

Pfeiffer-Burleigh Sch

**School Level Plan**

07/01/2014 - 06/30/2017

# School Profile

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## Demographics

### *Pfeiffer-Burleigh Sch*

235 E 11th St  
Erie, PA 16503  
(814)874-6750

Federal Accountability Designation: Priority

Title I Status: Yes

Principal: Karin Ryan

Superintendent: Jay Badams

## Planning Committee

Name	Role
Linda Nelson	Academic Recovery Liaison : School Improvement Plan
Kim Olszewski	Administrator
Holly Northrup	Building Principal
Karin Ryan	Building Principal : School Improvement Plan
Katy Wolfram	Business Representative
Daryl Craig	Community Representative
Colleen Testrake	Ed Specialist - Other
Allison Bell	Elementary School Teacher - Regular Education
Mary Kearney	Elementary School Teacher - Regular Education
Joanna VanVolkenburg	Elementary School Teacher - Regular Education
Lisa Sinicki	Instructional Coach
Donna Wall	Instructional Coach/Mentor Librarian
Jessica Radcliff	Middle School Teacher - Regular Education
Julie Richards	Parent

# Assurances

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## Title I Schools

### *Title I Priority or Focus Schools*

All Title I Schools required to complete improvement plans must assure to the Pennsylvania Department of Education the school's compliance with the following expectations by developing and implementing an improvement plan or otherwise taking actions that meet the expectations described by the Assurances listed below.

#### **Assurances 1 through 12**

The school has verified the following Assurances:

- **Assurance 1:** This School Improvement Plan contains Action Plans that address each reason why this school failed to make Annual Measurable Objectives (AMOs) and/or is identified in the lowest 10% of Title I schools.
- **Assurance 2:** The resources needed for full implementation of the action plans herein documented have been identified and the necessary approvals obtained to allow the procurement and allocation of these resources.
- **Assurance 3:** Documentation of the resources needed for full implementation of the action plans herein documented; including specific, related budgetary information, is available for review upon request by the LEA or SEA.
- **Assurance 4:** If designated as a Priority or Focus School the district has determined whole-school meaningful interventions directly associated with the unmet AMO(s).
- **Assurance 5:** The school improvement plan covers a two-year period.
- **Assurance 6:** The school has adopted and/or continued policies and practices concerning the school's core academic subjects that have the greatest likelihood of improving student achievement.
- **Assurance 7:** High performing LEAs with varied demographic conditions have shown they share common characteristics. The following nine characteristics are embedded in the plan:
  - Clear and Shared Focus
  - High Standards and Expectations
  - Effective Leadership
  - High Levels of Collaboration and Communication

- Curriculum, Instruction and Assessment Aligned with Standards
- Frequent Monitoring of Teaching and Learning
- Focused Professional Development
- Supportive Learning Environment
- High Levels of Community and Parent Involvement
- **Assurance 8:** Focus Schools must implement locally developed interventions associated with a minimum of one of the below principles, while Priority Schools must implement all seven:
  - Providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership or demonstrating to the State Education Agency that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget.
  - Ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; and (2) preventing ineffective teachers from transferring to these schools.
  - Redesign the school day, week, or year to include additional time for student learning and teacher collaboration
  - Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards.
  - Use data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data.
  - Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional and health needs.
  - Provide ongoing mechanisms for family and community engagement
- **Assurance 9:** The school improvement plan delineates responsibilities fulfilled by the school, the LEA and the SEA serving the school under the plan.
- **Statement 10:** Establish specific annual, measurable targets for continuous and substantial progress by each relevant subgroup, which will ensure all such groups of students, update to align with the new AMOs to close the achievement gap

- **Statement 11:** A mentoring/induction program used with teachers new to the school exists; the essential elements of the mentoring/induction program are documented and the documentation is available for review upon request by LEA or SEA authorities.
- **Statement 12:** All parents with enrolled students will receive an annual notification letter which includes the reasons for its identification as Priority or Focus and the school's plan to improve student achievement.

### **Assurance 13**

The school is communicating with parents regarding school improvement efforts via the following strategies:

- School web site
- District web page
- District's annual report
- District report card
- Press releases to local media
- Yearly letter to parents
- Periodic mailings/letters, postcards, etc.
- Short Message Systems (phone blasts)
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Special all-school evening event to present improvement plan
- Regular Title 1 meetings
- Parent advisory committee meetings
- Parent-Teacher Conferences
- Home-school visits
- School Improvement Brochure
- Student Handbook

### **Assurance for Priority Schools (Annually Updated SIP)**

The school has indicated the following response to indicate if it has completed an evaluation with the assistance of our Academic Recovery Liaison:

Yes

**Title I Schoolwide program**

The school has indicated the following response as to whether or not it intends to run a Title I Schoolwide program :

Yes

A completed Title I Schoolwide program planning addendum is required if the school is running a Title I Schoolwide program.

*No file has been uploaded.*

# Needs Assessment

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## School Accomplishments

### Accomplishment #1:

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#### Indicators of Academic Growth/PVAAS

Meeting Annual Academics Growth Expectations	School 2015
Mathematics	79.00
English Language Arts	80.00
Science	67.00

According to the 2015 School Level Data (<http://www.education.pa.gov/Pages/PSSA-Information.aspx>), students earned the following School Level PVAAS Growth Measures: 79.00 for Mathematics, 80.00 for English Language Arts, and 67.00 for Science.

### Accomplishment #2:

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During the 2015-2016 school year Benchmark Assessments were utilized in English Language Arts/Reading and Mathematics. Students in grades K-3 were assessed utilizing DIBELS Next. Students in grades 3-8 were assessed using the 4Sight Common Core English Language Arts. Students in grades K-6 were assessed using the easyCBM Mathematics. Students in grades 7-8 were assessed using the 4Sight Common Core Mathematics.

### Accomplishment #3:

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In 2014-2015, grade level and content area teams chose Instructional Leadership Team (I.L.T.) representatives. During the 2015-2016 school year, the I.L.T. continued to meet bi-weekly to discuss progress of the School Improvement Plan. The I.L.T. collaborates on how to best move forward the initiatives outlined in the plan and how to best support teachers in implementing the initiatives.

### Accomplishment #4:

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In 2014-2015, Pfeiffer-Burleigh Elementary was awarded a School Improvement Grant (SIG) for school years 2014-15, 2015-16, and 2016-17.

During the 2015-2016 school year, the SIG afforded the school the ability to add additional personnel (2 Instructional Coaches, 3 Academic Interventionists, 1 Part-time School Psychologist, 1 Family Engagement Specialist, 1 Behavior Specialist-Extended Day, 2.5 Creative Community Connectors).

The SIG enabled the school to upgrade technology (security cameras, laptop carts, iPad Carts, Faculty IPADs, and classroom Promethean technology).

The SIG provided classroom leveled libraries, mathematics manipulatives, PA Core-Aligned Curriculum Support (CKLA Skills Strand PreK-3 and Eureka Math PreK-8)

The SIG enabled the school to provide specialized professional development offerings through Dr. Connie Moss, Dr. Horacio Sanchez, Northwest Tri-County Intermediate Unit, Great Minds Publishing Company, and Reach Associates.

#### **Accomplishment #5:**

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During the 2015-2016, Extended School Day opportunities were added for all students Kindergarten through Grade 8. Pfeiffer-Burleigh School currently runs three separate programs. The main goal of the programs is to provide students with a safe place to learn after school and to expose them to professionals and pre-professionals. All three programs run four days a week, Monday through Thursday from 2:30-5:30. The students are provided a snack at the beginning of the program and receive dinner. Supervised transportation is offered to each student to ensure they have a safe way home.

#### **Carpe Diem**

Sixty students in grades K-2 participate in the Carpe Diem Program in a partnership with Mercyhurst University. The students receive extended learning opportunities and differentiated instruction in mathematics and language arts. Enrichment sessions focused on science, physical education, technology, and the arts are provided daily.

#### **Gearing Up**

Sixty students in grades 3-5 participate in the Gearing Up Program. The students receive homework support, small group differentiated instruction, physical fitness, and enrichment activities. Embedded within the sessions, are opportunities to develop social skills and mentoring which will foster the academic, social and emotional growth of the students.

#### **Middle Gears After School Ed-Venture**

Sixty students in grades 6-8 participate in the Middle Gears Program. This is a comprehensive STEM based program that offers activities rich in science, technology, engineering and the arts; all with a literacy component and real-life connections. Along with the clubs, students are also given time to work on homework, receive tutoring, and participate in physical fitness activities.

#### **Urban University**

Twenty students in grades 6-8 participate in Urban University. Students choose a course to participate in which encourages career exploration, team work, and character development.

#### **Accomplishment #6:**

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During the Summer of 2015, summer programming was offered to all students who were enrolled in grades Kindergarten through grade 7. A Kindergarten Readiness Program was offered to all students enrolled to attend Kindergarten during the 2015-16 school year.

**Accomplishment #7:**

**Professional Development**

2014-2015	2015-2016
Instructive Guided Practice	Instructive Guided Practice
Shared Reading	Shared Reading
LETRS Module 1, 2, 3	Learning Targets
Learning Targets	Brain-Based Approach to School Climate/Culture-Horacio Sanchez
CKLA Skills Strand, Differentiation	Eureka Math Fluency Training
Mathematics/Science-PA Core, Departmentalized Grades 4-8	Eureka Math Module Training
Mathematical Practices and Discourse, Departmentalized Grades 4-8	Eureka Math Grade Level Video Study
Scaffolding to Meet PA Core Standards	<u>Designing Effective Classroom Management Book</u> Study
	Small Group Differentiated Reading

The following professional development session occurred throughout the 2014-2016 school years.

**Accomplishment #8:**

During the 2015-2016 school year, a PreK Classroom was added to Pfeiffer-Burleigh School.

**Accomplishment #9:**

Pfeiffer-Burleigh School has established community partnerships with Erie Insurance, Erie City Mission, Mercyhurst University, Edinboro University, St. James AME Church, and Second Harvest Food Bank of Northwest Pennsylvania.

**Accomplishment #10:**

During the 2015-2016 school year, Pfeiffer-Burleigh's Master schedule enabled common planning and meeting time for grade level and content level teams. The teams met two days in every six day cycle. One meeting was a content specific meeting and the second meeting was utilized for team meeting.

**Accomplishment #11:**

**Leveled Literacy Intervention (LLI)**

School Year	K Participate	K Exit on Level	1 Participate	1 Exit on Level	2 Participate	2 Exit on Level	3 Participate	3 Exit on Level	Total Participation	Total Exited on Level
2014-15			22	12	25	24	2	2	49	38
2015-16										
As of: 4-4-16	12	4	45	10	28	13	26	22	111	49

During the 2014-15 school year, 49 students in grades 1-3 participated in the Leveled Literacy Intervention (LLI) Program. Of the 49, 38 or 78% of students exited the program on level. During 2015-16 school year, 111 students have participated in LLI. Of the 111, 49 or 44% of the students have exited the program on level as of April 4, 2016.

#### **Accomplishment #12:**

During 2014-2015 school year, Pfeiffer Burleigh's School Wide Positive Behavior Intervention and Support Team (SWPBIS) was formed. During 2015-2016, the SWPBIS Team continued participating in training through the Northwest Tri-County Intermediate Unit 5. All faculty members created classroom expectations, matrices and reinforcement systems based on Jason Harlacher's book Designing Effective Classroom Management. The school began utilizing the SWIS Data system in March of 2016. The team meets bi-weekly.

#### **Accomplishment #13:**

During 2014-2015 school year, Pfeiffer-Burleigh formed Academic and Behavioral/Student Assistance Program Teams. During the 2015-2016 school year, the teams met weekly to discuss students who were referred and the progress of these students. The team collaborated on intervention support(s) for these students and the effectiveness of the supports.

