 st Grade Teachers	Virginia Salazar
Rebecca Gutowsky Stephanie Lozano	2 nd Grade Teachers	Rebecca Gutowsky
Aida Pena-Perez Amanda Salinas	3 rd Grade Teachers	Aida Pena-Perez
Talitha Baszile Kia Melton	4 th Grade Teachers	Talitha Baszile Kia Melton

Brandi Puryear Krista Ovalle	5 th Grade Teachers	B. Puryear K. Ovalle
Suzanne Morgan Andrea Hagan Christi Andrews	Special Education Teachers	Suzanne Morgan
Eleana Vasquez German Espinoza	Campus Instructional Coaches	E. Vasquez
Angie Cuellar	Librarian	Angie Cuellar
Martha A. Flores	Fine Arts Teacher	Martha A. Flores
Andrea Sellers	GPISD District Representative	
Maria Meza Silvia Montelongo	Parents	M.
Rosalinda Ortiz	Community Member	Rosalinda Ortiz
Gabby Barboza (24-Hour Emergency) Mr. Garcia	Business Members	



Site-Based Decision Making Committee

2016 - 2017

Pyburn Elementary

January 12, 2017

Name	Position (Teacher, Parent, Business, Community, etc.)	Signature
Conrad Rivera	Principal	
Stephanie Chavez	Asst. Principal	
Sandra Garcia ✓	Guidance Counselor	
Kristin Dodson	PK – K Teachers	
Pedro Munoz ✓		
Bernadette Bamba		
Karen Marshall	1 st Grade Teachers	N/A
Veronica Salazar		
Rebecca Gutowsky ✓	2 nd Grade Teachers	
Stephanie Lozano ✓		
Aida Pena-Perez	3 rd Grade Teachers	
Amanda Salinas ✓		
Talitha Baszile	4 th Grade Teachers	
Kia Melton ✓		

Brandi Puryear Krista Ovalle ✓	5 th Grade Teachers	<i>K. Ovalle</i>
Suzanne Morgan ✓ Andrea Hagan Christi Andrews	Special Education Teachers	<i>Suzanne Morgan</i>
Eleana Vasquez ✓ German Espinoza ✓	Campus Instructional Coaches	<i>E. Vasquez</i> <i>[Signature]</i>
Angie Cuellar ✓	Librarian	<i>Angelica Cuellar</i>
Martha A. Flores ✓	Fine Arts Teacher	<i>Martha A. Flores</i>
Andrea Sellers	GPISD District Representative	
Maria Meza ✓ Silvia Montelongo	<i>[Signature]</i> Parents	<i>[Signature]</i>
Rosalinda Ortiz ✓	Community Member	<i>Rosalinda Ortiz</i>
Gabby Barboza (24-Hour Emergency) ✓ Mr. Garcia	Business Members	<i>[Signature]</i>

Campus Planning and Advisory Committee

1/12/17

- I. Planning
 - Tutorials (Grades 2–5)
 - Interventions (all grade levels)

- II. Staff Development
 - Exchange Days/Campus Staff Development
 - District Staff Development

- III. Curriculum
 - District Assessments
 - Middle of the Year Assessments (DRA/EDL)

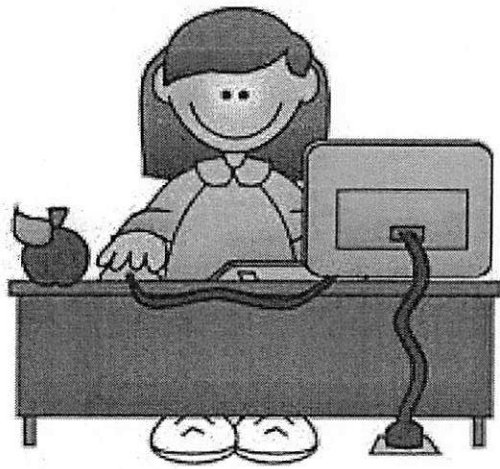
- IV. Staffing Patterns
 - First Grade Teacher – Addie Kingston

- V. Budget
 - Tutorials
 - Literacy Library (Grades 3–5) English & Spanish Leveled Books

- VI. Organization
 - Committee Approval for
 - Parent Involvement Policy 2017
 - School Compact 2017

