

Galena Park Independent School District

Pyburn Elementary School

2026-2027 Campus Improvement Plan



Board Approval Date: August 10, 2026

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."

Value Statement

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.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	7
Student Learning	8
School Processes & Programs	9
Perceptions	10
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	13
Goals	15
Goal 1: Mental, Physical, and Emotional Safety and Health for all Students and Staff	15
Goal 2: Student Achievement and Post-Secondary Readiness	20
Goal 3: Wide Range of Student Opportunities	25
Goal 4: High Quality Staff	28
Goal 5: Excellent Operational and Fiscal Support and Responsibility	32
Goal 6: Pyburn Elementary will provide opportunities for parental/community involvement and business partnership.	35
Title I	37
1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)	37
1.1: Description of CNA Process	37
The Pyburn Elementary Comprehensive Needs Assessment (CNA) was developed through a collaborative review of multiple sources of data in an effort to identify strengths, areas for growth, and priorities for the upcoming 2026–2027 school year.	37
In April 2026, committee representatives participated in the CNA review process. Data reviewed included student achievement results, attendance, discipline, demographic information, special populations performance, perception survey results, and school processes and programs.	37
The CNA process ensured that decisions were data-driven and reflective of the needs of Pyburn Elementary students, staff, families, and community stakeholders.	37
1.2: Location for Evidence of Multiple Meetings Held	37
2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)	37
2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)	37
2.2: Stakeholders 1114(b)(2)	37
2.3: Description of Plan Availability, Format, and Language 1114(b)(4)	37
2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)	38
Pyburn Elementary coordinates with all campus and district personnel to support campus improvement plans and goals. Our CIP is developed to address the academic and social-emotional needs of all students and staff. Coordination with everyone ensures that our students will receive the supports and services necessary for optimal success.	38
3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)	38
3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation	38
Title I funds supported instructional resources, intervention programs, professional development, and supplemental instructional supports to improve student achievement. Supporting documentation, which includes agendas, meeting minutes, sign-in sheets, presentations, and formative review materials are maintained electronically.	38
Campus Funding Summary	39

Comprehensive Needs Assessment

Revised/Approved: June 4, 2026

Needs Assessment Overview

Needs Assessment Overview Summary

A. History of Our Campus

Pyburn is one of fifteen elementary campuses in the 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%

C. Where We Are Now:

STAAR Scores

<u>Reading</u>	2023	2024	2025
3 rd Grade	Meets: 51% / Masters: 19%	Meets: 44% / Masters: 12%	Meets: 60% / Masters: 23%
4 th Grade	Meets: 40% / Masters: 12%	Meets: 48% / Masters: 16%	Meets: 43% / Masters: 21%
5 th Grade	Meets: 53% / Masters: 28%	Meets: 57% / Masters: 21%	Meets: 72% / Masters: 28%
<u>Math</u>			
3 rd Grade	Meets: 51% / Masters: 13%	Meets: 38% / Masters: 6%	Meets: 68% / Masters: 17%
4 th Grade	Meets: 40% / Masters: 21%	Meets: 54% / Masters: 10%	Meets: 54% / Masters: 20%
5 th Grade	Meets: 70% / Masters: 30%	Meets: 59% / Masters: 16%	Meets: 63% / Masters: 25%
<u>Science</u>			
5 th Grade	Meets: 51% / Masters: 19%	Meets: 23% / Masters: 10%	Meets: 47% / Masters: 14%

We have worked diligently in all academic areas with an emphasis on science, reading, writing, and math. We have closely monitored all of our students from the various programs, as they collectively play a vital role in our academic success and accountability as a campus. 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 each year since its inception and received an "A" for the 2024-2025 school year. The focus will continue to be to maintain or increase the STAAR scores from the previous year, to implement a well-balanced curriculum for all students, and raise the bar of expectations across the grade levels to meet the campus, district, and state standards/requirements.

A variety of instructional strategies and interventions are implemented to ensure student success throughout the school year. As a campus, we analyze district assessments, determine areas of strengths/weaknesses, and develop a plan on how we are going to improve in those areas in need of additional intervention. We continuously monitor student performance data and make the necessary adjustments throughout the year.

We ensure quality and high-impact instruction through purposeful/meaningful professional development for our staff in all subject areas, specifically in those areas where our students may not have performed well or need 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 level of 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 once a week. We want to ensure that all students have hands-on experiences and can make the connection between the abstract and the concrete science concepts.