#### **Accomplishment #14:**

##### **Behavior Infraction Total By Grade Level**

	K	1	2	3	4	5	6	7	8	Total 2015-2016	Total 2014-2015	% of Increase or Decrease from 2014-15 to 2015-16
Sep	13	36	38	17	7	18	7	25	8	169	150	+11%
Oct	9	44	60	46	10	32	30	43	13	279	249	+11%

Nov	8	34	22	21	8	19	23	31	7	127	258	-51%
Dec	5	19	6	4	14	31	35	20	11	143	358	-60%
Jan	4	38	8	12	13	25	61	18	22	194	421	-54%
Feb	7	30	9	26	29	36	56	14	18	220	332	-34%
Mar	8	25	5	10	19	23	20	24	27	159	335	-53%
Apr	14	23	8	9	8	30	38	22	19	165	367	-55%

During the 2015-2016 school year, according to Erie's Public School Data Information System Infinite Campus, there has been a 41% decrease in Behavior Infractions through the end of April 2016.

### Accomplishment #15:

#### Classroom Disruptive Behavior

	K	1	2	3	4	5	6	7	8	Total 2015- 2016	Total 2014- 2015	% of Increase or Decrease from 2014-15 to 2015- 16
Sep	6	12	6	7	2	15	6	16	6	76	108	-30%
Oct	7	24	22	28	3	25	22	30	8	164	193	-15%
Nov	6	29	13	14	6	10	11	20	5	113	202	-44%
Dec	4	17	6	1	11	17	17	16	7	93	275	-66%
Jan	3	26	7	9	10	15	38	11	15	129	292	-56%
Feb	7	26	7	15	15	27	42	6	7	151	200	-32%
Mar	7	22	5	7	10	17	14	9	15	105	191	-45%
Apr	11	24	6	8	4	19	19	11	8	108	209	-48%

During the 2015-2016 school year, according to Erie's Public School Data Information System Infinite Campus, there has been a 44% decrease in Classroom Disruptive Behavior through the end of April 2016.

### Accomplishment #16:

#### Suspension Days By Grade Level

	K	1	2	3	4	5	6	7	8	Total 2015- 2016	Total 2014- 2015 Resolutions- Students	% of Increase or Decrease from 2014-15 to 2015-16
Sep	5/3	9/5	5/4	2/2	0/0	4/3	2/2	3/3	1/1	31/23	50/46	-38%/-50%

Oct	3/1	23/12	15/8	17/9	1/1	10/7	12/10	16/11	0/0	97/59	61/43	+37%/+27%
Nov	3/3	18/10	10/4	9/8	4/4	7/5	4/4	9/8	2/2	66/48	51/44	+23%/+8%
Dec	2/2	11/7	1/1	2/2	6/6	11/10	7/5	4/4	2/2	46/39	79/67	-42%/-41%
Jan	0/0	9/6	4/3	1/1	1/1	3/3	17/13	2/2	1/1	38/30	55/45	-31%/-33%
Feb	0/0	11/8	2/2	14/11	8/8	9/8	9/8	5/5	8/7	66/57	39/32	+41%/+44%
Mar	0/0	5/4	1/1	4/4	7/7	5/4	4/3	8/6	9/7	43/36	42/32	+2%/+11%
Apr	4/4	5/3	4/4	5/5	4/4	4/4	5/5	3/1	3/3	37/33	71/61	-48%/-46%

During the 2015-2016 school year, according to Erie's Public School Data Information System Infinite Campus, there has been a 5% decrease in Suspension Resolutions through the end of April 2016. There has been an 12% decrease in the number of students suspended through the end of April 2016.

#### **Accomplishment #17:**

#### **Monthly Attendance Percentage**

<b>September</b>	95.26%
<b>October</b>	94.68%
<b>November</b>	93.84%
<b>December</b>	93.24%
<b>January</b>	93.40%
<b>February</b>	94.74%
<b>March</b>	94.68%
<b>April</b>	95.35%

During the 2015-2016 school year, according to Erie's Public School Data Information System Infinite Campus, Student Monthly Attendance has been 94.47% through the end of April 2016.

#### **Accomplishment #18:**

During the 2015-16 school year through April 7, 2016, there have been 32 family engagement opportunities.

#### **Accomplishment #19:**

During the 2015-2016 school year, Pfeiffer-Burleigh School implemented the Eureka Math Curriculum. Teachers of mathematics collaborated weekly utilizing the web-based professional development tool, Teacher Eureka Video Series.

## School Concerns

### Concern #1:

#### Mathematics Performance Level Results

Percentages at Each Performance Level	Below Basic	Basic	Proficient	Advanced
School 2015	69	23	7	0

According to the 2015 School Summary Report, 69% of the students performed at Below Basic, 23% of the students performed at Basic, 7% of the students performed at Proficient, and 0% of the students performed at Advanced on the Pennsylvania System of School Assessment (PSSA).

#### English Language Arts Performance Level Results

Percentages at Each Performance Level	Below Basic	Basic	Proficient	Advanced
School 2015	44	39	16	1

According to the 2015 School Summary Report, 44% of the students performed at Below Basic, 39% of the students performed at Basic, 16% of the students performed at Proficient, and 1% of the students performed at Advanced on the Pennsylvania System of School Assessment (PSSA).

#### Science Performance Level Results

Percentages at Each Performance Level	Below Basic	Basic	Proficient	Advanced
School 2015	56	28	9	6
School 2014	49	23	21	6
School 2013	53	25	16	6

According to the 2015 School Summary Report, 56% of the students performed at Below Basic, 28% of the students performed at Basic, 9% of the students performed at Proficient, and 6% of the students performed at Advanced on the Pennsylvania System of School Assessment (PSSA).

### Concern #2:

#### Indicators of Academic Achievement

	School 2015
Grade 3 Reading-Percent Proficient or Advanced on PSSA	18.6

According to the 2015 School Summary Report, 18.6% of third grade students scored Proficient and/or Advanced on the Pennsylvania System of School Assessment (PSSA).

### Concern #3:

#### DIBELS Next-All Grades Status Report-Former Goals

Grade	Beginning			Middle			End		
	Intensive	Strategic	Core	Intensive	Strategic	Core	Intensive	Strategic	Core
Kindergarten	45%	16%	40%	41%	21%	41%	34%	16%	49%
	n=37	n=13	n=33	n=38	n=19	n=35	n=30	n=14	n=43
Grade 1	54%	10%	36%	57%	10%	32%	57%	11%	31%
	n=50	n=9	n=33	n=55	n=10	n=31	n=51	n=10	n=28
Grade 2	58%	6%	36%	53%	16%	31%	52%	15%	33%
	n=39	n=4	n=24	n=37	n=11	n=22	n=35	n=10	n=22
Grade 3	64%	7%	28%						
	n=43	n=5	n=19						

During the 2015-2016 school year, according to the University of Oregon DIBELS Data System All Grades Status Report-Former Goals, 34% of Kindergarten students, 57% of First Grade students, and 52% of Second Grade students scored “Intensive” on the End of the Year DIBELS Next Assessment **(Dynamic Indicators of Basic Early Literacy Skills)**.

#### Concern #4:

#### easyCBM CCSS Math

Grade	Beginning			Middle			End		
	1 <sup>st</sup> -19 <sup>th</sup> National Percentile	20 <sup>th</sup> -39 <sup>th</sup> National Percentile	40 <sup>th</sup> -99 <sup>th</sup> National Percentile	1 <sup>st</sup> -19 <sup>th</sup> National Percentile	20 <sup>th</sup> -39 <sup>th</sup> National Percentile	40 <sup>th</sup> -99 <sup>th</sup> National Percentile	1 <sup>st</sup> -19 <sup>th</sup> National Percentile	20 <sup>th</sup> -39 <sup>th</sup> National Percentile	40 <sup>th</sup> -99 <sup>th</sup> National Percentile
Kindergarten	19=24%	17=22%	42=54%	22=25%	18=20%	49=55%			
Grade 1	17=18%	23=24%	54=57%	29=31%	33=35%	32=34%			
Grade 2	29=37%	15=23%	11=17%	47=66%	7=10%	17=24%			
Grade 3	29=37%	23=29%	26=33%	42=51%	15=18%	25=30%			
Grade 4	45=55%	18=22%	19=23%	45=46%	25=26%	27=28%			
Grade 5	40=63%	16=25%	8=13%	43=66%	13=20%	9=14%			
Grade 6	39=70%	9=16%	8=14%	45=56%	18=23%	17=21%			
All	228=44%	121=23%	168=32%	273=47%	129=22%	176=30%			

During the 2015-2016 school year, according to the University of Oregon DIBELS Data System, students performing below the 40<sup>th</sup> percentile can be considered at some risk for poor mathematics outcomes. Students achieved below the 40<sup>th</sup> percentile: Kindergarten: 40 students/45%, Grade 1: 62 students/66%, Grade 2: 54 students/76%, Grade 3: 57 students/69%, Grade 4: 70 students/72%, Grade 5: 56 students/86%, Grade 6: 63 students/79%, and Total Students 402 students/69% on the Middle of the Year easyCBM CCSS Math Assessment.

**Concern #5:****4Sight Common Core Reading Proficiency Projections**

Grade	Test	Below Basic	Basic	Proficient	Advanced	% Proficient
3	1	48	15	6	0	9
3	2	46	21	8	0	11
4	1	37	38	3	0	4
4	2	30	33	17	2	23
5	1	30	19	9	0	16
5	2	25	19	6	0	12
6	1	23	22	14	1	25
6	2	20	23	15	0	26
7	1	20	27	12	1	22
7	2	28	24	8	2	16
8	1	23	21	7	0	14
8	2	23	27	11	0	18

During the 2015-2016 school year, according to the 4Sight Proficiency Projections Report for Common Core Reading in grades 3-8, the total percentage of Proficient students increased from the first testing at 14% to 18% on the second testing.

**Concern #6:****4Sight Common Core Mathematics Proficiency Projections**

Grade	Test	Below Basic	Basic	Proficient	Advanced	% Proficient
7	1	59	5	0	0	0
7	2	53	8	3	3	5
8	1	54	1	0	0	0
8	2	54	4	0	0	0

During the 2015-2016 school year, according to the 4Sight Proficiency Projections Report for Common Core Mathematics in grades 7 and 8, the total percentage of Proficient students increased from the first testing at 0% to 2% on the second testing.

**Concern #7:****2015-2016 Enrollment Data**

Month	Entrance		Withdrawal		Total Entries/Withdrawals		Enrollment	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16

September	37	15	33	13	70	28	808	711
October	30	31	26	25	56	56	810	717
November	14	20	20	25	34	45	795	711
December	15	8	30	21	45	29	785	692
January	36	34	26	27	62	61	790	702
February	9	32	12	17	21	49	774	720
March	8	19	14	13	22	32	776	725
April	9	17	11	19	20	36	765	721
May	3		9		12		765	
June	0		0		0		754	
School Year	161		181		342	336	938	899

During the 2015-2016 school year, according to Erie's Public School Data Information System Infinite Campus, there has been a 176 student entrances and 160 student withdrawals through the end of April 2016.

**Concern #8:**

**Pfeiffer-Burleigh School**

**2015-2016 ELL School List**

<b>Grade</b>	<b>Number of ELLs</b>
Kindergarten	8
Grade 1	13
Grade 2	10
Grade 3	14
Grade 4	19
Grade 5	12
Grade 6	18
Grade 7	22
Grade 8	19
Total	135

As April 1, 2016, Pfeiffer-Burleigh School currently has 135 students who qualify for ELL services, which is 19% of the school population. There are 15 languages spoken at Pfeiffer-Burleigh School.

**Concern #9:**

**2015-2016 Mental Health Support**

<b>Year</b>	<b>Partial Hospitalization</b>	<b>School-Based Outpatient</b>	<b>Trauma Focused</b>
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2015-2016	22	17	6
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During the 2015-2016 school year, 22 students have participated in Partial Hospitalization Programs, 17 students have participated in School-Based Outpatient Counseling Programs, and 6 students have participated in Trauma Focused Counseling.

