

**Galena Park Independent School District**  
**Pyburn Elementary School**  
**2022-2023 Comprehensive Needs Assessment**



**Board Approval Date:** August 8, 2022

# Mission Statement

"Our children come first!"

## Vision

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

## Campus Profile

Pyburn Elementary opened its doors in 1951 and is located east of Houston off Federal Rd. The Pyburn Elementary PTA was organized in 1955 and has continued to flourish. This parent/teacher association works collaboratively with the school to help students become successful while providing our teachers with resources to enhance their instruction. We offer a variety of special education and enrichment programs to address the needs of all students.

As we look forward to another outstanding school year, it is worth noting that Pyburn Elementary will be receiving a new school within the next two years, just next door to the existing building. A committee has already convened to plan for a 21st-century facility in an effort to meet the needs of 21st-century learners. We are very excited about the new building and look forward to "Constructing Pathways to Success!"

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# Comprehensive Needs Assessment

Revised/Approved: June 16, 2022

## Needs Assessment Overview

### Needs Assessment Overview Summary

#### A. History of Our Campus

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.

#### B. Attendance Data

Student Attendance: 97%

Staff Attendance 97.6%

#### C. Where We Are Now:

##### *STAAR Scores*

<u>Reading</u>	2020	2021	2022
3 <sup>rd</sup> Grade	N/A	N/A	81%
4 <sup>th</sup> Grade	N/A	N/A	79%
5 <sup>th</sup> Grade	N/A	N/A	86%
<u>Math</u>			
3 <sup>rd</sup> Grade	N/A	N/A	80%
4 <sup>th</sup> Grade	N/A	N/A	79%
5 <sup>th</sup> Grade	N/A	N/A	87%
<u>Science</u>			
5 <sup>th</sup> Grade	N/A	N/A	72%

We have worked in all academic areas with an 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. According to the Texas Education Agency, Pyburn Elementary has met **system safeguards** every year and has received and "A" for the 2018-2019 school 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.

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 5<sup>th</sup> 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 5<sup>th</sup> grade students and collaborates with 5<sup>th</sup> 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 2<sup>nd</sup> - 5<sup>th</sup> grades. Additionally, our kinder - 5<sup>th</sup> 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 5<sup>th</sup> grade students who are not on level. This intervention will ensure that the students have the necessary skills to not only pass the STAAR test but to be promoted to 6<sup>th</sup> grade as well.

We utilize our Campus Instructional Coaches (CIC) to assist the teachers in reading, writing, math and science. CIC's 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. As such, we have continued to implement the recommendations from our PAWS Committee (Foundations Program). This program is utilized to maximize the instructional day by addressing campus issues that 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 parental involvement is important to the success of our students. Our PI 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 quarterly throughout the school year in order to impart valuable and helpful information.

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

#### *Staff Survey Results:*

\*100% agree that the staff has a clear vision, purpose, and goals.

\*95% agree that the staff has high expectations for student learning.

\*95% agree that leadership and teamwork are evident at our school.

\*95% agree that there is high quality instruction.

\*92% agree that professional development and faculty meetings are focused on improvement.

\*86% agree that teachers have access to data and know how to use data when making instructional decisions.

\*94.12% agree that there is a high level of family/community support on our campus.

\*96% agree that campus administration has high expectations of teachers.

\*95% agree that teachers have high expectations of students.

### **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.

Title I money is also used for after school tutorials, professional development and additional materials/resources for students and teachers.

Our campus instructional coaches consistently provide teachers with instructional coaching, while providing 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 specialists to help teachers utilize technology in order to increase student learning. 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.

We 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 one-way dual language approach, which focuses on fostering bilingual and biliterate students.

Pyburn offers the Positive Approach to Student Success program (PASS), which provides social lessons/skills and emotional support for students who are labeled as emotionally disturbed. We also offer the FOCUS program for students with autism who are provided with similar services.

Our Gifted/Talented and Journeys programs include our Kindergarten through 5<sup>th</sup> grade students. This program provides them with instructional services in multiple settings and appropriate levels of differentiated classroom instruction. The Encounters program for fourth and 5<sup>th</sup> 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 470 students in grades PK - 5th. We provide a variety of special education programs, as well as enrichment programs to address the needs of all students. Our student population is 1.4% African-American, 3.3% Anglo, and 94.8% Hispanic. 88.6% of our students are economically disadvantaged, while 50% are English Language Learners (ELLs).

Our staff population is 10.8% African-American, 21.6% Anglo, 8.1% Asian, and 56.8% Hispanic (13.5% male and 86.5% female). 100% of our faculty and staff are highly qualified and the majority of them fall within the range of having 1-5 years of teaching experience (35.1%).

The overall student mobility rate for the campus is approximately 9%, the average daily attendance rate for students is 97% and the daily attendance rate for staff is 97.5%.