 - Upcoming Events for January and February
 - District Rodeo Art Show
 - District Science Survivor Series
 - Reading/Math Family Night
 - Campus Poetry & Prose Contest
 - We Can Program–3rd Grade
 - Scholastic Book Fair
 - Campus Fast on Facts Competition

 - Events from November and December
 - Canned Food Drive
 - Ronald McDonald Visits with 1st and 2nd grade
 - Campus Spelling Bee
 - Journey’s Showcase
 - Angel Tree
 - District Honor Choir/Community Open House Caroling
 - Perfect Attendance Recognition for Students/Staff
 - Campus Sing–Along
 - Monthly Character Education Recognition
 - Parent Nutrition Classes

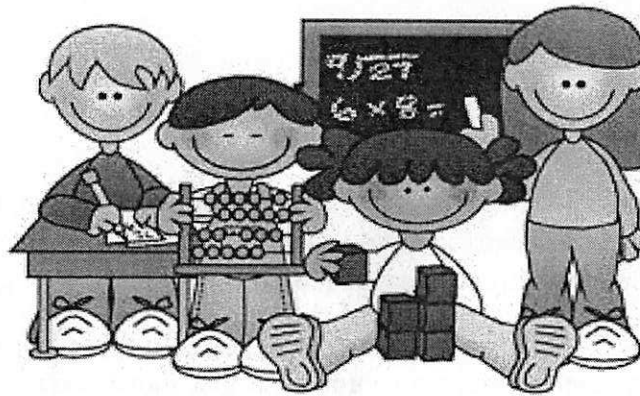


What is a School-Parent Compact?

The School-Parent Compact is a voluntary agreement between the school and the parents of children at the school. A compact outlines how parents, students, the school staff and teachers will share responsibility for improved student achievement in meeting the learning results.

Compacts:

- Begin with standards;
- Are a process;
- Define responsibilities for everyone;
- Depend on many people believing and using them.

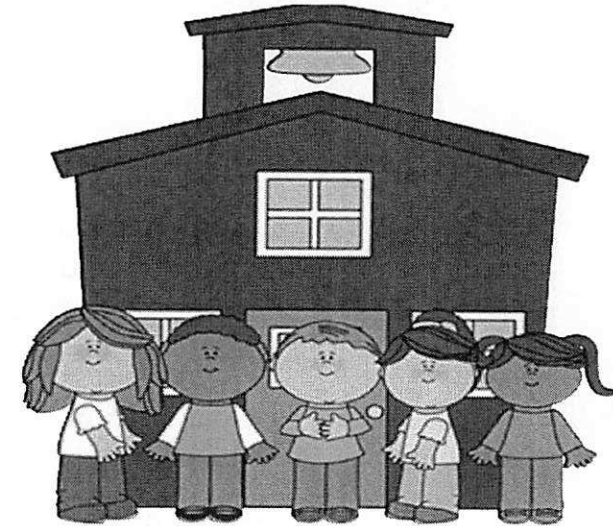


How will we support the Compact at Pyburn Elementary?

- Open House in the fall
- Parent Teacher Conferences
- Regularly scheduled PTA meetings
- Parent and Community volunteers
- Family STAAR night
- Communication between parents and teachers concerning homework assignments and other issues
- Informational meetings

How will we know that our Compact is Working?

- Discussion held during regularly scheduled PTA meetings
- Attendance log from Parent-Teacher Conferences and other meetings
- Students, staff and parent response from evaluations

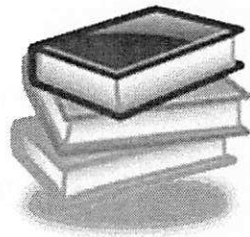


PYBURN ELEMENTARY

School-Parent Student Compact 2017/2018

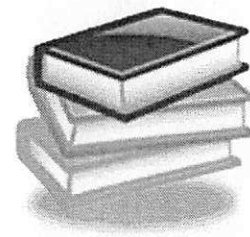
*12302 Coulson
Houston, Texas 77015*

832-386-3150



Student's Responsibilities

1. I will come to school every day appropriately dressed.
2. I will do my homework and return it to my teacher completed.
3. I will spend less time watching television.
4. I will encourage my parents (guardian) to volunteer, attend open house and parent teacher conferences.
5. I will listen to my teacher(s) and follow all directions.
6. I will pay attention in class and will not disturb others.
7. I will bring appropriate supplies to school.
8. I will show respect for all people.
9. I will take care of school property.