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*Guiding Question #1*) Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

### Aligned Concerns:

#### Indicators of Academic Achievement

	School 2015
<b>Grade 3 Reading-Percent Proficient or Advanced on PSSA</b>	18.6

According to the 2015 School Summary Report, 18.6% of third grade students scored Proficient and/or Advanced on the Pennsylvania System of School Assessment (PSSA).

#### Mathematics Performance Level Results

Percentages at Each Performance Level	Below Basic	Basic	Proficient	Advanced
<b>School 2015</b>	69	23	7	0

According to the 2015 School Summary Report, 69% of the students performed at Below Basic, 23% of the students performed at Basic, 7% of the students performed at Proficient, and 0% of the students performed at Advanced on the Pennsylvania System of School Assessment (PSSA).

#### English Language Arts Performance Level Results

Percentages at Each Performance Level	Below Basic	Basic	Proficient	Advanced
<b>School 2015</b>	44	39	16	1

According to the 2015 School Summary Report, 44% of the students performed at Below Basic, 39% of the students performed at Basic, 16% of the students performed at Proficient, and 1% of the students performed at Advanced on the Pennsylvania System of School Assessment (PSSA).

#### Science Performance Level Results

Percentages at Each Performance Level	Below Basic	Basic	Proficient	Advanced
School 2015	56	28	9	6
School 2014	49	23	21	6
School 2013	53	25	16	6

According to the 2015 School Summary Report, 56% of the students performed at Below Basic, 28% of the students performed at Basic, 9% of the students performed at Proficient, and 6% of the students performed at Advanced on the Pennsylvania System of School Assessment (PSSA).

#### DIBELS Next-All Grades Status Report-Former Goals

Grade	Beginning			Intensive	M
	Intensive	Strategic	Core		
Kindergarten	45% n=37	16% n=13	40% n=33	41% n=38	
Grade 1	54% n=50	10% n=9	36% n=33	57% n=55	
Grade 2	58% n=39	6% n=4	36% n=24	53% n=37	
Grade 3	64% n=43	7% n=5	28% n=19		

During the 2015-2016 school year, according to the University of Oregon DIBELS Data System All Grades Status Report-Former Goals, 34% of Kindergarten students, 57% of First Grade students, and 52% of Second Grade students scored "Intensive" on the End of the Year DIBELS Next Assessment (**Dynamic Indicators of Basic Early Literacy Skills**).

#### easyCBM CCSS Math

Grade	Beginning			1st-19th National Percentile
	1st-19th National Percentile	20th-39th National Percentile	40th-99th National Percentile	

<b>Kindergarten</b>	19=24%	17=22%	42=54%	22=25%
<b>Grade 1</b>	17=18%	23=24%	54=57%	29=31%
<b>Grade 2</b>	29=37%	15=23%	11=17%	47=66%
<b>Grade 3</b>	29=37%	23=29%	26=33%	42=51%
<b>Grade 4</b>	45=55%	18=22%	19=23%	45=46%
<b>Grade 5</b>	40=63%	16=25%	8=13%	43=66%
<b>Grade 6</b>	39=70%	9=16%	8=14%	45=56%
<b>All</b>	228=44%	121=23%	168=32%	273=47%

During the 2015-2016 school year, according to the University of Oregon DIBELS Data System, students performing below the 40<sup>th</sup> percentile can be considered at some risk for poor mathematics outcomes. Students achieved below the 40<sup>th</sup> percentile: Kindergarten: 40 students/45%, Grade 1: 62 students/66%, Grade 2: 54 students/76%, Grade 3: 57 students/69%, Grade 4: 70 students/72%, Grade 5: 56 students/86%, Grade 6: 63 students/79%, and Total Students 402 students/69% on the Middle of the Year easyCBM CCSS Math Assessment.

#### 4Sight Common Core Reading Proficiency Projections

<b>Grade</b>	<b>Test</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>	<b>% Proficient</b>
3	1	48	15	6	0	9
3	2	46	21	8	0	11
4	1	37	38	3	0	4
4	2	30	33	17	2	23
5	1	30	19	9	0	16
5	2	25	19	6	0	12
6	1	23	22	14	1	25
6	2	20	23	15	0	26
7	1	20	27	12	1	22
7	2	28	2	8	2	16

			4			
8	1	23	21	7	0	14
8	2	23	27	11	0	18

During the 2015-2016 school year, according to the 4Sight Proficiency Projections Report for Common Core Reading in grades 3-8, the total percentage of Proficient students increased from the first testing at 14% to 18% on the second testing.

#### 4Sight Common Core Mathematics Proficiency Projections

Grade	Test	Below Basic	Basic	Proficient	Advanced	% Proficient
7	1	59	5	0	0	0
7	2	53	8	3	3	5
8	1	54	1	0	0	0
8	2	54	4	0	0	0

During the 2015-2016 school year, according to the 4Sight Proficiency Projections Report for Common Core Mathematics in grades 7 and 8, the total percentage of Proficient students increased from the first testing at 0% to 2% on the second testing.

#### 2015-2016 Mental Health Support

Year	Partial Hospitalization	School-Based Outpatient	Trauma Focused
2015-2016	22	17	6

During the 2015-2016 school year, 22 students have participated in Partial Hospitalization Programs, 17 students have participated in School-Based Outpatient Counseling Programs, and 6 students have participated in Trauma Focused Counseling.

**Systemic Challenge #2** (*Guiding Question #3*) Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

#### Aligned Concerns:

### Indicators of Academic Achievement

	<b>School 2015</b>
<b>Grade 3 Reading-Percent Proficient or Advanced on PSSA</b>	18.6

According to the 2015 School Summary Report, 18.6% of third grade students scored Proficient and/or Advanced on the Pennsylvania System of School Assessment (PSSA).

### Mathematics Performance Level Results

Percentages at Each Performanc e Level	Belo w Basic	Basi c	Proficien t	Advance d
<b>School 2015</b>	69	23	7	0

According to the 2015 School Summary Report, 69% of the students performed at Below Basic, 23% of the students performed at Basic, 7% of the students performed at Proficient, and 0% of the students performed at Advanced on the Pennsylvania System of School Assessment (PSSA).

### English Language Arts Performance Level Results

Percentages at Each Performanc e Level	Belo w Basic	Basi c	Proficien t	Advance d
<b>School 2015</b>	44	39	16	1

According to the 2015 School Summary Report, 44% of the students performed at Below Basic, 39% of the students performed at Basic, 16% of the students performed at Proficient, and 1% of the students performed at Advanced on the Pennsylvania System of School Assessment (PSSA).

### Science Performance Level Results

Percentages at Each Performanc e Level	Belo w Basic	Basi c	Proficien t	Advance d
<b>School 2015</b>	56	28	9	6
<b>School 2014</b>	49	23	21	6
<b>School 2013</b>	53	25	16	6

According to the 2015 School Summary Report, 56% of the students performed at Below Basic, 28% of the students performed at Basic, 9% of the students performed at Proficient, and 6% of the students performed at Advanced on the Pennsylvania System of School Assessment (PSSA).

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**DIBELS Next-All Grades Status Report-Former Goals**

Grade	Beginning			Intensive	M
	Intensive	Strategic	Core		
<b>Kindergarten</b>	45% n=37	16% n=13	40% n=33	41% n=38	
<b>Grade 1</b>	54% n=50	10% n=9	36% n=33	57% n=55	
<b>Grade 2</b>	58% n=39	6% n=4	36% n=24	53% n=37	
<b>Grade 3</b>	64% n=43	7% n=5	28% n=19		

During the 2015-2016 school year, according to the University of Oregon DIBELS Data System All Grades Status Report-Former Goals, 34% of Kindergarten students, 57% of First Grade students, and 52% of Second Grade students scored “Intensive” on the End of the Year DIBELS Next Assessment (**Dynamic Indicators of Basic Early Literacy Skills**).

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**easyCBM CCSS Math**

Grade	Beginning			1st-19th National Percentile
	1st-19th National Percentile	20th-39th National Percentile	40th-99th National Percentile	
<b>Kindergarten</b>	19=24%	17=22%	42=54%	22=25%
<b>Grade 1</b>	17=18%	23=24%	54=57%	29=31%
<b>Grade 2</b>	29=37%	15=23%	11=17%	47=66%
<b>Grade 3</b>	29=37%	23=29%	26=33%	42=51%
<b>Grade 4</b>	45=55%	18=22%	19=23%	45=46%
<b>Grade 5</b>	40=63%	16=25%	8=13%	43=66%
<b>Grade 6</b>	39=70%	9=16%	8=14%	45=56%
<b>All</b>	228=44%	121=23%	168=32%	273=47%

During the 2015-2016 school year, according to the University of Oregon DIBELS Data System, students performing below the 40<sup>th</sup> percentile can be considered at some risk for poor mathematics outcomes. Students achieved below the 40<sup>th</sup> percentile: Kindergarten: 40 students/45%, Grade 1: 62 students/66%, Grade 2: 54 students/76%, Grade 3: 57 students/69%, Grade 4: 70 students/72%, Grade 5: 56 students/86%, Grade 6: 63 students/79%, and Total Students 402 students/69% on the Middle of the Year easyCBM CCSS Math Assessment.

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### 4Sight Common Core Reading Proficiency Projections

Grade	Test	Below Basic	Basic	Proficient	Advanced	% Proficient
3	1	48	15	6	0	9
3	2	46	21	8	0	11
4	1	37	38	3	0	4
4	2	30	33	17	2	23
5	1	30	19	9	0	16
5	2	25	19	6	0	12
6	1	23	22	14	1	25
6	2	20	23	15	0	26
7	1	20	27	12	1	22
7	2	28	24	8	2	16
8	1	23	21	7	0	14
8	2	23	27	11	0	18

During the 2015-2016 school year, according to the 4Sight Proficiency Projections Report for Common Core Reading in grades 3-8, the total percentage of Proficient students increased from the first testing at 14% to 18% on the second testing.

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### 4Sight Common Core Mathematics Proficiency Projections

Grade	Test	Below Basic	Basic	Proficient	Advanced	% Proficient
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		<b>B as ic</b>				
7	1	59	5	0	0	0
7	2	53	8	3	3	5
8	1	54	1	0	0	0
8	2	54	4	0	0	0

During the 2015-2016 school year, according to the 4Sight Proficiency Projections Report for Common Core Mathematics in grades 7 and 8, the total percentage of Proficient students increased from the first testing at 0% to 2% on the second testing.

**Systemic Challenge #3** (*Guiding Question #4*) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

**Aligned Concerns:**

**Indicators of Academic Achievement**

	<b>School 2015</b>
<b>Grade 3 Reading-Percent Proficient or Advanced on PSSA</b>	18.6

According to the 2015 School Summary Report, 18.6% of third grade students scored Proficient and/or Advanced on the Pennsylvania System of School Assessment (PSSA).

**Mathematics Performance Level Results**

<b>Percentages at Each Performance Level</b>	<b>Belo w Basic</b>	<b>Basi c</b>	<b>Proficien t</b>	<b>Advance d</b>
<b>School 2015</b>	69	23	7	0

According to the 2015 School Summary Report, 69% of the students performed at Below Basic, 23% of the students performed at Basic, 7% of the students performed at Proficient, and 0% of the students performed at Advanced on the Pennsylvania System of School Assessment (PSSA).

**English Language Arts Performance Level Results**

<b>Percentages at Each Performance Level</b>	<b>Belo w Basic</b>	<b>Basi c</b>	<b>Proficien t</b>	<b>Advance d</b>



<b>School 2015</b>	44	39	16	1
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According to the 2015 School Summary Report, 44% of the students performed at Below Basic, 39% of the students performed at Basic, 16% of the students performed at Proficient, and 1% of the students performed at Advanced on the Pennsylvania System of School Assessment (PSSA).

#### Science Performance Level Results

<b>Percentages at Each Performance Level</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<b>School 2015</b>	56	28	9	6
<b>School 2014</b>	49	23	21	6
<b>School 2013</b>	53	25	16	6

According to the 2015 School Summary Report, 56% of the students performed at Below Basic, 28% of the students performed at Basic, 9% of the students performed at Proficient, and 6% of the students performed at Advanced on the Pennsylvania System of School Assessment (PSSA).

