

**Galena Park Independent School District  
Pyburn Elementary  
Campus Improvement Plan**

**2009 - 2010**

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## Section 1 - Introduction

1. **School:** Pyburn Elementary
2. **Location:** 12302 Coulson  
Houston, TX 77015
3. **Budget Manager:** Grace Devost, Principal

4. **School Advisory Team:**

Grace Devost  
Conrad Rivera  
Luz Cañedo  
Sheila Rodriguez  
Lilia Mar  
Gulmira Ismayil  
Kristine Dodson  
Mandy Malone  
Hasiyet Keyim  
Charles Keller  
Hermoine Delco  
Charlene Espinoza  
Orphalinda Bazan  
Guadalupe Macias  
Lucia Martinez

5. **Campus Mission/Vision Statement:**

**Motto:** "Our children come first"

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

## Section 2 - Needs Assessment

### 1. Where We Have Been:

As the assessments were reviewed for the last three years our scores have remained fairly consistent. There were some fluctuations from year to year, but typically there has not been much of a change. In the last two years, science has been the area of focus and we have continuously made gains. Our academic rating for the last three years are, 08 Exemplary, 07 Recognized and 06 Recognized. In reviewing our data, we have noted that many of the students who usually do not perform well on the TAKS test are new students to the district or students who have not been at the campus since Pre-Kindergarten. These students seem to have many gaps in their education. We are also finding that many of these students have moved from school to school, and we seem to be getting more of these students. Therefore, as a campus we had to adjust the curriculum and make modifications to meet their needs. The student enrollment has remained about the same in the past several years. Three years ago, campus enrollment was about 664. Currently, we have 647 students. Eighty-seven percent of our students are economically disadvantaged and fifty-five percent are limited English proficient. With the influx of new students, the rigorous standards, continued enrollment of limited English proficient students and the changing needs of our students our teachers have needed to take a different approach to teaching to ensure all students are successful. Despite all the regulations placed upon us by the No Child Left Behind law, the increase in testing, higher standards and more rigorous curriculum our students have done well. We continue to have high expectations and consistently work hard in finding ways to improve instruction. Our goal this year is to continue to maintain our Exemplary rating. The following scores reflect the last three years:

#### Reading % Pass 2006 2007 2008

3rd Grade	93%	99%	98.8%
4th Grade	97%	95%	97.6%
5th Grade	96%	94%	95.1%
Campus Wide	95%	96%	97.1%

#### Math % Pass

3rd Grade	79%	94%	100%
4th Grade	95%	93%	97.5%
5th Grade	97%	97%	95.2%
Campus Wide	90%	95%	97.6%

#### Writing % Pass

4th Grade	98%	98%	100%
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#### Science

5th Grade	77%	87%	90%
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### 2. Where We Are Now:

According to the Texas Education agency Pyburn Elementary is ranked as an Exemplary campus and has met Adequate Yearly Progress for the state. Overall, the campus did well, but there are some areas in need of improvement. The focus this year has been to increase the TAKS scores from the previous year and to ensure that a quality and well-balanced curriculum is provided to all our students. We have worked in all academic areas with emphasis on science, reading, writing and math. In addition, we have monitored closely the number of students tested for special education. We have tapped into all available resources to ensure our students are successful. Our campus goals are developed based on the campus needs assessment, student TAKS results and student needs. Decisions are based on what is best for students. Overall, our students did very well in all subjects. However, science is still an area that we will continue to focus on diligently. Although we have made gains and are exemplary, Science is still a struggle each year because we have a large LEP population. In addition, the assessment incorporates higher order thinking skills. The overall passing rate for the fifth grade students was ninety percent. Our students did well in several areas campus wide. In reading, ninety-seven percent of our students passed. Our students did exceptionally well in 4th grade writing, having received 100 percent overall. Ninety-eight percent of our students passed the math test. In order to ensure that students do well academically there is a certain process that we follow. As a campus we analyze TAKS scores, determine areas of strength and weaknesses and develop a plan on how we are going to improve those areas. We consistently monitor the students making adjustments as needed throughout the year. As we reviewed and analyzed our test scores to determine our campus needs, we utilized a variety of resources. We continue to improve instruction by providing professional development to our staff in all areas of instruction specifically those areas our students did not do well on TAKS. Our students scored ninety percent in science last year. As a campus, we provided professional development activities to help align the instruction across the grade levels. Throughout the year, our teachers were provided with the following staff development opportunities: math, writing & reading strategies, collaborative teaching, RTI/PST, science team building,