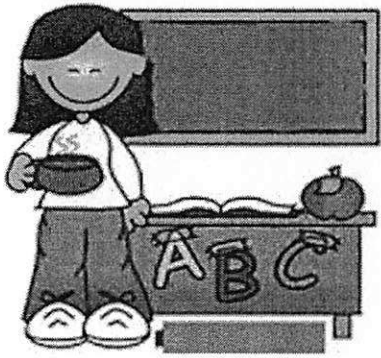
Staff's Responsibilities

1. Our school will provide a safe, positive and loving environment to promote a high quality curriculum that will meet the needs of your child.
2. We will monitor attendance through various methods.
3. Our teachers will monitor assigned homework.
4. Our school will inform parents and students on the negative effects of excessive television viewing and its effect on academic achievement.
5. Our school will provide opportunities for parents to volunteer and participate in their child's classes.
6. The school will provide frequent reports on your child's progress and school staff will be available at flexible times to meet with you.
7. The school will communicate school rules and model appropriate behavior.
8. We will provide parent-teacher conferences annually to discuss how the compact relates to your child's academic achievement.



Parent Responsibilities

1. I will send my child to school every day appropriately dressed.
2. I will make sure that my child completes and returns all homework.
3. I will reduce the amount of time my child spends watching television.
4. I will be involved in my child's school by attending events, parent-teacher conferences, volunteering in my child's classroom and other activities as time permits.
5. I will attend the parent-teacher conference set up annually to discuss how the compact relates to my child's academic progress.
6. I will monitor my child's academic progress and access school personnel as needed.
7. I will tell my child to follow all school rules and encourage respect for others.

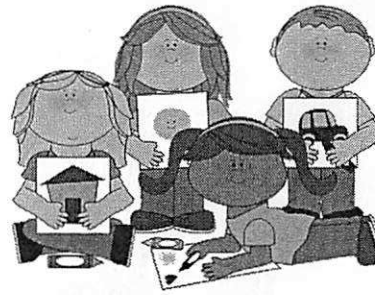


¿Qué es un Acuerdo entre los Padres y la escuela?

El Acuerdo entre la escuela y los padres es un convenio voluntario entre la escuela y los padres de los alumnos de la misma. El Acuerdo explica como los padres, el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar los éxitos de los alumnos para que consigan los resultados de aprendizaje deseados.

Acuerdos:

- Empiezan con estándares
- Son un proceso
- Definen las responsabilidades de todos
- Dependen de cuanta gente cree y usa el sistema



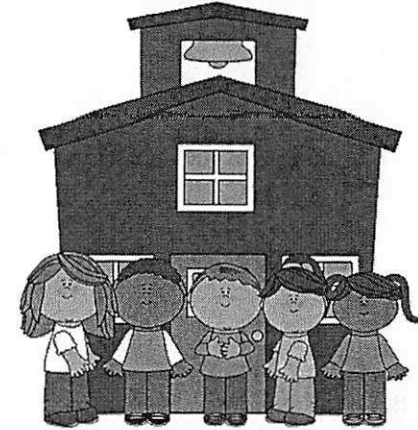
¿Qué apoyo recibirá el Acuerdo del personal de la escuela Pyburn?

- Una noche de bienvenida en el otoño
- Conferencias con los maestros y los padres
- Juntas de PTA
- Noche de STAAR para la familia
- Comunicación entre los padres y los maestros sobre las tareas y otros temas
- Información sobre los resultados del aprendizaje
- Juntas informativas
- Las responsabilidades de los alumnos serán expuestas en cada salón y revisadas con frecuencia

¿Cómo sabremos que nuestro Acuerdo está funcionando?