#### DIBELS Next-All Grades Status Report-Former Goals

<b>Grade</b>	<b>Beginning</b>			<b>M</b>	
	<b>Intensive</b>	<b>Strategic</b>	<b>Core</b>	<b>Intensive</b>	
<b>Kindergarten</b>	45% n=37	16% n=13	40% n=33	41% n=38	
<b>Grade 1</b>	54% n=50	10% n=9	36% n=33	57% n=55	
<b>Grade 2</b>	58% n=39	6% n=4	36% n=24	53% n=37	
<b>Grade 3</b>	64% n=43	7% n=5	28% n=19		

During the 2015-2016 school year, according to the University of Oregon DIBELS Data System All Grades Status Report-Former Goals, 34% of Kindergarten students, 57% of First Grade students, and 52% of Second Grade students scored "Intensive" on the End of the Year DIBELS Next Assessment (**Dynamic Indicators of Basic Early Literacy Skills**).

#### easyCBM CCSS Math

<b>Grade</b>	<b>Beginning</b>			<b>1st-19th</b>
	<b>1st-19th National</b>	<b>20th-39th National</b>	<b>40th-99th National</b>	

	Percentile	Percentile	Percentile	National Percentile
<b>Kindergarten</b>	19=24%	17=22%	42=54%	22=25%
<b>Grade 1</b>	17=18%	23=24%	54=57%	29=31%
<b>Grade 2</b>	29=37%	15=23%	11=17%	47=66%
<b>Grade 3</b>	29=37%	23=29%	26=33%	42=51%
<b>Grade 4</b>	45=55%	18=22%	19=23%	45=46%
<b>Grade 5</b>	40=63%	16=25%	8=13%	43=66%
<b>Grade 6</b>	39=70%	9=16%	8=14%	45=56%
<b>All</b>	228=44%	121=23%	168=32%	273=47%

During the 2015-2016 school year, according to the University of Oregon DIBELS Data System, students performing below the 40<sup>th</sup> percentile can be considered at some risk for poor mathematics outcomes. Students achieved below the 40<sup>th</sup> percentile: Kindergarten: 40 students/45%, Grade 1: 62 students/66%, Grade 2: 54 students/76%, Grade 3: 57 students/69%, Grade 4: 70 students/72%, Grade 5: 56 students/86%, Grade 6: 63 students/79%, and Total Students 402 students/69% on the Middle of the Year easyCBM CCSS Math Assessment.

#### 4Sight Common Core Reading Proficiency Projections

Grade	Test	Below Basic	Basic	Proficient	Advanced	% Proficient
3	1	48	15	6	0	9
3	2	46	21	8	0	11
4	1	37	38	3	0	4
4	2	30	33	17	2	23
5	1	30	19	9	0	16
5	2	25	19	6	0	12
6	1	23	22	14	1	25
6	2	20	23	15	0	26

7	1	20	27	12	1	22
7	2	28	24	8	2	16
8	1	23	21	7	0	14
8	2	23	27	11	0	18

During the 2015-2016 school year, according to the 4Sight Proficiency Projections Report for Common Core Reading in grades 3-8, the total percentage of Proficient students increased from the first testing at 14% to 18% on the second testing.

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#### **4Sight Common Core Mathematics Proficiency Projections**

<b>Grade</b>	<b>Test</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>	<b>% Proficient</b>
7	1	59	5	0	0	0
7	2	53	8	3	3	5
8	1	54	1	0	0	0
8	2	54	4	0	0	0

During the 2015-2016 school year, according to the 4Sight Proficiency Projections Report for Common Core Mathematics in grades 7 and 8, the total percentage of Proficient students increased from the first testing at 0% to 2% on the second testing.

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#### **Pfeiffer-Burleigh School**

#### **2015-2016 ELL School List**

<b>Grade</b>	<b>Number of ELLs</b>
Kindergarten	8
Grade 1	13
Grade 2	10
Grade 3	14
Grade 4	19
Grade 5	12
Grade 6	18
Grade 7	22

Grade 8	19
Total	135

As April 1, 2016, Pfeiffer-Burleigh School currently has 135 students who qualify for ELL services, which is 19% of the school population. There are 15 languages spoken at Pfeiffer-Burleigh School.

**Systemic Challenge #4** (*Guiding Question #6*) Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

**Aligned Concerns:**

**2015-2016 Enrollment Data**

Month	Entrance		Withdrawal		Total Entries/Withdrawals	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
September	37	15	33	13	70	
October	30	31	26	25	56	
November	14	20	20	25	34	
December	15	8	30	21	45	
January	36	34	26	27	62	
February	9	32	12	17	21	
March	8	19	14	13	22	
April	9	17	11	19	20	
May	3		9		12	
June	0		0		0	
School Year	161		181		342	

During the 2015-2016 school year, according to Erie's Public School Data Information System Infinite Campus, there has been a 176 student entrances and 160 student withdrawals through the end of April 2016.

**2015-2016 Mental Health Support**

Year	Partial Hospitalization	School-Based Outpatient	Trauma Focused
2015-2016	22	17	6

During the 2015-2016 school year, 22 students have participated in Partial Hospitalization Programs, 17 students have participated in School-Based Outpatient Counseling Programs, and 6 students have participated in Trauma Focused Counseling.

**Systemic Challenge #5** (*Guiding Question #2*) Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

**Aligned Concerns:**

**Indicators of Academic Achievement**

	<b>School 2015</b>
<b>Grade 3 Reading-Percent Proficient or Advanced on PSSA</b>	18.6

According to the 2015 School Summary Report, 18.6% of third grade students scored Proficient and/or Advanced on the Pennsylvania System of School Assessment (PSSA).

**2015-2016 Enrollment Data**

Month	Entrance		Withdrawal		Total Entries/Withdrawals	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
September	37	15	33	13	70	
October	30	31	26	25	56	
November	14	20	20	25	34	
December	15	8	30	21	45	
January	36	34	26	27	62	
February	9	32	12	17	21	
March	8	19	14	13	22	
April	9	17	11	19	20	
May	3		9		12	
June	0		0		0	
School Year	161		181		342	

During the 2015-2016 school year, according to Erie's Public School Data Information System Infinite Campus, there has been a 176 student entrances and 160 student withdrawals through the end of April 2016.

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### Mathematics Performance Level Results

Percentages at Each Performance Level	Below Basic	Basic	Proficient	Advanced
School 2015	69	23	7	0

According to the 2015 School Summary Report, 69% of the students performed at Below Basic, 23% of the students performed at Basic, 7% of the students performed at Proficient, and 0% of the students performed at Advanced on the Pennsylvania System of School Assessment (PSSA).

### English Language Arts Performance Level Results

Percentages at Each Performance Level	Below Basic	Basic	Proficient	Advanced
School 2015	44	39	16	1

According to the 2015 School Summary Report, 44% of the students performed at Below Basic, 39% of the students performed at Basic, 16% of the students performed at Proficient, and 1% of the students performed at Advanced on the Pennsylvania System of School Assessment (PSSA).

### Science Performance Level Results

Percentages at Each Performance Level	Below Basic	Basic	Proficient	Advanced
School 2015	56	28	9	6
School 2014	49	23	21	6
School 2013	53	25	16	6

According to the 2015 School Summary Report, 56% of the students performed at Below Basic, 28% of the students performed at Basic, 9% of the students performed at Proficient, and 6% of the students performed at Advanced on the Pennsylvania System of School Assessment (PSSA).

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### DIBELS Next-All Grades Status Report-Former Goals

Grade	Beginning			Intensive	M
	Intensive	Strategic	Core		
Kindergarten	45% n=37	16% n=13	40% n=33	41% n=38	

<b>Grade 1</b>	54% n=50	10% n=9	36% n=33	57% n=55	
<b>Grade 2</b>	58% n=39	6% n=4	36% n=24	53% n=37	
<b>Grade 3</b>	64% n=43	7% n=5	28% n=19		

During the 2015-2016 school year, according to the University of Oregon DIBELS Data System All Grades Status Report-Former Goals, 34% of Kindergarten students, 57% of First Grade students, and 52% of Second Grade students scored “Intensive” on the End of the Year DIBELS Next Assessment (**Dynamic Indicators of Basic Early Literacy Skills**).

#### easyCBM CCSS Math

Grade	Beginning			1st-19th National Percentile
	1st-19th National Percentile	20th-39th National Percentile	40th-99th National Percentile	
<b>Kindergarten</b>	19=24%	17=22%	42=54%	22=25%
<b>Grade 1</b>	17=18%	23=24%	54=57%	29=31%
<b>Grade 2</b>	29=37%	15=23%	11=17%	47=66%
<b>Grade 3</b>	29=37%	23=29%	26=33%	42=51%
<b>Grade 4</b>	45=55%	18=22%	19=23%	45=46%
<b>Grade 5</b>	40=63%	16=25%	8=13%	43=66%
<b>Grade 6</b>	39=70%	9=16%	8=14%	45=56%
<b>All</b>	228=44%	121=23%	168=32%	273=47%

During the 2015-2016 school year, according to the University of Oregon DIBELS Data System, students performing below the 40<sup>th</sup> percentile can be considered at some risk for poor mathematics outcomes. Students achieved below the 40<sup>th</sup> percentile: Kindergarten: 40 students/45%, Grade 1: 62 students/66%, Grade 2: 54 students/76%, Grade 3: 57 students/69%, Grade 4: 70 students/72%, Grade 5: 56 students/86%, Grade 6: 63 students/79%, and Total Students 402 students/69% on the Middle of the Year easyCBM CCSS Math Assessment.

#### 4Sight Common Core Reading Proficiency Projections

Grade	Test	Below Basic	Basic	Proficient	Advanced	% Proficient

		<b>ic</b>					
3	1	48	15	6	0	9	
3	2	46	21	8	0	11	
4	1	37	38	3	0	4	
4	2	30	33	17	2	23	
5	1	30	19	9	0	16	
5	2	25	19	6	0	12	
6	1	23	22	14	1	25	
6	2	20	23	15	0	26	
7	1	20	27	12	1	22	
7	2	28	24	8	2	16	
8	1	23	21	7	0	14	
8	2	23	27	11	0	18	

During the 2015-2016 school year, according to the 4Sight Proficiency Projections Report for Common Core Reading in grades 3-8, the total percentage of Proficient students increased from the first testing at 14% to 18% on the second testing.

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#### 4Sight Common Core Mathematics Proficiency Projections

<b>G r a d e</b>	<b>T e s t</b>	<b>B e l o w B a s i c</b>	<b>B a s i c</b>	<b>Profi cient</b>	<b>Adva nced</b>	<b>% Profi cient</b>
7	1	59	5	0	0	0
7	2	53	8	3	3	5
8	1	54	1	0	0	0
8	2	54	4	0	0	0



During the 2015-2016 school year, according to the 4Sight Proficiency Projections Report for Common Core Mathematics in grades 7 and 8, the total percentage of Proficient students increased from the first testing at 0% to 2% on the second testing.

**Pfeiffer-Burleigh School**

**2015-2016 ELL School List**

Grade	Number of ELLs
Kindergarten	8
Grade 1	13
Grade 2	10
Grade 3	14
Grade 4	19
Grade 5	12
Grade 6	18
Grade 7	22
Grade 8	19
Total	135

As April 1, 2016, Pfeiffer-Burleigh School currently has 135 students who qualify for ELL services, which is 19% of the school population. There are 15 languages spoken at Pfeiffer-Burleigh School.

**2015-2016 Mental Health Support**

Year	Partial Hospitalization	School-Based Outpatient	Trauma Focused
2015-2016	22	17	6

During the 2015-2016 school year, 22 students have participated in Partial Hospitalization Programs, 17 students have participated in School-Based Outpatient Counseling Programs, and 6 students have participated in Trauma Focused Counseling.