Benchmarks and mini-assessments are administered in all core subject areas to monitor student progress. We also utilize the MTSS committee to monitor student progress, provide student interventions as needed, and minimize the number of students being tested for special education.

After-school tutorials are provided during the spring semester for students in 3rd through 5th grades. Additionally, our Kindergarten through 5th-grade students who are reading below grade level receive small group instruction or pull-outs throughout the instructional day as needed.

We utilize our Campus Instructional Coaches (CICs) to support teachers in reading, writing, math, and science. CIC's model lessons for teachers, assist with student interventions, provide guidance during planning, and play a vital part of the campus leadership team.

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 Beanstack program through our library, which focuses on promoting reading proficiency and accountability for all students. This program has contributed to our students developing a love of reading while improving their fluency and comprehension.

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 Foundations Committee, which is designed to promote and enhance our overall campus culture and safety.

Weekly grade-level meetings are held with teachers and staff to share information, discuss grade-level/campus concerns, and for instructional planning. As needed, vertical teaming is utilized to align instruction across the grade levels and to support each other with what students need to know for the following year.

As a campus, we believe that parental involvement is important to the success of our students. Our school counselor works to not only recruit parents to volunteer but also to educate them through a variety of parent information meetings. The meetings are held monthly throughout the school year to share valuable and helpful information.

Staff Survey Results for the 2025 - 2026 School Year:

- *96% agree that the staff has a clear vision, purpose, and goals.
- *100% agree that the staff has high expectations for student learning.
- *100% agree that leadership and teamwork are evident at our school.
- *98% agree that professional development and faculty meetings are focused on improvement.
- *94% agree that teachers have access to data and know how to use data when making instructional decisions.
- *96% agree that there is a high level of family/community support on our campus.
- *100% agree that campus administration has high expectations of teachers.
- *100% agree that teachers have high expectations of students.

Special Programs:

Title 1 schools receive federal money for low-income students. As a Title 1 campus and district, we can offer a variety of programs and resources for our students and staff to accomplish academic goals, which would otherwise be difficult to achieve without this additional funding.

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

Our campus-wide dual language program consists of a one-way dual language model. This model is a bilingual program that includes both English and Spanish instruction to help students excel academically while becoming bilingual, bi-literate and multicultural.

Our special education program services are for students with a wide spectrum of learning and intellectual disabilities. This instruction is provided as either resource class (pull-outs) or as in-class support (in the general education setting).

Pyburn offers the "BEST" program, which provides social lessons/skills and emotional support for students who are labeled as emotionally disturbed or autistic.

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 4th and 5th 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 Elementary currently serves 450 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 52% are English Language Learners (ELLs).

Our staff population is 9% African-American, 18% Anglo, 5% Asian, and 68% Hispanic (14% male and 86% female). The majority of them fall within the range of having 6-10 years of teaching experience (32%).

The overall student mobility rate for the campus is approximately 18%, the average daily attendance rate for students is 95.4% 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 campus culture and an overall high morale among the staff.

Demographics Strengths

- Low staff turnover rate
- A highly supportive and experienced leadership team
- High staff morale
- Student academic achievement
- Great student and staff attendance
- Numerous extracurricular opportunities
- Staff development opportunities for growth and planning
- Access to technology
- Supportive parents

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Pyburn has a large ELL population.

Root Cause: The LEP population is a reflection of the surrounding neighborhoods.

Problem Statement 2 (Prioritized): 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 (Prioritized): 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 or above average on local and state assessments each school year.

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 MTSS 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.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: We will continue to improve in our district and state testing results for our students in special populations and students in Tiers 2 & 3.

Root Cause: Students in our special populations already have an academic disadvantage, due to their learning disabilities, limited English proficiency, and/or socio-emotional challenges.

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 are assigned a campus mentor. The campus leadership team meets regularly, which includes three 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 resource 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 (ex. HB 1416).
6. The majority of our teachers fall within the range of having 6-10 years of teaching experience. 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 limited at times in what they publish in Spanish.