- Se hablará del Acuerdo en las juntas del PTA
- Habrá libros de asistencia en las conferencias entre padres y maestros/as, juntas y en juntas educativas, etc...
- Las respuestas de los alumnos, el personal y de los padres sobre las evaluaciones

Acuerdo Escuela-Padres Estudiante



Escuela Primaria

Pyburn

2017/2018

**12302 Coulson
Houston, Texas
77015**

832-386-3150

Estudiante

1. Vendré a la escuela apropiadamente vestido
2. Haré mi tarea y la regresaré terminada a mi maestro(a)
3. Pasaré menos tiempo viendo la televisión
4. Animaré a mis padres/tutores a ser voluntarios; asistir a las conferencias entre los padres y el maestro(a), asistir a la apertura del inicio de clases
5. Si permite el tiempo, participaré en actividades extra curriculares
6. Escucharé a mi maestro(a) seguiré sus instrucciones
7. Pondré atención en la clase y no perturbaré a otros niños
8. Traeré los útiles apropiados a mi clase
9. Mostraré respeto a todas las personas
10. Tendré cuidado con la propiedad escolar

Acuerdo Escolar

1. Nuestra Escuela facilitará un medio ambiente seguro, positivo y afectuoso, que promoverá un currículo de alta calidad que satisface las necesidades de su hijo(a)
2. Supervisaremos la asistencia de su hijo(a) de varias maneras
3. Nuestros maestros(as) supervisarán la tarea
4. Nuestra escuela informará a los padres y estudiantes de los efectos negativos de ver la televisión excesivamente y su efecto en el logro académico
5. Nuestra escuela proveerá oportunidades para los padres de ser voluntarios y participar en las clases de su hijo(a)
6. Nuestra escuela informará a los padres y estudiantes de las actividades del plan de estudios extras disponibles
7. La escuela proveerá informes frecuentes sobre el progreso de su hijo(a) y nuestro empleados estarán disponibles con horarios flexibles para hablar con usted
8. La escuela le comunicará sus reglas y modelará una conducta apropiada
9. Proveeremos conferencias entre los padres y maestros(a) anualmente para saber cómo el Acuerdo Escolar está relacionado con el logro académico de su hijo(a)

Padres de Familias

1. Yo mandaré a mi hijo(a) a la escuela apropiadamente vestido
2. Me aseguraré que mi hijo(a) tenga y regrese su tarea completa
3. Limitaré la cantidad de tiempo que mi hijo(a) pase viendo la televisión
4. Estaré al tanto de que mi hijo(a) asista a eventos o conferencias entre los padres y el maestro(a), ofreceré ayuda en la clase y en actividades tanto como el tiempo permita
5. Animaré a mi hijo(a) que participe en actividades extra curriculares
6. Asistiré a las conferencias entre los padres y maestro(a) anualmente para saber cómo el Acuerdo Escolar está relacionado con el logro académico de mi hijo(a)
7. Supervisaré el progreso académico de mi hijo(a) y recurriré al personal escolar tanto necesario
8. Le pediré a mi hijo(a) que siga las reglas del escuela y lo animaré a respetar a los otros

Pyburn Elementary School Title 1 Parent Involvement Policy

It is the goal of Pyburn Elementary School in the Galena Park Independent School District to develop a fortified relationship between the school and home environment. Pyburn Elementary School plans to have the parents and school working as partners to aid in student achievement and foster positive attitudes about self and school.

An integral factor in the home-school partnership is the relationship between the teacher and the parent. Pyburn sees its teachers as professionals who manage a variety of instructional resources. Parents are an essential resource in the learning process of their children. Organizational support from the school board, district administrators, parent facilitators, counselors, Youth Service Specialist and building principals enables teachers to effectively develop the partnership.

The partnership between home and school will be supported by:

1. Developing a process that continuously assesses, plans and implements strategies that build the partnership.
2. Developing Home-School Compacts to strengthen communication between home and school.
3. Developing opportunities for the full participation of all parents including those who lack language skills, those who are disabled or those who are economically disadvantaged.

Full realization of the partnership will be achieved through an on-going commitment and active participation by both home and schools.

Revised 1-12-17

Escuela Primaria Pyburn

Título 1 Políticas de Compromiso de los Padres

Es la meta de la Escuela Primaria Pyburn en el Distrito Escolar Independiente de Galena Park, desarrollar una fuerte relación entre la escuela y la casa. La Escuela Primaria Pyburn planea que los padres y la escuela trabajen como socios para ayudar en los logros de los estudiantes y alimentar actitudes positivas en ellos y en la escuela.

Un factor integral en la sociedad casa-escuela es la relación entre el maestro y los padres. Pyburn ve a sus maestros como profesionales que manejan una variedad de recursos instruccionales. Los padres son un recurso esencial en el proceso de aprendizaje de sus hijos. El apoyo organizacional de los directivos escolares, administrativos del distrito, coordinadores de padres, consejeros, Especialistas en Servicios para la Juventud y directores escolares, permiten a los maestros desarrollar efectivamente esta sociedad.