**Systemic Challenge #6** (*Guiding Question #5*) Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

**Aligned Concerns:**

**Indicators of Academic Achievement**

	<b>School</b>
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	<b>2015</b>
<b>Grade 3 Reading-Percent Proficient or Advanced on PSSA</b>	18.6

According to the 2015 School Summary Report, 18.6% of third grade students scored Proficient and/or Advanced on the Pennsylvania System of School Assessment (PSSA).

### Mathematics Performance Level Results

<b>Percentages at Each Performance Level</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<b>School 2015</b>	69	23	7	0

According to the 2015 School Summary Report, 69% of the students performed at Below Basic, 23% of the students performed at Basic, 7% of the students performed at Proficient, and 0% of the students performed at Advanced on the Pennsylvania System of School Assessment (PSSA).

### English Language Arts Performance Level Results

<b>Percentages at Each Performance Level</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<b>School 2015</b>	44	39	16	1

According to the 2015 School Summary Report, 44% of the students performed at Below Basic, 39% of the students performed at Basic, 16% of the students performed at Proficient, and 1% of the students performed at Advanced on the Pennsylvania System of School Assessment (PSSA).

### Science Performance Level Results

<b>Percentages at Each Performance Level</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<b>School 2015</b>	56	28	9	6
<b>School 2014</b>	49	23	21	6
<b>School 2013</b>	53	25	16	6

According to the 2015 School Summary Report, 56% of the students performed at Below Basic, 28% of the students performed at Basic, 9% of the students performed at Proficient, and 6% of the students performed at Advanced on the Pennsylvania System of School Assessment (PSSA).

### DIBELS Next-All Grades Status Report-Former Goals

Grade	Beginning			M	
	Intensive	Strategic	Core	Intensive	
Kindergarten	45% n=37	16% n=13	40% n=33	41% n=38	
Grade 1	54% n=50	10% n=9	36% n=33	57% n=55	
Grade 2	58% n=39	6% n=4	36% n=24	53% n=37	
Grade 3	64% n=43	7% n=5	28% n=19		

During the 2015-2016 school year, according to the University of Oregon DIBELS Data System All Grades Status Report-Former Goals, 34% of Kindergarten students, 57% of First Grade students, and 52% of Second Grade students scored “Intensive” on the End of the Year DIBELS Next Assessment (**Dynamic Indicators of Basic Early Literacy Skills**).

### easyCBM CCSS Math

Grade	Beginning			1st-19th National Percentile
	1st-19th National Percentile	20th-39th National Percentile	40th-99th National Percentile	
Kindergarten	19=24%	17=22%	42=54%	22=25%
Grade 1	17=18%	23=24%	54=57%	29=31%
Grade 2	29=37%	15=23%	11=17%	47=66%
Grade 3	29=37%	23=29%	26=33%	42=51%
Grade 4	45=55%	18=22%	19=23%	45=46%
Grade 5	40=63%	16=25%	8=13%	43=66%
Grade 6	39=70%	9=16%	8=14%	45=56%
All	228=44%	121=23%	168=32%	273=47%

During the 2015-2016 school year, according to the University of Oregon DIBELS Data System, students performing below the 40<sup>th</sup> percentile can be considered at some risk for poor mathematics outcomes. Students achieved below the 40<sup>th</sup> percentile: Kindergarten: 40 students/45%, Grade 1: 62 students/66%, Grade 2: 54 students/76%, Grade 3: 57 students/69%, Grade 4: 70 students/72%, Grade 5: 56 students/86%, Grade 6: 63 students/79%, and Total Students 402 students/69% on the Middle of the Year easyCBM CCSS Math Assessment.

### 4Sight Common Core Reading Proficiency Projections

<b>G r a d e</b>	<b>T e s t</b>	<b>B e l o w B a s i c</b>	<b>B a s i c</b>	<b>Profi cient</b>	<b>Adva nced</b>	<b>% Profi cient</b>
3	1	48	15	6	0	9
3	2	46	21	8	0	11
4	1	37	38	3	0	4
4	2	30	33	17	2	23
5	1	30	19	9	0	16
5	2	25	19	6	0	12
6	1	23	22	14	1	25
6	2	20	23	15	0	26
7	1	20	27	12	1	22
7	2	28	24	8	2	16
8	1	23	21	7	0	14
8	2	23	27	11	0	18

During the 2015-2016 school year, according to the 4Sight Proficiency Projections Report for Common Core Reading in grades 3-8, the total percentage of Proficient students increased from the first testing at 14% to 18% on the second testing.

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#### 4Sight Common Core Mathematics Proficiency Projections

<b>G r a d e</b>	<b>T e s t</b>	<b>B e l o w B a s i c</b>	<b>B a s i c</b>	<b>Profi cient</b>	<b>Adva nced</b>	<b>% Profi cient</b>
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		<b>ic</b>				
7	1	59	5	0	0	0
7	2	53	8	3	3	5
8	1	54	1	0	0	0
8	2	54	4	0	0	0

During the 2015-2016 school year, according to the 4Sight Proficiency Projections Report for Common Core Mathematics in grades 7 and 8, the total percentage of Proficient students increased from the first testing at 0% to 2% on the second testing.

### **Pfeiffer-Burleigh School**

#### **2015-2016 ELL School List**

<b>Grade</b>	<b>Number of ELLs</b>
Kindergarten	8
Grade 1	13
Grade 2	10
Grade 3	14
Grade 4	19
Grade 5	12
Grade 6	18
Grade 7	22
Grade 8	19
Total	135

As April 1, 2016, Pfeiffer-Burleigh School currently has 135 students who qualify for ELL services, which is 19% of the school population. There are 15 languages spoken at Pfeiffer-Burleigh School.

#### **2015-2016 Mental Health Support**

<b>Year</b>	<b>Partial Hospitalization</b>	<b>School-Based Outpatient</b>	<b>Trauma Focused</b>
2015-2016	22	17	6

During the 2015-2016 school year, 22 students have participated in Partial Hospitalization Programs, 17 students have participated in School-Based Outpatient Counseling Programs, and 6 students have participated in Trauma Focused Counseling.

# School Level Plan

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## Action Plans

**Goal #1:** Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Indicators of Academic Growth/PVAAS

Specific Targets: PVAAS indicators of academic growth in English Language Arts, Math, and Science will show at least one year of predicted growth per year through 2016-2017.

Type: Interim

Data Source: K-8 Benchmark Assessments

Specific Targets: In all tested grades, 10% decrease in the number of students scoring within the well below and below basic after January and May benchmark assessments.

Type: Interim

Data Source: Erie's Public Schools' Instructional Leadership Team Rubric

Specific Targets: Instructional Leadership Team will complete the rubric in September, January, and May to assess the effectiveness.

Type: Interim

Data Source: Parent Survey

Specific Targets: Parent surveys will be collected twice throughout the 2016-2017 school year to gain parents' perspective about programming, achievement, and perception.

Type: Interim

Data Source: Monthly State Department of Education Reports

Specific Targets: Each month a report will be generate by the Building Principal and Academic Recovery Liaison to update the school's progress on the goals of the School Improvement Plan.

### ***Strategies:***

#### ***Skills for Leading Change***

##### **Description:**

According to Lyle Kirtman (2013) there are seven leadership competancies. Strengthening these competancies will help you develop professional capital inside and outside of your school.

1. Challenges the status quo.
2. Builds trust through clear communications and expectations.
3. Creates a commonly owned plan for success.
4. Focuses on team over self.
5. Has a sense of urgency for sustainable results.
6. Commits to continuous improvement for self.
7. Builds external networks and partnerships.

The Principal Three Keys to Maximizing Impact (Michael Fullan)

**SAS Alignment:** Standards, Assessment, Materials & Resources, Safe and Supportive Schools

#### ***School-Level Leadership***

##### **Description:**

School-level leadership is most productive when couched within a supportive and consistent district-level leadership that sets the vision and expectations but is willing to step back and take the risk of allowing the principal of the school to lead with some autonomy. (American Institutes for Research, 2010, p. 5)

**SAS Alignment:** Assessment, Curriculum Framework, Instruction, Materials & Resources

#### ***Implementation Steps:***

## *Student Voice*

### **Description:**

A student council consists of members that are elected by students in each grade level. The overall goal of the student council is to represent each grade and the students as a whole and provide leadership for the student body.

<http://classroom.synonym.com/student-council-officer-duties-2570.html>

- Establish Roles and Responsibilities of Student Council Members and Advisor
- Establish a Student Council Faculty Advisor
- Meeting Calendar, Agendas/Notes

**Start Date:** 5/4/2015    **End Date:** 6/15/2018

**Program Area(s):** Student Services

**Supported Strategies:** None selected

## *Professional Development*

### **Description:**

Pfeiffer-Burleigh School Administration in communication with Central Administration will be given the flexibility to plan professional development that supports the School Improvement Plan.

**Start Date:** 4/22/2016    **End Date:** 4/26/2019

**Program Area(s):** Professional Education

**Supported Strategies:** None selected

## *Family Engagement*

### **Description:**

Family engagement in a child's education raises student achievement, improves behavior and attendance, decreases drop-out rates, and improves the emotional and physical well-being of children.



Families are critical determinants of children's school readiness as well as of students' decision to pursue higher education.

Effective family engagement is a great equalizer for students, contributing to their increased academic achievement, regardless of parents' education level, ethnicity, or socioeconomic background.

Research on school improvement has identified meaningful partnerships with families and communities as 1 of 5 critical ingredients necessary to turnaround chronically low-performing schools.

Positive benefits for children, youth, families, and schools are maximized through effective family engagement that (A) is a shared responsibility in which schools and other community agencies and organizations are committed to reaching out to engage families in meaningful ways and families are committed to actively supporting their children's learning and development; (B) is continuous across a child's life from birth to young adulthood; and (C) reinforces learning that takes place in all settings.

<https://www.congress.gov/114/bills/s622/BILLS-114s622is.pdf>

- Title 1 Parent Involvement Calendar ( Quarterly)
- Agendas, Meeting Notes, Sign-In Sheets, Parent Surveys

**Start Date:** 5/18/2015    **End Date:** 6/15/2018

**Program Area(s):**

**Supported Strategies:** None selected

## *Curriculum*

**Description:**

### **Literacy Design Collaborative (LDC)**

Curriculum Revision

### **Standards-Aligned Writing Units-REACH ASSOCIATES**

Grades 3-5

### **CKLA Listening and Learning Strand**

Grades PreK-2

**Start Date:** 4/22/2016    **End Date:** 4/26/2019

**Program Area(s):** Professional Education

**Supported Strategies:** None selected

### *Community Partnerships*

**Description:**

**Collaborating with the Community: Identify and Use Community Resources and Services to Strengthen Schools,**

**Families, and Student Learning and Development**

Although children's school-community link is the least supported and publicized component of the school-family-community

partnership model, research indicates that the quality of those connections influences children's school learning.

Effective partnerships are based on understanding the cultural, socioeconomic, health, social, and recreational needs and

interests of each school's families. Efforts to that end include family literacy programs, health services, English as a second

language programs, and vocational training.

[http://www.ndpc-sd.org/documents/2012ITS/family\\_school\\_community\\_partnerships.pdf](http://www.ndpc-sd.org/documents/2012ITS/family_school_community_partnerships.pdf)

Continue to strengthen existing community partnerships and establish additional community partnerships.

- Erie Insurance Partnership
- Mercyhurst University
- Edinboro University
- Creative Community Connectors, Inc
- Erie City Mission

**Start Date:** 7/9/2014    **End Date:** 6/16/2017

**Program Area(s):**

**Supported Strategies:** None selected

**Goal #2:** Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

**Indicators of Effectiveness:**

Type: Annual

Data Source: PSSA Data

Specific Targets: Student PSSA proficiency cores will increase 3% in English Language Arts, Mathematics, and Science.

Type: Annual

Data Source: PVAAS Growth Data

Specific Targets: PVAAS indicators of academic growth in English Language Arts, Math, and Science will show at least one year of predicted growth per year through 2016-2017.

Type: Interim

Data Source: PreK-8 Benchmark Assessments

Specific Targets: In all tested grades, there will be 10% decrease in the number of students scoring within the well below and below basic after January and May benchmark assessments.