Perceptions

Perceptions Summary

Recent surveys show that students, staff, and parents feel that our campus is a safe, orderly, and respectful place to be. They feel that it is easy to effectively communicate with other students, faculty, and staff. Overall, our school and community have a good perception of our school. Daily classroom schedules are posted outside each door, 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 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 socio-emotional success. Parents participate daily as school volunteers, book fairs, PTA, and several other programs/activities throughout the school year. Parents are welcome to attend monthly parent meetings, which cover a variety of topics arranged by our school counselor. 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 can work in an environment that is conducive to learning. We will continue to promote a positive and safe learning environment for all students, staff and community members. The **GREAT** Program 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 continues to remain high.
3. Campus 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 Clubs, Robotics/STEM, Art Club, Honor Choir, Student Safety Patrol, Hip-Hop Dance, Library Ambassadors, and National Honor Society to name a few.
5. Our 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. Classroom organization is consistently evident across all grade levels.
9. Efficient and organized arrival/dismissal procedures are in place.
10. We will 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. We will continue to host various school-wide activities throughout the year during the school day in order to maximize parental involvement (Family Dance, Fine Arts Expo, 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.

Priority Problem Statements

Problem Statement 1: Pyburn has a large ELL population.

Root Cause 1: The LEP population is a reflection of the surrounding neighborhoods.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our campus has a high special education population.

Root Cause 2: Students qualify for special education services based on diagnostic criteria.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Pyburn has a large at-risk population.

Root Cause 3: The at-risk population is a reflection of the surrounding neighborhoods.

Problem Statement 3 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: Mental, Physical, and Emotional Safety and Health for all Students and Staff

Performance Objective 1: Teach safety practices and protocols to 100% of students and staff.

Evaluation Data Sources: Students and staff are able to respond appropriately to a crisis.

Strategy 1 Details	Reviews			
Strategy 1: Continue requiring staff, students, parents, and visitors to follow the campus safety procedures in place (safety drills, raptor system, visitor procedures). Strategy's Expected Result/Impact: All staff and students are safe Staff Responsible for Monitoring: Office staff and Administrators ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: Continue to implement grade level activities to promote safe and drug-free schools (Red Ribbon Week). Strategy's Expected Result/Impact: Students will make the appropriate choices based on learning from programs and activities throughout the school year. Staff Responsible for Monitoring: Counselor and teachers ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 - Local - \$500	Formative			Summative
	Sept	Dec	Feb	May
Strategy 3 Details	Reviews			
Strategy 3: Continue to implement strategies to prevent bullying: kindness activities, anti-bullying guidance lessons, character education morning announcements, and educating students on the dangers of vaping. Strategy's Expected Result/Impact: Students will use strategies to prevent and decrease bullying. Staff Responsible for Monitoring: Counselor ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Feb	May



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: Mental, Physical, and Emotional Safety and Health for all Students and Staff

Performance Objective 2: Implement an effective student discipline management plan to reduce discipline incident rates and maintain compliance with state and federal requirements.

Strategy 1 Details	Reviews			
Strategy 1: Implement strategies that will motivate students to have good behavior (SEL, PBIS, B.E.S.T). Strategy's Expected Result/Impact: Students will make positive choices regarding their behavior. Staff Responsible for Monitoring: Teachers, Administrators, Counselor, and Staff ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - 211 - Title I, Part A - \$800	Formative			Summative
	Sept	Dec	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Mental, Physical, and Emotional Safety and Health for all Students and Staff

Performance Objective 3: Maintain a healthy environment so that staff and students thrive and are productive.

Strategy 1 Details	Reviews			
Strategy 1: Continue to promote strong staff ethics and responsible behavior (being respectful and professional). Strategy's Expected Result/Impact: Staff is responsible and ethical behavior is evident. A respectful environment is evident. Staff Responsible for Monitoring: District Personnel and Administrators ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: Recognize staff birthdays during morning announcements, monthly staff treats, personal/professional accomplishments, and staff perfect attendance each nine-weeks. Strategy's Expected Result/Impact: High morale and professional productivity. Staff Responsible for Monitoring: Administrators, Grade Chairs and Social Committees ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 - Local - \$1,000	Formative			Summative
	Sept	Dec	Feb	May
Strategy 3 Details	Reviews			
Strategy 3: Continue with positive behavioral interventions and support with all students, in order to prevent physical or verbal aggression, harassment, and bullying. Strategy's Expected Result/Impact: Increased student morale, campus safety, and overall school climate/atmosphere. Staff Responsible for Monitoring: Administrators and Counselor ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Mental, Physical, and Emotional Safety and Health for all Students and Staff

Performance Objective 4: All campuses will provide social and emotional support through various programs.