La sociedad entre la casa y la escuela se apoya en:

1. Desarrollar un proceso que evalúe, planee e implemente continuamente estrategias que construyan esa sociedad.
2. Desarrollar compromisos casa-escuela para fortalecer la comunicación entre la escuela y la casa.
3. Desarrollar oportunidades para la completa participación de todos los padres, incluyendo a los que les falta entendimiento del idioma, los que tienen alguna limitación o los que no tienen solvencia económica.

La realización total de la sociedad se logrará a través de un compromiso y una participación activa de los dos, la escuela y la casa.

1-12-17



Site-Based Decision Making Committee

2016 - 2017

Pyburn Elementary

April 24, 2017

Name	Position (Teacher, Parent, Business, Community, etc.)	Signature
Conrad Rivera	Principal	<i>CRivera</i>
Stephanie Chavez	Asst. Principal	<i>Stephanie Chavez</i>
Sandra Garcia	Guidance Counselor	<i>Sandra Garcia</i>
Kristin Dodson Pedro Munoz Bernadette Bamba	PK – K Teachers	<i>K. Dodson</i> <i>P. Munoz</i> <i>B. Bamba</i>
Karen Marshall Veronica Salazar	1 st Grade Teachers	<i>Karen Marshall</i> <i>Veronica Salazar</i>
Rebecca Gutowsky Stephanie Lozano	2 nd Grade Teachers	<i>R. Gutowsky</i> <i>S. Lozano</i>
Aida Pena-Perez Amanda Salinas	3 rd Grade Teachers	<i>A. Pena-Perez</i> <i>A. Salinas</i>
Talitha Baszile Kia Melton	4 th Grade Teachers	<i>T. Baszile</i> <i>K. Melton</i>

Brandi Puryear Krista Ovalle	5 th Grade Teachers	B. Puryear K. Ovalle
Suzanne Morgan Andrea Hagan Christi Andrews	Special Education Teachers	Suzanne Morgan Christi Andrews
Eleana Vasquez German Espinoza	Campus Instructional Coaches	E. Vasquez
Angie Cuellar	Librarian	Angélica Cuellar
Martha A. Flores	Fine Arts Teacher	Martha A. Flores
Andrea Sellers	GPISD District Representative	
Maria Meza Silvia Montelongo	Parents	M. Silvia Montelongo
Rosalinda Ortiz	Community Member	Rosalinda Ortiz
Gabby Barboza (24-Hour Emergency) Mr. Garcia	Business Members	

Campus Planning and Advisory Committee

4/24/17

I. Planning

- Tutorials (Grades 2–5) / We are in the final stretch of tutorials for the school year (two more weeks). Our teachers have been working diligently with their students after school in order to prepare them for end-of-year assessments and for the next grade level.
- Student Success Initiative (5th Grade) / Students who did not pass the first round of STAAR Math and Reading tests will receive intensive interventions during the next few weeks in an effort to prepare them for the 2nd administration.

II. Staff Development

- Exchange Days / As of today, our campus has fulfilled 14 out of 24 hours of to apply towards the last three school calendar days. As a result, we will attend one 2-hour session after school and one full day on Saturday, May 27th.
- District Staff Development / Teachers continue to attend after-school workshops to enhance their instructional approach.

III. Curriculum

- STAAR Testing / 2nd week of May for grades 3–5
- End of the Year Assessments (DRA/EDL) / This data will provide teachers with information regarding their student's overall reading level, so as to make the appropriate plans for placement and intervention.

IV. Staffing Patterns

- Hiring Season / Vacancies are currently being filled by highly qualified teachers and specialists. This process will continue through the summer if necessary.

V. Budget

- Budget 2017–2018 / Committee approval is needed, so please reply to my email with either “Yes” or “No” after you have reviewed the attached budget.

VI. Organization

- “Texas Reads One Book” / 3rd Graders across Texas had the opportunity to read “The Lemonade War,” which was lead by Dallas Cowboys coach Jason Garrett last month.