technology, AIMSWEB, vertical team alignment, and desegregating/analyzing data. Our science lab is utilized weekly by all grade levels. Our fifth grade students attend twice a week and all other grade levels attend weekly. In addition, the district specialist taught hands-on lessons once a week with 5th grade students and collaborated with 5th grade teachers in an effort to maximize instruction. We want to ensure that the students have hands-on experiences and are able to make the connection between the instruction and application. We believe that providing the science lab experience will help our students perform better on the science TAKS test. Centers continue to be implemented for the purpose of reinforcing skills in all subjects. As a campus we felt that skills could be reinforced using a hands on approach. Benchmarks are consistently given to the students to monitor their progress throughout the year. Based on benchmark scores, student class work and report card grades we determine who will attend tutorials. Tutorials are provided throughout the year for students in second through fifth grades (OEY). In addition, the ARIP tutorials are provided for kindergarten through fifth grade students who are performing below grade level on their reading skills. Accelerated math instruction is provided to fifth grade students who are not on level. This intervention will ensure the students have the necessary skills to be promoted to the next grade. We utilize our Campus Instructional Specialists to assist the teachers in reading, writing, math and science. They model lessons, provide tutorials, develop assessments as needed and disseminate all campus benchmarks. Tutorials are provided year round for math, reading, writing and science. We provide mini assessments to monitor student progress throughout the year and to ensure student success. Our students did well in writing last year. However, writing can be difficult and challenging for our students because a large percentage of our students are limited English proficient, and they have a difficult time transitioning from Spanish to English. Due to this fact, writing has always been a focus on our campus. In order to continue to polish grammar skills, three week grammar assessments are administered to students in 1st - 5th grades. They also turn in a weekly writing sample and are required to keep a daily journal to enhance fluency development. Camp Paws is implemented by the district specialist and our CIS to reinforce writing skills while having fun at the same time. Reading is an area that we consistently work on because our students need to be able to read in order to be successful in all subjects. Teachers are encouraged to attend district staff development to acquire reading strategies and skills needed to help the student's master reading. We have a strong balanced reading program which emphasizes reading skills to be successful readers. We also have Project Read, which focuses on promoting reading proficiency for all students. This program has attributed largely to our success in reading. As a campus we realize the importance of having an environment that is conducive to teaching and learning. We have continued implementing the Foundations Program. This program was utilized to maximize the instructional day by minimizing campus issues that have an impact on discipline at the campus. We will continue to minimize the number of students being tested for special education. The RTI Committee worked diligently to screen the special education referrals. The committee provides strategies for teachers to implement, so that students can be successful. Our last resort is special education testing. Weekly grade level meetings are implemented for the purpose of sharing information, discussing grade level concerns and grade level planning. Vertical teaming is utilized to align instruction and to have better communication across the grade levels. As a campus we believe that parent involvement is crucial to the success of our students. Our parent specialist consistently works to recruit parents as volunteers. We focus on educating our parents, so that they can help their children. Parent meetings are held weekly in order to impart valuable information to our parents.