Pyburn is centrally located in a neighborhood just east of Houston, so our student population has low mobility. This affords us the opportunity to track our students year after year while making the necessary academic adjustments and interventions needed throughout their primary school years for optimal success.

Additionally, we have recently seen the lowest staff turnover in many years which can be attributed to a highly supportive leadership team and overall high morale.

## Demographics Strengths

- Low staff turnover rate
- The highly supportive and experienced leadership team
- Overall high staff morale
- Great student results
- Great attendance
- Extracurricular opportunities
- Teacher planning
- Staff development opportunities
- Access to technology
- Supportive Parents

## 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 qualify for special education services based on diagnostic criteria.

**Problem Statement 3:** Pyburn has a large economically disadvantaged population. **Root Cause:** The economically disadvantaged population is a reflection of the surrounding neighborhoods.

**Problem Statement 4:** Pyburn has a large at-risk population. **Root Cause:** The at-risk population is a reflection of the surrounding neighborhoods.

# Student Learning

## Student Learning Summary

Due to the COVID-19 pandemic, we did not receive an accountability rating from the state in the 2019-2020 and 2020-2021 school years. However, we are awaiting our state accountability rating for the 2021-2022 school year. In 2018-2019 (the last year a rating was issued), we received an accountability rating of "A."

## Student Learning Strengths

1. Continue to use benchmarks and district-mandated assessments to monitor student learning
2. Continue to provide quality instruction that will yield high achievement in all academic areas
3. RTI/PST committee 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
4. We promote/provide free breakfast and lunch
5. Continue to promote student attendance, although this may look different in the upcoming school year due to COVID-19 concerns
6. Team planning based on the scope and sequence, as well as overall student needs

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Although our STAAR scores showed an overall decrease from 2018-2019 due to the instructional arrangement this past school year (virtual vs. face-to-face), our 5th graders did very well across the subjects when compared to the district. **Root Cause:** All students encountered unwelcome deficits in their learning, primarily due to the in-person school closure from March 2019 - May 2019. Additionally, the majority of the 2020-2021 school year consisted of using electronic devices which minimized a hands-on approach to learning.



# School Processes & Programs

## School Processes & Programs 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 what our students need to be successful, through ongoing/year-round professional development and the implementation of best instructional practices.

All new teachers/staff are assigned a campus mentor and a lead mentor. The campus leadership team meets regularly, which includes four-campus instructional coaches and two campus administrators. Their main goal is to continuously support the vision/mission of the campus while providing all students and staff with daily coaching, support, and interventions.

## School Processes & Programs 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 resources only when in-class support is not appropriate.
5. Students who fail state assessments or 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.
7. The majority of our teachers fall within the range of having 1-5 years of teaching experience (35.1%). 70.3% hold a bachelor's degree, 27.0% a masters, and 2.7% 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
8. When new teachers are hired, the goal is always to recruit highly qualified candidates.
9. In an effort to retain faculty/staff, we provide several opportunities for professional growth within our school/district, while promoting staff inside and out when an opportunity becomes available.

## Problem Statements Identifying School Processes & Programs 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:** The campus does not receive support on a consistent/regular basis. **Root Cause:** District resources are limited when it comes to personnel (i.e shared specialists among several campuses).

# Perceptions

## Perceptions 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. Students, teachers, and parents have a good perception of our school. Daily classroom schedules are created and posted outside each door in an effort to maximize 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.

We consistently provide opportunities for our parents to be involved in their child's academic success. Parents participate in our Book Fairs, PTA, CPAC, as well as 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 our school website/Facebook page to become informed about activities and/or programs taking place on our campus. According to the most recent parent survey, they felt that the school provided adequate parental involvement opportunities.

## Perceptions 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 while assisting in the efficient operation of the school.
2. As a result of the many incentives/recognitions throughout the school year, student and staff morale continue 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.
4. We have increased student extra-curricular activities such as Boys Club, Soccer, Robotics, Art Club, Honor Choir, Student Safety Patrol, and National Honor Society to name a few.
5. The school is well-maintained and clean.
6. We provide equitable resources for instruction.
7. Instructional technology is readily available for all students and staff.
8. Consistent classroom organization is evident across all grade levels.
9. Efficient and organized arrival/dismissal procedures are in place.
10. Continue to provide quarterly parent education classes.
11. We will continue to have PTA meetings and events in order to encourage and promote parental involvement.
12. Continue to host various school-wide activities throughout the year during the school day in order to maximize parental involvement (Muffins for Mom / Donuts for Dad).
13. Consistent communication between home and school provided by the principals, counselor, and teachers.
14. Continue the "Backpack Buddies Program" for parents who may need additional food over the weekend.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** 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.

**Problem Statement 2:** The population of students with emotional and social issues has increased. **Root Cause:** Many students and parents have a limited understanding and lack of resources to cope with these issues.