- Poetry and Prose Competition / A 2nd Grader from Pyburn received 1st place for his poetic interpretation at the district level!
- Character Education / Our school counselor, Sandra Garcia, continues to recognize students who meet or exceed character traits each month.
- Career Day / 5th graders will hear from guest speakers who currently work in various jobs across a wide variety of professional careers.
- Fast on Facts / Students have been working hard on their math facts to prepare for the district competition!

Please remember to reply with “yes” or “no” regarding our school budget for next year 😊

**Pyburn Elementary Budget
2017-2018**

Bdgt Acct	Description	Proposed 2017-2018	Curr Adopted Bdgt	Curr Amended Bdgt	Curr Yr Tran	Pr Adopted Bdgt	Pr Yr Amended Bdgt	Pr Yr Tran
Instructional								
199.11.6112.0000.109.11.119.0000	Substitute Teacher Wages		0.00	263.00	262.50	0.00	990.00	990.00
199.11.6112.0000.109.99.119.0000	Substitute Teacher Wages		0.00	95.00	95.00	0.00	0.00	0.00
199.11.6118.0000.109.11.119.0000	Professional Personnel Salaries/Wages		0.00	140.00	140.00	0.00	0.00	0.00
199.11.6141.0000.109.11.119.0000	Social Security/Medicare		0.00	6.00	5.83	0.00	15.00	14.35
199.11.6141.0000.109.99.119.0000	Social Security/Medicare		0.00	2.00	1.38	0.00	0.00	2.90
199.11.6143.0000.109.11.119.0000	Workers' Compensation		0.00	2.00	1.55	0.00	4.00	3.81
199.11.6143.0000.109.99.119.0000	Workers' Compensation		0.00	1.00	0.37	0.00	0.00	0.76
199.11.6249.0000.109.11.119.0000	Contracted Maintenance & Repair	1800.00	2000.00	2000.00	0.00	2000.00	1759.00	191.69
199.11.6299.0000.109.11.119.0000	Miscellaneous Contracted Services	300.00	100.00	707.00	706.52	100.00	278.00	342.63
199.11.6395.00C1.109.99.119.0000	Supplies & Materials - Inventory Item	2000.00	0.00	4106.00	4105.95	2014.00	2014.00	1079.93
199.11.6399.0000.109.11.119.0000	General Supplies	18010.00	16847.00	15546.00	11541.17	16703.00	15784.00	15059.43
199.11.6399.0000.109.99.119.0000	General Supplies		0.00	152.00	75.71	0.00	219.00	281.22
199.11.6399.00C1.109.99.119.0000	General Supplies	1500.00	2000.00	1894.00	1304.26	2300.00	7614.00	1429.90
199.11.6411.0000.109.11.119.0000	Employee Travel		0.00	35.00	35.00	0.00	0.00	68.00
199.11.6411.0000.109.99.119.0000	Employee Travel	200.00	0.00	150.00	0.00	0.00	0.00	0.00
199.11.6412.0000.109.11.119.0000	Student Travel	3000.00	1200.00	1200.00	1275.00	1200.00	2945.00	2468.50
199.11.6412.0000.109.99.119.0000	Student Travel		0.00	0.00	10.00	0.00	0.00	0.00
199.11.6494.0000.109.11.119.0000	Reclassified Transportation Expense	2000.00	2500.00	2500.00	1638.15	2500.00	1455.00	1815.90
199.11.6495.0000.109.11.119.0000	Dues/Memberships	200.00	500.00	500.00	60.00	500.00	500.00	0.00
199.11.6495.0000.109.99.119.0000	Dues/Memberships		0.00	0.00	50.00	0.00	0.00	0.00
199.11.6499.0000.109.11.119.0000	Misc Operating Costs	200.00	350.00	350.00	55.60	410.00	410.00	140.36
Library								
199.12.6249.0008.109.99.119.0000	Contracted Maintenance & Repair	800.00	800.00	1140.00	0.00	800.00	1213.00	1140.00
199.12.6329.0008.109.99.119.0000	Reading Materials	3800.00	3800.00	3460.00	581.59	3800.00	2930.00	2926.40
199.12.6399.0008.109.99.119.0000	General Supplies	1500.00	1800.00	1600.00	1246.25	1800.00	1488.00	1484.64
199.12.6411.0008.109.99.119.0000	Employee Travel	200.00	200.00	200.00	0.00	229.00	0.00	0.00
199.12.6499.0008.109.99.119.0000	Misc Operating Costs	500.00	135.00	335.00	605.75	135.00	1133.00	1132.88
Staff Development								
199.13.6112.0000.109.99.119.0000	Substitute Teacher Wages	1000.00	1000.00	1000.00	840.00	1000.00	1000.00	47.50
199.13.6141.0000.109.99.119.0000	Social Security/Medicare	20.00	20.00	20.00	12.18	21.00	21.00	0.69
199.13.6143.0000.109.99.119.0000	Workers' Compensation	13.00	13.00	13.00	3.22	13.00	13.00	0.18
199.13.6329.0000.109.99.119.0000	Reading Materials		500.00	500.00	0.00	500.00	0.00	0.00
199.13.6399.0000.109.99.119.0000	General Supplies	200.00	200.00	200.00	0.00	200.00	200.00	0.00
199.13.6411.0000.109.99.119.0000	Employee Travel	1500.00	1500.00	1500.00	330.00	1500.00	1600.00	1518.00
199.13.6499.0000.109.99.119.0000	Misc Operating Costs	1500.00	1500.00	1500.00	0.00	1500.00	1900.00	1846.73