### **3. Where We Are Going:**

We will continue to strive for excellence by focusing on quality instruction in all academic areas and to provide a well balanced education to all our students. We will have high expectations for students, staff and administrators. We will work towards improving student achievement and continue to maintain our Exemplary rating. The student's learning will be monitored through assessments and adjustments will be made accordingly. Instruction is individualized in order to best meet the needs of all our students. New teachers will be monitored and provided staff development in all academic areas, so that they are successful. They will be assigned a mentor to assist in their first and second year of teaching. We will also continue to provide staff development to the experienced teachers in order to continue to refine their skills. We will assess our Science TAKS score to determine if changes need to be made. Grades 1st-4th will continue going to the science lab weekly and fifth grade will attend twice a week to ensure the students master all the objectives. It is imperative that our students are able to work in an environment that is conducive to teaching and learning. We will continue to promote a positive and safe learning environment for all students. The Foundations Program will continue to be implemented to help minimize discipline problems. We will continue to promote a positive learning environment for students and staff. Team building opportunities will be provided throughout the year to ensure we continue to have a cohesive team working together to achieve our goals. Students who failed the TAKS test will be closely monitored. Tutorials will be provided throughout the year for grades 2nd-5th. Hopefully, this will help the students catch up with their peers. We will work to improve our school attendance. A plan will be developed to recognize student and staff attendance throughout the year. The RTI committee will continue to identify students who are at risk of failing and provide the needed interventions, so that students are successful. Our Dyslexia and Early Intervention teacher will be utilized to provide small group instruction. We will continue to utilize all programs and activities that have been successful at the campus.

## Section 3 - Overview of Goals and Objectives

The goals for Pyburn Elementary for the 2009 - 2010 school year are as follows:

### Goal 1: Instruction

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

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

### Goal 2: Instruction

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

- Objective 2.1:** To continue to implement our TAKS Plan in order to reach the 100% passing rate in all subject areas and populations.
- Objective 2.2:** To implement programs and provide resources for Title 1, Bilingual, Immigrant, At-Risk, Dyslexic, Special Ed. and 504 students that will enhance student achievement and determine student success according to the district and state guidelines.
- Objective 2.3:** To provide opportunities for grade levels and vertical teams to meet and share innovative and effective teaching strategies.
- Objective 2.4:** To master the skills required being successful in all subjects including enrichment classes.
- Objective 2.5:** To recognize staff and individual students' success in order to enhance the school climate and strengthen the instructional program.
- Objective 2.6:** To continue to use motivational strategies that encourage individual students to attend school, achieve academic success, raise character awareness and produce successful responsible citizens.
- Objective 2.7:** To increase student's ability to access resources that support regular instruction through technology.
- Objective 2.8:** To increase the number of student meeting or exceeding the state and local accountability standards.
- Objective 2.9:** To enhance fine arts instruction, so students can develop an appreciation and understanding of the arts.
- Objective 2.10:** To provide a science teacher to facilitate instruction, so that students have the needed skills to pass the science TAKS.

### Goal 3: Instruction

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

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

## **Goal 4: Environment**

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

**Objective 4.1:** To continue to practice table top drills so that the campus will be prepared for potential crisis.

**Objective 4.2:** To continue to take safety measures(badges, visitor sign in, etc.) to ensure the safety of students and staff at all times.

**Objective 4.3:** To continue to provide school wide activities that will promote safe and drug free schools.

## **Goal 5: Health**

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

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

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

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

**Objective 5.4:** To continue to implement the CATCH Program.

## **Goal 6: Environment**

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

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

## **Goal 7: Attendance**

The campus will aggressively seek to have 96% or higher student/teacher attendance rate.

**Objective 7.1:** To continue providing staff members with incentives.

**Objective 7.2:** To continue recognizing staff members on a monthly basis.

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

## **Goal 8: College Prep**

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

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

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

## **Goal 9: Staff Development**

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

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

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

**Objective 9.3:** To collaborate with the members of the Site Based Team and reach a consensus regarding staff

development for the campus.

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

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

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

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

## **Goal 10: Parent Involvement**

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

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

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

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

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

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

## **Goal 11: Extracurricular and Enrichment**

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

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

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

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

## **Goal 12: Counseling Services**

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

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