Strategy 1 Details	Reviews			
Strategy 1: Continue to provide students with Boys/Girls Club, Character Education, Honor Choir, Student of the Month, Hip-Hop Dance, Art Club, Library Club, Student Council, and STEM Club. Strategy's Expected Result/Impact: A positive campus climate. Staff Responsible for Monitoring: Administrators, Faculty and Staff ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 - Local - \$1,000	Formative			Summative
	Sept	Dec	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Student Achievement and Post-Secondary Readiness

Performance Objective 1: Increase the number of students who graduate college-ready in English and Math.

Evaluation Data Sources: Increased success rate of students achieving college and career readiness indicators.

Strategy 1 Details	Reviews			
Strategy 1: All teachers will use higher order thinking strategies daily in their classrooms to prepare students for college and career readiness. Strategy's Expected Result/Impact: Students are able to use critical thinking skills as it applies to college and career readiness. Staff Responsible for Monitoring: Teachers and Administrators	Formative			Summative
	Sept	Dec	Feb	May
No Progress Accomplished Continue/Modify Discontinue				

Goal 2: Student Achievement and Post-Secondary Readiness

Performance Objective 2: Increase the number of students who graduate with an Associate's Degree or a Certificate of Technology

Strategy 1 Details	Reviews			
Strategy 1: Students will participate in daily technology sessions through a scheduled computer lab time and through the use of Chromebooks with the assistance of the campus DLAC as needed. Strategy's Expected Result/Impact: Increased technology skills. Staff Responsible for Monitoring: All faculty and staff; Digital Learning and Assessment Coordinator ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: Participate in the District Multi-media contest, technology integration, and research-based projects. Strategy's Expected Result/Impact: Increased student participation in festival. Staff Responsible for Monitoring: All faculty and staff; Digital Learning and Assessment Coordinator ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Sept	Dec	Feb	May
Strategy 3 Details	Reviews			
Strategy 3: Provide technology training to students and staff, so that students are aware and able to utilize the available resources. Strategy's Expected Result/Impact: Staff and students will be able to navigate the internet and find available resources. Staff Responsible for Monitoring: All faculty and staff; Digital Learning and Assessment Coordinator ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 - Local - \$1,000	Formative			Summative
	Sept	Dec	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Student Achievement and Post-Secondary Readiness

Performance Objective 3: Improve state test scores in all categories.

High Priority

Strategy 1 Details	Reviews			
Strategy 1: To utilize assessment data to effectively group students for instruction, interventions, and targeted tutorials (ex. BAS, I-Ready, unit tests, and district assessments). Strategy's Expected Result/Impact: 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 Increase student's academic success. Staff Responsible for Monitoring: Administrators and Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 211 - Title I, Part A - \$18,000	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: Ensure that targeted instruction / interventions are consistently taking place during small groups and tutorials. Strategy's Expected Result/Impact: Students reading on grade level. Staff Responsible for Monitoring: All faculty and staff TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 - Local - \$1,200	Formative			Summative
	Sept	Dec	Feb	May

Strategy 3 Details	Reviews			
Strategy 3: Regular meetings with leadership team to discuss data, staff needs/concerns, and ways to promote/incentivize student success. Strategy's Expected Result/Impact: Teachers are informed and kept abreast of instructional expectations. Curriculum aligned across the grade levels. Staff Responsible for Monitoring: Administrators, Instructional Coaches, and Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Sept	Dec	Feb	May
Strategy 4 Details	Reviews			
Strategy 4: CIC push-ins and pull-outs in all K-5 classrooms based on student needs. Strategy's Expected Result/Impact: Students academic success. Improvement of instructional strategies. Staff Responsible for Monitoring: Administrators and Teachers	Formative			Summative
	Sept	Dec	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Student Achievement and Post-Secondary Readiness

Performance Objective 4: Increase promotion and graduation rates.

Strategy 1 Details	Reviews			
Strategy 1: All teachers will use higher order thinking strategies daily in their classrooms to prepare students for college and career readiness. Strategy's Expected Result/Impact: Students are able to use critical thinking skills as it applies to college and career readiness. Staff Responsible for Monitoring: Teachers and Administrators ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Sept	Dec	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Wide Range of Student Opportunities

Performance Objective 1: Increase participation in student clubs, enrichment activities, and extra-curricular opportunities.