Type: Interim

Data Source: PA-ETEP Building Reports will be generated after the first and second semester.

Specific Targets: Walkthrough, Formal Observation, and Anecdotal data will be collected based on the PA Framework for Teaching.

Type: Interim

Data Source: Student Achievement Partners' Instructional Practice Guides-Core Action 1

Specific Targets: Administrators and Teachers will utilize Core Action 1 of the Instructional Practice Guides to ensure that curriculum materials are aligned to the PA Core Standards. Curricular Materials that do not meet the Indicators of Core Action 1 will be noted and replaced by the end of every quarter.

## ***Strategies:***

### *Core Knowledge Language Arts Skills Strand*

#### **Description:**

Teach reading and writing in tandem. These lessons support reading related to phonemic awareness, spelling patterns, decoding with engaging decodable texts, writing mechanics and writing structure and processes on a daily basis. The Skills strand fully accords with the findings of the National Reading Panel and the Reading Foundational Skills section of the Common Core State Standards.

<http://www.amplify.com/curriculum/ckla/social>

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

### *EngageNY-Eureka Mathematics*

#### **Description:**

According to EdReports.org, March 4, 2015, Eureka Math the publisher of EngageNY's Mathematics Curriculum, was found to be aligned to the Common Core State Standards at all grade levels (K-8) reviewed.

The curricula were first evaluated on whether they meet the common core’s expectations for focus and coherence—that is, whether they stick to grade-level content and follow a logical sequence for math learning. If a text passed that first threshold, or “gateway”—and a majority did not—the reviewers then moved along to gateway two, which looked at whether the curriculum meets the expectations for rigor. The third and final gateway measured usability.

<http://www.edweek.org/ew/articles/2015/03/04/most-math-curricula-found-to-be-out.html?r=516344460&preview=1#>

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

## *Literacy Design Collaborative (LDC)*

### **Description:**

LDC Core Principles

While the College and Career Readiness Standards (CCRS) create strong academic goals, they also offer rich opportunities for building supports to help teachers and students meet such rigorous targets. The LDC Design System creates a support solution based on a set of core principles. None of the eight core principles are surprising, but together they establish a unique approach to literacy instruction, with classic underpinnings.

#### *Principle 1:*

**LDC aligns with the CCRS.** The LDC Design System's innovative literacy instruction is a way for teachers to put “legs” on the CCRS. The CCRS are “hardwired” into the task templates to ensure students are given an assignment with clear expectations for reading and writing and are taught the literacy skills necessary to complete the assignment.

*“The new standards provide a platform for innovation, a structure that can support creative strategies for teaching core content in math and literacy.”*

Phillips, “Tying together the common core of standards, instruction, and assessments,” 2010, p. 37

#### *Principle 2:*

**LDC distributes responsibility for reading and writing.** The intent of LDC is to foster the distribution of reading and writing instruction. It recognizes the primary role of ELA but is intentionally flexible so that teachers in the core subjects (and other subject areas) can add their content standards and curriculum “on top” of their literacy instruction. All teachers—not just ELA teachers—are supported in teaching reading and writing.

*“The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school.”*

Common Core State Standards, 2010

*Principle 3:*

**LDC makes tasks central.** LDC student tasks set clear goals. They are “standards in action.” They are the beginning point of the LDC Design System, and their alignment with CCRS answers parents’ question: *Why is my child doing this type of work?*

*“The real accountability system is in the tasks that students are asked to do...[T]he task predicts performance.”*

City, *Instructional rounds in education*, 2009

*Principle 4:*

**LDC connects reading and writing instruction.** As the authors point out, both reading and writing are functional skills and can be combined for specific goals such as learning new ideas presented in a text. Also, they draw upon common knowledge and cognitive processes. Improving skills in one should improve skills in the other. All LDC task templates connect reading and writing.

*“One often-overlooked tool for improving students’ reading, as well as their learning from text, is writing.”*

Graham & Hebert, *Writing to read*, 2010

*Principle 5:*

**LDC uses back mapping.** The LDC Design System requires teachers to identify the specific literacy skills students need to acquire if they are to succeed on a task. Back mapping from the larger task allows teachers to plan deliberate instruction for each of those needed skills.

*“Standards-based instruction targets the quality of performance we want from students. With the quality of the performance expected of students clearly in mind, teachers plan and conduct lessons aimed at teaching students how to achieve these specific characteristics.”*

*The standards-based instructional planning process*, WestEd, 2002

*Principle 6:*

**LDC fosters a responsive system that encourages teachers to adjust their instruction.** They can use the system to “spiral” the instruction of literacy skills and content or to “scaffold” in response to the formative information they gather on student performance from LDC mini-tasks. This allows teachers to provide the right level of work at the right time for classes, groups of students, or individual students. Teachers can use the formative student data generated from the framework to move students to more challenging levels.

*“Responsive secondary teachers respond to students as individuals with unique needs.”*

Murphy, *The productive high school: creating personalized academic communities*, 2001

*Principle 7:*

**LDC encourages local choice.** With a balanced focus on results as well as means, the LDC strategy embodies the philosophy of the CCRS by aligning what students should know and be able to do, but not dictating a specific curriculum or instructional program. These choices are the province of teachers, schools, districts, and states. A great advantage of the CCRS is that good practice can now be shared broadly while providing local flexibility for deciding how best to teach.

*“By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed.”*

Common Core State Standards, 2010

*Principle 8:*

**LDC strives to be teacher-friendly.** If teachers, schools, districts, and states are to succeed at teaching students to meet proficiency on the CCRS, they need solutions that are doable. Elegant solutions save time; they do not add to the already heavy daily work of teaching. Not only do teachers deserve such tools, their expertise should be used to design and test them. LDC was established for both purposes.

*“The sheer magnitude of the teaching task is immense.”*

Judith W. Little, cited in Murphy, *The productive high school : creating personalized academic communities*, 2001

(<http://www ldc.org/>)

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

## *Standards-Aligned Writing Units*

### **Description:**

“To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events....” (CCSS p. 18)

Units will be aligned to support Erie's Public Schools' current literacy curriculum in grades 3-5.

6 Writing Units:

- \* Launching/Personal Narrative
- \* Opinion
- \* Informational
- \* Research
- \* Opinion Using Text-Based Evidence
- \* Fiction (3rd grade), Historical Fiction (4th grade), Memoir (5th grade)

Each unit includes:

- \* a listing of targeted grade level standards
- \* an overview of the unit, including the scope and sequence of standards-based teaching points
- \* teacher-friendly daily lessons plans with tiered levels of suggested instructional language
- \* teacher, student and classroom resources for daily instruction (e.g. exemplar mentor texts, anchor charts, student guided practice task protocols)

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

### *Core Knowledge Listening and Learning Strand*

**Description:**

The Core Knowledge Language Arts Listening and Learning Strand is designed to help students build the background knowledge and vocabulary critical to listening and reading comprehension. The Core Knowledge Language Arts Listening and Learning Strand and Skills Strand complement each other, building the requisite decoding and comprehension skills that comprise fluent, mature reading. (2010 Core Knowledge Foundation)

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources



## ***Implementation Steps:***

### *Eureka Math Video Study*

#### **Description:**

##### Teach Eureka Video Series

The Teach Eureka Video Series was designed to provide a deeper understanding of mathematics through a study of the *Eureka Math* curriculum. In this video series, the curriculum's authors explain the mathematical concepts and instructional strategies necessary to make Eureka your own. Each grade (PK-12) of the video series contains 18 one-hour sessions organized sequentially by module.

**Start Date:** 11/30/2016    **End Date:** 6/30/2017

**Program Area(s):** Professional Education, Teacher Induction, Educational Technology

**Supported Strategies:** None selected

### *School-Wide Planning of Curriculum Resources*

#### **Description:**

- Grade Level Teams and Content Teams Curriculum Mapping
- Creation of Content Maps by Quarter

**Start Date:** 5/4/2015    **End Date:** 6/14/2019

**Program Area(s):**

**Supported Strategies:**

- Core Knowledge Language Arts Skills Strand
- EngageNY-Eureka Mathematics

### *Mathematics-Eureka Math Support*

**Description:**

1. Program Specific Challenges-How to address students with skill deficits, ELL students, and pacing issues.
2. Understanding the major work of the grade and the mathematical models utilized.
3. Understanding of the Read, Write, Draw (RDW) Process

**Start Date:** 6/1/2016    **End Date:** 6/30/2017

**Program Area(s):** Professional Education

**Supported Strategies:** None selected

*LDC Curriculum Revision***Description:**

The revisions for each of the 9 modules would include:

- Changes to teaching tasks (The tasks will be tweaked to get them ready for Collection 3 in addition to any revisions warranted.)
- Text Analysis/Review
- Rewrites of the Overview and Background to target select standards.
- Revisions to the Instructional Ladders
- Identification of Learning Targets, Performance of Understanding, and Criteria for Success (Prompt, Product, Scoring) for each mini-task.
- Addition of specific instructional strategies (Daily Lesson Plan Outlines)

**Start Date:** 4/25/2016    **End Date:** 6/30/2017

**Program Area(s):** Professional Education

**Supported Strategies:** None selected

*Core Knowledge Professional Development*

**Description:**

-Intergrating the Listening and Learning and Skills Strand

-Domain Specific Writing

**Start Date:** 6/1/2016    **End Date:** 6/30/2017

**Program Area(s):** Professional Education

**Supported Strategies:** None selected

*Standard-Aligned Writing Units***Description:**

Teachers in grades 3-5 will participate in professional development on Reach Associates' Standard-Aligned Writing Curriculum. Teachers will assess student work samples to improve instruction and achievement.

**Start Date:** 6/1/2016    **End Date:** 6/30/2017

**Program Area(s):** Professional Education

**Supported Strategies:** None selected

*Standards of Mathematical Practice***Description:**

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council’s report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy).

**Start Date:** 6/20/2016    **End Date:** 6/14/2019

**Program Area(s):** Professional Education

**Supported Strategies:** None selected

**Goal #3:** Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

**Indicators of Effectiveness:**

Type: Annual

Data Source: PSSA Data

Specific Targets: Student Proficiency Scores will increase by 3% in English Language Arts, Mathematics, and Science.

Type: Annual

Data Source: PVAAS Data

Specific Targets: PVAAS indicators of academic growth in ELA, Math, and Science will show at least one year of predicted growth per year through 2016-2017.

Type: Interim

Data Source: PreK-8 Benchmark Assessments

Specific Targets: In all tested grades, 10% decrease in the number of students scoring within the well below and below basic after January and May benchmark assessments.

Type: Interim

Data Source: PA-ETEP Building Reports will be generated after the first and second semester.

Specific Targets: Walkthrough, Formal Observation, and Anecdotal data will be collected based on the PA Framework for Teaching.

## **Strategies:**

### *Implementation of Learning Targets*

#### **Description:**

A shared learning target unpacks a "lesson-sized" amount of learning—the precise "chunk" of the particular content students are to master (Leahy, Lyon, Thompson, & William, 2005). It describes exactly how well we expect them to learn it and how we will ask them to demonstrate that learning. And although teachers derive them from instructional objectives, learning targets differ from instructional objectives in both design and function.

Instructional objectives are about instruction, derived from content standards, written in teacher language, and used to guide teaching during a lesson or across a series of lessons. They are not designed for students but for the teacher. A shared learning target, on the other hand, frames the lesson from the students' point of view. A shared learning target helps students grasp the lesson's purpose—why it is crucial to learn this chunk of information, on this day, and in this way.

Students can't see, recognize, and understand what they need to learn until we translate the learning intention into developmentally appropriate, student-friendly, and culturally respectful language. One way to do that is to answer the following three questions from the student's point of view:

1. What will I be able to do when I've finished this lesson?
2. What idea, topic, or subject is important for me to learn and understand so that I can do this?
3. How will I show that I can do this, and how well will I have to do it?