Pyburn Elementary Budget 2017-2018

Administrative								
199.23.6249.0000.109.99.119.0000	Contracted Maintenance & Repair	250.00	250.00	250.00	190.25	250.00	650.00	266.35
199.23.6264.0000.109.99.119.0000	Copier Rental	2000.00	2320.00	2320.00	1689.12	2320.00	2320.00	1583.28
199.23.6269.0000.109.99.119.0000	Rentals Operating Leases	500.00	900.00	900.00	0.00	900.00	900.00	0.00
199.23.6299.0000.109.99.119.0000	Miscellaneous Contracted Services		75.00	75.00	0.00	75.00	75.00	0.00
199.23.6329.0000.109.99.119.0000	Reading Materials	250.00	500.00	500.00	237.66	500.00	200.00	202.89
199.23.6399.0000.109.99.119.0000	General Supplies	1000.00	1700.00	1700.00	743.66	1700.00	1600.00	1362.54
199.23.6399.00C1.109.99.119.0000	General Supplies	2000.00	2000.00	2000.00	767.25	1000.00	1000.00	530.99
199.23.6411.0000.109.99.119.0000	Employee Travel		500.00	500.00	0.00	500.00	2313.00	1871.70
199.23.6495.0000.109.99.119.0000	Dues/Memberships	250.00	500.00	500.00	15.00	500.00	735.00	250.00
199.23.6498.0000.109.99.119.0000	Misc Operating Costs - Employee Appreciation	3950.00	3625.00	3625.00	1892.35	3625.00	3507.00	3492.40
199.23.6499.0000.109.99.119.0000	Misc Operating Costs	4000.00	6125.00	8475.00	4314.66	6250.00	10975.00	11082.30
Counseling								
199.31.6399.0000.109.99.119.0000	General Supplies	400.00	400.00	400.00	365.30	400.00	212.00	211.43
199.31.6411.0000.109.99.119.0000	Employee Travel	200.00	200.00	200.00	0.00	200.00	200.00	0.00
Nurse								
199.33.6249.0000.109.99.119.0000	Contracted Maintenance & Repair	80.00	80.00	80.00	0.00	80.00	80.00	0.00
199.33.6329.0000.109.99.119.0000	Reading Materials	50.00	44.00	44.00	0.00	44.00	44.00	0.00
199.33.6399.0000.109.99.119.0000	General Supplies	400.00	396.00	396.00	0.00	371.00	371.00	427.46
Facilities & Maintenance								
199.51.6258.0000.109.99.119.0000	Phone/Internet (Monthly Usage Only)	3000.00	3000.00	3000.00	1167.28	3000.00	3000.00	2491.25
Security								
199.52.6399.0000.109.99.119.0000	General Supplies	750.00	750.00	750.00	0.00	750.00	750.00	0.00
Parent Education								
199.61.6499.0000.109.99.119.0000	Misc Operating Costs	200.00	200.00	200.00	0.00	200.00	200.00	326.49

2017-2018 Budget Total: \$59,523.00

Campus Planning and Advisory Committee

10/13/17

I. *Planning*

- **CPAC Overview** / A PowerPoint presentation was shared with the committee to explain the purpose, roles and responsibilities of the CPAC (attached to this email).