Strategy 1 Details	Reviews			
Strategy 1: Continue to provide Robotics Club Strategy's Expected Result/Impact: Increased number of students participating in extra-curricular activities. Staff Responsible for Monitoring: Robotics Sponsor and Science Lab Teacher Funding Sources: - 199 - Local - \$500	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: Continue providing Boys/Girls Club Strategy's Expected Result/Impact: Students will gain a better understanding of making the right choices, problem solving, and helping others. Staff Responsible for Monitoring: Club Sponsors ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 - Local - \$300	Formative			Summative
	Sept	Dec	Feb	May
Strategy 3 Details	Reviews			
Strategy 3: Continue providing academic enrichment opportunities such as National Elementary Honor Society and Elementary Academic Team. Strategy's Expected Result/Impact: Students involved achieve and maintain academic excellence. Staff Responsible for Monitoring: Teachers and Sponsors Funding Sources: - 199 - Local - \$500	Formative			Summative
	Sept	Dec	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Wide Range of Student Opportunities

Performance Objective 2: Increase participation and performance in high quality fine arts programs in music, art, theatre, and dance.

Strategy 1 Details	Reviews			
Strategy 1: Continue to provide weekly PE, Library/Theater, Music, Dance, and Art classes for students during rotation. Strategy's Expected Result/Impact: Students will gain a better understanding of being physically fit and healthy along with an improved appreciation of the fine arts and need for literacy. Staff Responsible for Monitoring: Librarian, PE, Music, Dance and Art teacher. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Wide Range of Student Opportunities

Performance Objective 3: Track regional labor demands to adjust/facilitate changes in GPISD Programs of Study (POS) offerings

Goal 4: High Quality Staff

Performance Objective 1: Increase employee retention by 1% by recruiting, developing, and supporting highly qualified staff.

Strategy 1 Details	Reviews			
Strategy 1: Staff treats each other with respect and professionalism. Strategy's Expected Result/Impact: An atmosphere of mutual respect is established. Staff Responsible for Monitoring: Administrators and staff ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: Interactions with students are respectful, positive, and supportive. Strategy's Expected Result/Impact: The climate of the school is positive and supportive. Staff Responsible for Monitoring: Administrators and staff ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Feb	May
Strategy 3 Details	Reviews			
Strategy 3: Recognize staff members who reach accomplishments and/or milestones throughout the year. Strategy's Expected Result/Impact: High staff morale. Staff Responsible for Monitoring: Administrators ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: High Quality Staff

Performance Objective 2: Obtain an employee satisfaction rate of 80% or higher in regard to employee relations services

Strategy 1 Details	Reviews			
Strategy 1: Conduct surveys to gather input and feedback from staff to impact campus operational and instructional decisions. Strategy's Expected Result/Impact: Staff will play a role in campus decision making/ Staff Responsible for Monitoring: Leadership team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Sept	Dec	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: High Quality Staff

Performance Objective 3: Provide training to selected employees in order to prepare them for advancement.

Strategy 1 Details	Reviews			
Strategy 1: Assign teachers to leadership committees. Strategy's Expected Result/Impact: Teachers will take ownership of different tasks and be held accountable. Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: Encourage teachers to participate in "Aspiring Administrators". Strategy's Expected Result/Impact: Increase leadership capacity on campus. Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Dec	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: High Quality Staff

Performance Objective 4: Survey staff annually on professional development needs.

Strategy 1 Details	Reviews			
Strategy 1: Administer a needs assessment survey for the staff at the end of the year. Strategy's Expected Result/Impact: Feedback is provided to the campus for improvements. Staff Responsible for Monitoring: Administrators ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Dec	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Excellent Operational and Fiscal Support and Responsibility

Performance Objective 1: Ensure efficient and effective use of district resources in order to best support students and staff.

Strategy 1 Details	Reviews			
Strategy 1: All materials and resources purchased will be utilized to meet the needs of students. Strategy's Expected Result/Impact: Needs of students are met. Staff Responsible for Monitoring: Principal ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: All resources are accounted for. Staff Responsible for Monitoring: Administrators & CICs ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Sept	Dec	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Excellent Operational and Fiscal Support and Responsibility

Performance Objective 2: Ensure fiscal soundness in future years and maintain organizational capacity sufficient to support progress towards fulfilling the District mission

Strategy 1 Details	Reviews			
Strategy 1: Budget manager and secretary will attend all district required staff development regarding budget. Strategy's Expected Result/Impact: Budget manager and secretary will follow budget procedures and guidelines. Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Dec	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Excellent Operational and Fiscal Support and Responsibility

Performance Objective 3: The operational department will have life cycle replacement plans to ensure GPISD can maintain excellent facilities and equipment.

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

Performance Objective 1: Ensure we provide parental involvement opportunities.