<http://www.ascd.org/publications/educational-leadership/mar11/vol68/num06/Knowing-Your-Learning-Target.aspx>

**SAS Alignment:** Curriculum Framework, Instruction, Standards, Assessment

*Professional Development for Improved Implementation of Curriculum*

**Description:**

Effective professional development enables educators to develop the knowledge and skills they need to address students' learning challenges. To be effective, professional development requires thoughtful planning followed by careful implementation with feedback to ensure it responds to educators' learning needs. Educators who participate in professional development then must put their new knowledge and skills to work. Professional development is not effective unless it causes teachers to improve their instruction or causes administration to become better school leaders.

The effectiveness of professional development depends on how carefully educators conceive, plan, and implement it. There is no substitute for rigorous thinking and execution. Unfortunately, many educators responsible for organizing professional development have had no formal education in how to do so. The learning experiences they create for others are similar to their own experiences, many of which were neither positive nor effective.

[http://learningforward.org/docs/pdf/why\\_pd\\_matters\\_web.pdf?sfvrsn=0](http://learningforward.org/docs/pdf/why_pd_matters_web.pdf?sfvrsn=0)

**SAS Alignment:** Standards, Curriculum Framework, Instruction

***Implementation Steps:******Instructive Guided Practice/Shared Reading***

**Description:** "Helping students climb the staircase of text complexity is a valued goal worldwide. Reaching that goal starts with text selection and then matching the task and accompanying instruction necessary for students to be successful. Readers need expert instruction in complex texts and opportunities to read widely. Simply assigning students complex texts to read on their own will not work. What does work is careful selection of texts and the associated instruction required of those selected texts."

"Selecting Texts and Tasks for Content Area Reading and Learning," Fisher and Frey. *The Reading Teacher*, 2015 **Start Date:** 9/1/2015 **End Date:** 6/30/2017

**Program Area(s):** Professional Education

**Supported Strategies:** None selected

***Instructional Practice Guides-Student Achievement Partners*****Description:**

The purpose of the Instructional Practice Guide suite of tools is to help teachers and those who support teachers to make the Key Shifts in instructional practice required by the Common Core State Standards (CCSS). The Instructional Practice Guide suite includes resources for coaching, lesson planning, and training support that are all designed to work together. (Achievethecore.org)

**Start Date:** 6/1/2016    **End Date:** 6/30/2019

**Program Area(s):** Professional Education

**Supported Strategies:** None selected

### *Small Group Differentiated Reading*

**Description:**

“The ultimate goal in guided reading is to help children learn how to use independent reading strategies successfully. Teachers, based on their knowledge of children, possible texts, and the processes involved in reading and learning to read, make a series of complex decisions that influence and mediate literacy for the young children in the group. Guided reading also involves ongoing observation and assessment that inform the teacher’s interactions with individuals in the group and help the teacher select appropriate texts” Guided Reading, Fountas and Pinnell.

**Start Date:** 9/1/2015    **End Date:** 6/30/2017

**Program Area(s):** Professional Education

**Supported Strategies:** None selected

### *Mathematics-Eureka Math Support*

**Description:**

1. Program Specific Challenges-How to address students with skill deficits, ELL students, and pacing issues.
2. Understanding the major work of the grade and the mathematical models utilized.

3. Understanding of the Read, Write, Draw (RDW) Process.

**Start Date:** 6/1/2016    **End Date:** 6/30/2017

**Program Area(s):** Professional Education

**Supported Strategies:** None selected

### *Professional Development on the Learning Target Theory of Action*

**Description:**

**Dr. Connie Moss-A Learning Target Theory of Action (All Faculty)**

1. A Learning Target Theory of Action-The Research on Effective Teaching, Formative Assessment, and Raising Student Achievement
2. Planning and Teaching a Worthwhile Lesson
3. Designing and Sharing A Learning Target
4. Engaging Students in Performance of Understanding
5. That Provides Them With Things To Look-For in the Work
6. Improving A Recently Taught Lesson Utilizing A Learning Target Theory of Action

**Start Date:** 9/8/2014    **End Date:** 6/30/2017

**Program Area(s):** Professional Education

**Supported Strategies:**

- Implementation of Learning Targets

### *Standards of Mathematical Practice*

**Description:**

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council’s report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures



flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).

**Start Date:** 6/1/2016    **End Date:** 6/30/2019

**Program Area(s):** Professional Education

**Supported Strategies:** None selected

**Goal #4:** Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

**Indicators of Effectiveness:**

Type: Interim

Data Source: Infinite Campus-

Specific Targets: In 2016-2017, there will be a 5% decrease by month in the number of classroom disruptive behavior incidents from 2015-2016.

Type: Interim

Data Source: Infinite Campus-

Specific Targets: In 2016-2017, there will be a 5% decrease by month in the number of suspension resolutions from 2015-2016.

Type: Interim

Data Source: Infinite Campus-Infraction Counts by Grade Level Data

Specific Targets: In 2016-2017, there will be a 5% decrease by month in the number of behavioral infractions from 2015-2016.

Type: Interim

Data Source: PA-ESEP Building Reports will be generated after the first and second semester.

Specific Targets: Walkthrough, Formal Observation, and Anecdotal data will be collected based on the PA Framework for Teaching-Domain 2.

Type: Interim

Data Source: SWPBIS Surveys-2X, First and Second Semester

Specific Targets: The school community (parents, teachers, administrators, students and community partners) will be surveyed to gather data on their perception of school climate.

Type: Interim

Data Source: Building Educational Support Team (BEST)/Student Assistance Program(SAP)

Specific Targets: There will be a 3% decrease by quarter in the number of office discipline referrals for students that are being supported through the BEST and SAP teams.

### ***Strategies:***

#### ***School-Wide Positive Behavior Intervention and Support***

##### **Description:**

Improving student academic and behavior outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and

behavioral practices and interventions possible. SWPBIS provides an operational framework for achieving these outcomes. More importantly, SWPBIS is NOT a curriculum, intervention, or practice, but IS a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.

In general, SWPBIS emphasizes four integrated elements: (a) data for decision making, (b) measurable outcomes supported and evaluated by data, (c) practices with evidence that these outcomes are achievable, and (d) systems that efficiently and effectively support implementation of these practices.

Schools that establish systems with the capacity to implement SWPBIS with integrity and durability have teaching and learning environments that are

- Less reactive, aversive, dangerous, and exclusionary, and
- More engaging, responsive, preventive, and productive
- Address classroom management and disciplinary issues (e.g., attendance, tardies, antisocial behavior),
- Improve supports for students whose behaviors require more specialized assistance (e.g., emotional and behavioral disorders, mental health), and
- Most importantly, maximize academic engagement and achievement for all students

(pbis.org)

**SAS Alignment:** Safe and Supportive Schools

### *Transiency Plan*

**Description:**

Mobility not only impacts students who change schools, it impacts classrooms and schools who must deal with mobile students. It can also adversely impact non-mobile students. In one Rumberger study of mobility in California (1999), school personnel characterized the overall affects of student mobility at the school level as a "chaos" factor that affects classroom learning activities, teacher morale, and administrative burdens—all of which can influence the learning and achievement of all students in the school.

<http://education.stateuniversity.com/pages/2461/Student-Mobility.html>

**SAS Alignment:** Safe and Supportive Schools

### *Social Emotional Learning*

**Description:**

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

SEL programming is based on the understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging, and meaningful.

Social and emotional skills are critical to being a good student, citizen, and worker. Many risky behaviors (e.g., drug use, violence, bullying, and dropping out) can be prevented or reduced when multiyear, integrated efforts are used to develop students' social and emotional skills. This is best done through effective classroom instruction, student engagement in positive activities in and out of the classroom, and broad parent and community involvement in program planning, implementation, and evaluation.

**(CASEL: Collaborative for Academic, Social, and Emotional Learning)**

**SAS Alignment:** Safe and Supportive Schools

***Implementation Steps:***

***Establishment of the School-Wide Positive Behavior Intervention and Support Team***

**Description:**

A SWPBIS Team was established during the 2014-2015 school year. The committee will continue to establish a data collection system, establish positive behavior expectations, design systems for positive acknowledgement and reinforcement, design predictable consequence systems for behavior infractions before the end of the 2014-2015 school year. Professional development on Tier 1, 2, and 3 SWPBIS implementation will be provided by I.U. 5.

The SWPBIS Team will meet bi-weekly to work on SWPBIS implementation.

Evidence: Meeting Agendas, training agendas, Sign-Ins

**Start Date:** 9/22/2014    **End Date:** 6/9/2017

**Program Area(s):** Professional Education

**Supported Strategies:**

- School-Wide Positive Behavior Intervention and Support

### *Implementation of Tier 1 School Wide Positive Behavior Intervention and Support*

**Description:**

The primary prevention of positive behavioral interventions and supports (PBIS) consists of rules, routines, and physical arrangements that are developed and taught by school staff to prevent initial occurrences of behavior the school would like to target for change.

PBIS.org

Evidence: Matrix, Acknowledgement Systems, Expectation Posters, Lesson Plans, Office Discipline Referral Process (Definition of Major and Minor Behaviors, Office Referral Flow Chart, Discipline Referral Forms), Agendas, Sign-Ins, Training Implementation Checklist (TIC), Benchmarks of Quality (BOQ)

**Start Date:** 9/22/2014    **End Date:** 6/12/2017

**Program Area(s):** Professional Education

**Supported Strategies:**

- School-Wide Positive Behavior Intervention and Support

### *Implementation of Tier 2 School-Wide Positive Behavior Intervention and Support*

**Description:**

Secondary Prevention is designed to provide intensive or targeted interventions to support students who are not responding to Primary Prevention efforts. Interventions within Secondary Prevention are more intensive since a smaller number of students requiring services from within the yellow part of the triangle are at risk for engaging in more serious problem behavior and need a little more support.

PBIS.org

Evidence: Agendas, Sign-Ins, Data Collection, Training Implementation Checklist (TIC), Benchmarks of Quality (BOQ)

**Start Date:** 1/9/2017    **End Date:** 6/30/2018

**Program Area(s):** Professional Education, Student Services

**Supported Strategies:**

- School-Wide Positive Behavior Intervention and Support

### *Implementation of Tier 3 School-Wide Positive Behavior Intervention and Support*

**Description:**

Tertiary Prevention was originally designed to focus on the needs of individuals who exhibited patterns of problem behavior. Research has demonstrated the effectiveness of PBIS in addressing the challenges of behaviors that are dangerous, highly disruptive, and/or impede learning and result in social or educational exclusion. PBIS has been used to support the behavioral adaptation of students (and other individuals) with a wide range of characteristics, including developmental disabilities, autism, emotional and behavioral disorders, and even students with no diagnostic label.

PBIS.org

Evidence: Agendas, Sign-Ins, Data Collection, Training Implementation Checklist (TIC), Benchmarks of Quality (BOQ)

**Start Date:** 1/2/2017    **End Date:** 6/14/2019

**Program Area(s):** Professional Education, Special Education, Student Services

**Supported Strategies:**

- School-Wide Positive Behavior Intervention and Support

### *Second Step Program*

**Description:**

The Second Step Program Promotes:

- School success • School connectedness • Safe and respectful school climate

By directly teaching students the skills that strengthen their ability to:

- Learn • Manage emotions • Have empathy • Solve problems

The Second Step Program Prevents:

- Problem behaviors • Antisocial behavior • Peer rejection • Low academic achievement • Impulsivity

By developing students':

- Self-regulation skills • Social-emotional competencies • School connectedness

**Start Date:** 1/4/2016    **End Date:** 6/30/2019

**Program Area(s):** Professional Education

**Supported Strategies:** None selected

### *Transiency Plan*

**Description:**

A Pfeiffer-Burleigh Faculty Committee will develop a plan for transient students.