II. *Staff Development*

- **October 9th** / District-wide staff development was held for Galena Park ISD teachers and staff at North Shore Senior High. A variety of topics were presented for professional development.

III. *Curriculum*

- **Achieve 3000** / Pyburn is one of three elementary schools in the district piloting an online reading intervention program for the 2017–2018 school year. This program is for grades K–5 and will take the place of Istation for the current school year.
- **NEW Literacy Library** / Our campus received hundreds of leveled readers for all grades to use for their reading instruction. These readers were purchased by the district and will take the place of our out-of-adoption basal readers.
- **Power Walks** / The campus leadership team will continue to conduct daily observations for the purpose of compiling instructional data for the district. A minimum of 5 walk-throughs are required for each member of the team each day.

IV. *Staffing Patterns*

- **Mentoring and Coaching** / Our faculty and staff will continue to provide support to our rookie and new to the campus teachers through ongoing mentoring/coaching on a daily basis. We have a lead mentor (Mrs. Pena–Perez) who oversees the campus mentors, as well as a lead instructional coach (Mr. Espinoza) who oversees the CICs.
- **Kindergarten to 1st Grade** / Due to the high numbers, we had to move a Kindergarten teacher to first grade to help lower the student numbers (from 25:1 to 17:1 in first grade).

V. *Budget*

- Included in our CPAC PowerPoint (attached)

VI. *Organization*

- **Parental Involvement** / Information from our counselor was provided (attached)

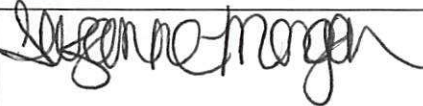


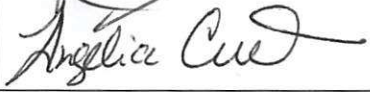


- **Breakfast** / The district is expecting 100% of our students to eat breakfast at school. As a result, we will be implementing a breakfast plan so that this goal may be accomplished. More information will soon be provided.
- **Campus Food Pantry** / Our campus will begin providing the community with a food pantry around the same time the breakfast plan begins. More information will soon be provided.
- **Dismissal** / In an effort to better organize our car rider line during dismissal, we have assigned a specific number to each student, which corresponds with the vehicle tag in their parent's car.
- **Boy's Club** / Our campus will begin providing 4th and 5th grade boys with monthly activities on how to become gentlemen. Mr. Lipscomb is our sponsor and will take the lead over this program.
- **Harvey** / Our Spark Park and gym are still in the process of being renovated and cleaned. The district has stated that they are on schedule, although no specific date has been given.
- **The Book Bus** / Our campus and district has begun accepting gently used books for our "Book Bus," which will begin operating in the summer of 2018. Our students will be allowed to borrow books from the bus, in order to accommodate parents who may not be able to take their children to the public library.



Pyburn CPAC

2017 - 2018

Name	Position (Teacher, Parent, Business, Community, etc.)	Signature
Conrad Rivera	Principal	
Shelley Paquette-Gomez	Asst. Principal	
Sandra Garcia	Guidance Counselor	Sandra Garcia
Dora Rivera Mabel Torrado Meredith Holmes	PK - K Teachers	
Eileen Ng Stephanie Garza	1 st Grade Teachers	
Angela Pelaez Stephanie Lozano	2 nd Grade Teachers	
Abraham Reyes Gayla Fee	3 rd Grade Teachers	
Marsha Tremont Aida Milan	4 th Grade Teachers	
Krista Ovalle Analia Hernandez	5 th Grade Teachers	

Suzanne Morgan Maryann Adi	Special Education	
Candace Campbell German Espinoza	Campus Instructional Coaches	 
Angie Cuellar	Librarian/CIC	
Scott Lipscomb	Music Specialist	
Andrea Sellers	GPISD District Representative	
Mayra Torres Sandy Chastain	Parents	
Maria Del Carmen	Community Member	
Daniel Munoz	Business Members	



Pyburn Elementary

CPAC

(Campus Planning and Advisory Committee)

Meeting Checklist

2017 - 2018

Meeting Dates	Sign-In	Agenda	Minutes	Notes	Other
10/13/17					
12/4/17					
3/5/18					
5/7/18					