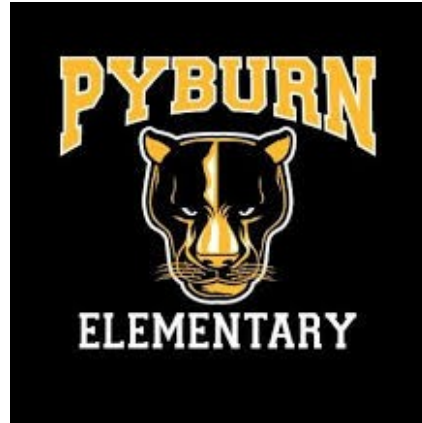


Galena Park Independent School District
Pyburn Elementary School
2023-2024 Comprehensive Needs Assessment



Board Approval Date: August 1, 2023

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 we have moved into 3/4 of the new building, as the final phase will be completed by January 2024. We are very excited about the new facility and look forward to another successful school year!

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Comprehensive Needs Assessment

Revised/Approved: June 22, 2023

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: 96%

Staff Attendance 97.6%

C. Where We Are Now:

STAAR Scores

| <u>Reading</u> | 2021 | 2022 | 2023 |
|-----------------------|------|------|------|
| 3 rd Grade | N/A | 81% | 72% |
| 4 th Grade | N/A | 79% | 56% |
| 5 th Grade | N/A | 86% | 76% |
| <u>Math</u> | - | | |
| 3 rd Grade | N/A | 80% | 61% |
| 4 th Grade | N/A | 79% | 62% |
| 5 th Grade | N/A | 87% | 83% |
| <u>Science</u> | - | | |
| 5 th Grade | N/A | 72% | 64% |

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 an "A" for the 2022-2023 school year! The focus has been to increase the STAAR scores from

the previous year, 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 continuously monitor student performance data, 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 of the state standards, we are determined to continue finding new pathways to help students succeed.

Our science lab is utilized weekly by all grade levels. Our 5th-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 5th-grade students who are not on the level. 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 (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 campus.

Weekly grade-level meetings are held with faculty and staff for the purpose of sharing information, discussing grade-level concerns, and 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 Guidance Counselor consistently works to not only recruit parents to volunteer but to educate them through a variety of parent information meetings. 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 regard 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 our Guidance Counselor recruit parents as volunteers while providing them with a variety of activities throughout the school year. This includes monthly parent meetings, nutrition classes, technology lessons, parent conferences, and other activities to get the parents involved.

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

Our Campus Instructional Coaches (CICs) consistently provide teachers with instructional coaching and resources, while providing pull-outs throughout the school year for students who are at risk of failing.

Our campus has a variety of technology-based equipment, devices, and applications for our staff and students to utilize for instruction.

Our science lab teacher provides students with hands-on opportunities for discovering basic science concepts.

Our campus-wide dual language program consists of a one-way dual language approach, which focuses on developing English Language Learners' (ELLs) ability to become bilingual and bi-literate 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 5th-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 fifth-grade students is held at Jacinto City 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 2% African-American, 1% Anglo, and 97% Hispanic. 92% of our students are economically disadvantaged, while 55% are English Language Learners (ELLs).

Our staff population is 14% African-American, 17% Anglo, 8% Asian, and 58% Hispanic (14% male and 86% female). The majority of them fall within the range of having 6-10 years of teaching experience (31%).

The overall student mobility rate for the campus is approximately 8%, the average daily attendance rate for students is 97% and the daily attendance rate for staff is 97%.

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 continue to have a low staff turnover which can be attributed to a highly supportive leadership team and an overall high morale on campus.

Demographics Strengths

- Low staff turnover rate
- A highly supportive and experienced leadership team
- High staff morale
- Student academic achievement
- Great student and staff attendance
- Extracurricular opportunities
- Staff development opportunities for growth and planning
- 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

Our campus consistently scores average/above average on local and state assessments. As a result of all the hard work from our students and staff, our campus has continued to maintain an "A" rating from the Texas Education Agency.

Student Learning Strengths

1. We will continue to use benchmarks and district-mandated assessments to monitor student learning.
2. We will continue to provide quality instruction that will yield high achievement in all academic areas.
3. The RTI/PST committee will continue to identify students who are in need of assistance and/or may need to be referred for special education testing.
4. We will continue to promote and provide free breakfast and lunch for all students.
5. We will continue to promote good student attendance.
6. Team planning will continue to be based on student performance data and needs.

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 year-round professional development and the implementation of best instructional practices.

All new teachers/staff are assigned a campus mentor. The campus leadership team meets regularly, which includes four campus instructional coaches, two campus administrators and one DLAC (Digital Learning and Assessment Coordinator). Their primary goal is to continuously support the vision/mission of the campus, while providing all students and staff with daily coaching, support and interventions as needed.

School Processes & Programs Strengths

1. All teachers and instructional coaches will meet by department levels each week in order to align our instructional planning and assessment strategies. We will continue to make the necessary adjustments to our instructional approach in order to meet the academic needs of all our students.
2. The science coach will plan weekly with 5th-grade science teachers, conduct mini-assessments for ongoing feedback/data over student progress and 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 our instruction.
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 and provided with the necessary interventions.
6. The majority of our teachers fall within the range of having 6-10 years of teaching experience (35.1%). They are motivated to attend professional development throughout the year in order to acquire the knowledge and insight needed to become and/or remain highly effective teachers. The majority of our staff members are considered "highly qualified" through TEA.

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.

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 posted outside each door, so as to show the amount of time assigned to each subject based on the number of district minutes expected per subject. However, if students require additional time, adjustments are made. Additionally, daily schedules are regularly checked by the leadership team in an effort 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 and socioemotional success. Parents participate in our Book Fairs, PTA, CPAC, as school volunteers and with several other programs/activities throughout the school year. Parents are welcome to attend monthly parent meetings which cover a variety of topics. According to the most recent parent survey, they felt that the school provided great parental involvement opportunities and excellent weekly communication through a variety of digital platforms.

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 provide extra-curricular activities for our students through our Boy's/Girl's Club, Robotics, Art Club, Honor Choir, Student Safety Patrol, Library Ambassadors and National Honor Society to name a few.
5. The new school is well-maintained and clean.
6. We provide a variety of resources to meet the instructional needs of our students.
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 monthly 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 (ex. 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.