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

Strategy 1 Details	Reviews			
Strategy 1: Solicit parents and community members to volunteer on campus and provide volunteer training. Strategy's Expected Result/Impact: Parents will gain a better understanding of school operations. Students will view school as a positive experience for all involved. Staff Responsible for Monitoring: Counselor and Parent Facilitator Funding Sources: - 199 - Local - \$250	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: Inform parents of expectations regarding Principles of Effectiveness, Safe and Drug-Free Schools, Communities, and GREAT Program. Strategy's Expected Result/Impact: Parent Attendance (Sign-In Sheet) 100%of parents attending. Staff Responsible for Monitoring: Nurse, Counselor, School Resource Officer and Administrators Funding Sources: - 199 - Local - \$500	Formative			Summative
	Sept	Dec	Feb	May
Strategy 3 Details	Reviews			
Strategy 3: Parents will be informed over essential school aspects such as special programs (ESL, Bil, GT, Special Ed. Dyslexia, 504), STAAR strategies, Skyward access codes, HB 1416, parent involvement policy, and the parent handbook. Strategy's Expected Result/Impact: Parents attending meetings and/or conferences. Staff Responsible for Monitoring: Administrators and Teachers Funding Sources: - 199 - Local	Formative			Summative
	Sept	Dec	Feb	May

Strategy 4 Details	Reviews			
Strategy 4: Provide opportunities for parents to participate in school events (i.e. Family Math and Reading Meetings, PTA Meetings, Meet the Teacher, Panther Dance, Art Expo, etc). Strategy's Expected Result/Impact: Increase Parental Involvement Staff Responsible for Monitoring: Teachers, Instructional Coaches, Counselor, Nurse, and Administrators Funding Sources: - 199 - Local	Formative			Summative
	Sept	Dec	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

The Pyburn Elementary Comprehensive Needs Assessment (CNA) was developed through a collaborative review of multiple sources of data in an effort to identify strengths, areas for growth, and priorities for the upcoming 2026–2027 school year.

In April 2026, committee representatives participated in the CNA review process. Data reviewed included student achievement results, attendance, discipline, demographic information, special populations performance, perception survey results, and school processes and programs.

The CNA process ensured that decisions were data-driven and reflective of the needs of Pyburn Elementary students, staff, families, and community stakeholders.

1.2: Location for Evidence of Multiple Meetings Held

Refer to the "Committees/Meeting Logs" tab in our P4L.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Refer to the "Committees/Meeting Logs" tab in our P4L.

2.2: Stakeholders 1114(b)(2)

Teachers, paraprofessionals, and other representatives are elected/selected in accordance with the CPAC guidelines. Parent representatives are selected through our parental involvement program, which is headed by our Guidance Counselor.

Refer to the "Committees/Meeting Logs" tab in our P4L.

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

A hard copy of the CIP is available for our parents and community in the front office (English/Spanish). Additionally, a link to the CIP is also available through our campus website.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

Pyburn Elementary coordinates with all campus and district personnel to support campus improvement plans and goals. Our CIP is developed to address the academic and social-emotional needs of all students and staff. Coordination with everyone ensures that our students will receive the supports and services necessary for optimal success.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Title I funds supported instructional resources, intervention programs, professional development, and supplemental instructional supports to improve student achievement. Supporting documentation, which includes agendas, meeting minutes, sign-in sheets, presentations, and formative review materials are maintained electronically.

Campus Funding Summary

199 - Attendance Incentive Allocation					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					\$1,000.00
199-23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					\$1,000.00
199 - Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$12,000.00
+/- Difference					\$12,000.00
199 - Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$500.00
1	3	2			\$1,000.00
1	4	1			\$1,000.00
2	2	3			\$1,000.00
2	3	2			\$1,200.00
3	1	1			\$500.00
3	1	2			\$300.00
3	1	3			\$500.00

199 - Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1			\$250.00
6	1	2			\$500.00
6	1	3			\$0.00
6	1	4			\$0.00
Sub-Total					\$6,750.00
Budgeted Fund Source Amount					\$7,500.00
+/- Difference					\$750.00
212 - Title I, Part C Migrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$12,000.00
+/- Difference					\$12,000.00
224 - IDEA B, Sped					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$6,500.00
+/- Difference					\$6,500.00
397 - Advanced Placement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					\$1,000.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$800.00
2	3	1			\$18,000.00
Sub-Total					\$18,800.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$12,500.00
+/- Difference					-\$6,300.00
Grand Total Budgeted					\$53,500.00
Grand Total Spent					\$25,550.00
+/- Difference					\$27,950.00