1. Before a Student Arrives
2. When a Student Arrives at School
3. While a student is Enrolled and Attending School
4. When a Student Departs from the School

Mid-Atlantic Comprehensive Center; "Recommended School-Level Strategies/Mobile Students; December, 2014

**Start Date:** 6/1/2015    **End Date:** 6/30/2016

**Program Area(s):** Student Services

**Supported Strategies:**

- School-Wide Positive Behavior Intervention and Support

**Goal #5:** Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

**Indicators of Effectiveness:**

Type: Annual

Data Source: PSSA Data

Specific Targets: There will be a 3% increase in proficiency in English Language Arts, Mathematics, and Science.

Type: Annual

Data Source: Indicators of Academic Growth/PVAAS

Specific Targets: PVAAS indicators of academic growth in ELA, Math, and Science will show at least one year of predicted growth per year through 2016-2017.

Type: Interim

Data Source: PreK-8 Benchmark Assessments

Specific Targets: In all tested grades, 10% decrease in the number of students scoring within the well below and below basic after January and May benchmark assessments.

Type: Interim

Data Source: Infinite Campus-Student Classroom Disruptive Behavior Data

Specific Targets: In 2016-2017, there will be a 5% decrease each month from the 2015-2016 school year.

Type: Interim

Data Source: Infinite Campus-Infraction Counts by Grade Level Data

Specific Targets: In 2016-2017, there will be a 5% decrease each month from the 2015-2016 school year.



Type: Interim

Data Source: Infinite Campus-Student Suspension Data

Specific Targets: In 2016-2017, there will be a 5% decrease each month from the 2015-2016 school year.

### ***Strategies:***

#### ***Data-Informed Decision-Making (DIDM)***

##### **Description:**

Data-Informed Decision-Making: A School-Level Blueprint in a Standards-Aligned System offers a framework for administrators and teachers to use when deciding how to maximize the impact of data in their classrooms. The framework provides suggestions for schools to conceptualize their system of data use and analysis, while emphasizing collaboration among teachers, the identification of specific learning objectives at a classroom, grade/content and/or whole school level, and the development of action plans to achieve selected objectives. The framework also encourages frequent monitoring of student performance to target movement toward the determined learning objectives and to intervene and adjust instruction based on student learning needs.

PVAAS Data Informed Decision Making (DIDM) Blueprint

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

### ***Implementation Steps:***

#### ***Data Analysis-Pennsylvania State Assessment System***

##### **Description:**

Analyze data from the Pennsylvania state assessment system which is composed of assessments and the reporting associated with the results of those assessments. The assessments include the Pennsylvania System of School Assessment (PSSA), the Pennsylvania Alternate System of Assessment (PASA), the Pennsylvania Accountability System (PAS), the Pennsylvania Value-Added Assessment System (PVAAS), the Keystone Exams (end-of-course), Classroom Diagnostic Tools (CDT) and the National Assessment of Educational Progress (NAEP).

Pennsylvania Department of Education: Programs; State Assessment System

Evidence: Sign-In Sheets, Agendas, Data Report(s), Data Summary(s)

**Start Date:** 6/30/2015    **End Date:** 6/30/2018

**Program Area(s):** Professional Education, Educational Technology

**Supported Strategies:**

- Data-Informed Decision-Making (DIDM)

### *Data Analysis and Instructional Planning-DIBELS Next*

**Description:**

Analyze DIBELS Data. DIBELS stands for Dynamic Indicators of Basic Early Literacy Skills, and is comprised of six measures that function as indicators of the essential skills that every child must master to become a proficient reader. The DIBELS® measures are brief (most take one minute to administer), and are used to regularly monitor the development of early literacy and early reading skills. DIBELS was designed for use in identifying children experiencing difficulty in the acquisition of basic early literacy skills, in order to provide support early and prevent the occurrence of later reading difficulties.

Evidence: Data Reports, Agendas, Sign-In

**Start Date:** 4/20/2016    **End Date:** 9/30/2019

**Program Area(s):** Professional Education, Educational Technology

**Supported Strategies:**

- Data-Informed Decision-Making (DIDM)

### *Data Analysis and Instructional Planning: Benchmark Assessments (EasyCBM and 4Sight)*

**Description:**

Analyze Benchmark Assessment Data. Benchmark Assessment Data is designed to provide feedback to both the teacher and the student about how the student is progressing towards demonstrating proficiency on grade level standards. Well-designed benchmark assessments and standards-based assessments measure the degree to which a student has mastered a given concept; measure concepts, skills, and/or applications;

reported by referencing the standards, not other students' performance; serve as a test to which teachers want to teach; and measure performance regularly, not only at a single moment in time.

Pennsylvania **Standards Aligned System (SAS)**: Assessment Creator, Benchmark Assessments

Evidence: Benchmark Assessment Reports, Agendas, Sign-In

**Start Date:** 9/1/2015    **End Date:** 9/1/2018

**Program Area(s):** Professional Education, Educational Technology

**Supported Strategies:**

- Data-Informed Decision-Making (DIDM)

### *Data Analysis-SWPBIS*

**Description:**

Analyze data (Discipline, Attendance, Faculty Reports, and School Climate).

PBIS.org

Evidence: Agendas, Sign-Ins, Data Collection, Surveys

**Start Date:** 4/8/2015    **End Date:** 6/15/2018

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Data-Informed Decision-Making (DIDM)

**Goal #6:** Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

**Indicators of Effectiveness:**

Type: Annual

Data Source: PSSA Data

Specific Targets: There will be a 3% increase in English Language Arts, Mathematics, and Science.

Type: Annual

Data Source: PVAAS Data

Specific Targets: PVAAS indicators of academic growth in ELA, Math, and Science will show at least one year of predicted growth per year through 2016-2017.

Type: Interim

Data Source: PreK-8 Benchmark Assessments

Specific Targets: In all tested grades, 10% decrease in the number of students scoring within the well below and below basic after January and May benchmark assessments.

Type: Interim

Data Source: Infinite Campus (IC) and Data Warehouse Student Disruptive Behavior Data

Specific Targets: In 2015-2016, there will be a 5% decrease by quarter in the number of classroom disruptive behavior.

Type: Interim

Data Source: Infinite Campus-Student Suspension Data

Specific Targets: In 2016-2017, there will be a 5% decrease each month from the 2015-2016 school year.

Type: Interim

Data Source: Infinite Campus-Student Classroom Disruptive Behavior Data

Specific Targets: In 2016-2017, there will be a 5% decrease each month from the 2015-2016 school year.

Type: Interim

Data Source: Infinite Campus-Infraction Counts by Grade Level Data

Specific Targets: In 2016-2017, there will be a 5% decrease each month from the 2015-2016 school year.

### ***Strategies:***

#### ***Coordinate School Improvement Grants (SIG) with School Improvement Plan (SIP)***

##### **Description:**

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools.

<http://www2.ed.gov/programs/sif/index.html>

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

#### ***School Structures***

##### **Description:**

School organization refers to how schools arrange the resources of time, space, and personnel for maximum effect on student learning. The school's organizational plan addresses those issues that affect the school as a whole, such as the master schedule, the location of staff in different rooms, and the assignment of aides to teachers or teams.

Enhancing Student Achievement, Charlotte Danielson, 2002

**SAS Alignment:** Instruction, Materials & Resources, Safe and Supportive Schools

### ***Implementation Steps:***

#### *ARL Monthly Meetings*

**Description:**

Mrs. Linda Nelson, the State Academic Recovery Liaison, meets with the Principal and/or Instructional Leadership Team biweekly throughout the school year.

**Start Date:** 8/26/2016    **End Date:** 6/9/2017

**Program Area(s):**

**Supported Strategies:**

- Coordinate School Improvement Grants (SIG) with School Improvement Plan (SIP)
- School Structures

#### *Extended School Year*

**Description:**

Extended School Year opportunities will be made available to all students.

**Extended Day**

Carpe Diem: K-2

Gearing Up: 3-5

Middle Level Gears: 6-8

### **Summer Opportunities**

180 students will be afforded the opportunity to participate in summer enrichment programming.

**Start Date:** 10/21/2015    **End Date:** 8/2/2016

**Program Area(s):** Student Services

#### **Supported Strategies:**

- Coordinate School Improvement Grants (SIG) with School Improvement Plan (SIP)
- School Structures

### *Instructional Coaching*

#### **Description:**

The job of the coach is to build the capacity of the school and its teachers to meet the learning needs of all students. The coach's goal is to ensure that school staff acquires the understanding and skills to: 1) enhance instructional practices at the classroom level and 2) raise the level of student achievement. The effective coach spends the majority of the time working in classrooms with teachers (e.g. modeling, observing, co-teaching). The coach plays a very strong role in the analysis and utilization of student achievement data to impact instructional decision-making.

(<http://piic.pacoaching.org/>)

**Start Date:** 6/1/2016    **End Date:** 6/30/2019

**Program Area(s):** Professional Education

**Supported Strategies:** None selected

### *Multi-Tiered System of Supports (MTSS)*

#### **Description:**

The MTSS involves the systematic use of multi-source assessment data to most efficiently allocate resources in order to improve learning for all students, through integrated academic and behavioral supports.

To ensure efficient use of resources, schools begin with the identification of trends and patterns using school-wide and grade-level data.

Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity.

The MTSS is characterized by a continuum of integrated academic and behavior supports reflecting the need for students to have fluid access to instruction and supports of varying intensity levels.

**Start Date:** 6/1/2016    **End Date:** 6/30/2019

**Program Area(s):** Student Services

**Supported Strategies:** None selected



# Appendix: Professional Development Implementation Step Details

**LEA Goals Addressed:** Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students. **Strategy #1: School-Wide Positive Behavior Intervention and Support**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
9/22/2014	6/9/2017	Establishment of the School-Wide Positive Behavior Intervention and Support Team	<p>A SWPBIS Team was established during the 2014-2015 school year. The committee will continue to establish a data collection system, establish positive behavior expectations, design systems for positive acknowledgement and reinforcement, design predictable consequence systems for behavior infractions before the end of the 2014-2015 school year. Professional development on Tier 1, 2, and 3 SWPBIS implementation will be provided by I.U. 5.</p> <p>The SWPBIS Team will meet bi-weekly to work on SWPBIS implementation.</p> <p>Evidence: Meeting Agendas, training agendas, Sign-Ins</p>	Administration, SWPBIS Team	6.5	5	10	Northwest Tri-County Intermediate Unit 5	IU	Yes

**Knowledge**

The Pfeiffer-Burleigh SWPBIS Team is receiving Tier 1 Training through I.U. 5. The SWPBIS Team provides professional development and support to the Pfeiffer-Burleigh faculty. The faculty voted 95% in favor of implementing the SWPBIS framework. SWPBIS roll-out was held in March 2015 for faculty, students, and parents.

Select members will attend the SWPBIS Conference in Hershey, PA, in May 2015.

**Supportive Research**

The SWPBIS effort emphasizes an intergration of measureable outcomes, data-based decision making, evidence-based practices, and overt support systems for implementation. This behaviorally based, comprehensive systems approach is suggested as a means of achieving durable implementation of effective school-based interventions.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

**Training Format**

- LEA Whole Group Presentation
- Series of Workshops
- School Whole Group Presentation
- Offsite Conferences

**Participant Roles**

- Classroom teachers
- Principals / Asst. Principals
- School counselors
- Other educational specialists
- Parents

**Grade Levels**

- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)

**Follow-up Activities**

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

Creating lessons to meet varied student learning styles

Lesson modeling with mentoring

Journaling and reflecting

**Evaluation Methods**

Participant survey  
Review of participant lesson plans  
Review of Discipline Referrals, PBIS  
Team Implementation Checklist, PBIS Action Plan

# Assurance of Quality and Accountability

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We, the undersigned, hereby certify that the school level plan for Pfeiffer-Burleigh Sch in the Erie City SD has been duly reviewed by a *Quality Review Team* convened by the Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESEA requirements for Title I schools**
- Reflects **sound educational practice**
- Has a **high probability of improving student achievement**
- Has sufficient **District leadership and support to ensure successful implementation**

With this *Assurance of Quality & Accountability*, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by Pfeiffer-Burleigh Sch in the Erie City SD for the 2014-2017 school-year.

*No signature has been provided*

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*Superintendent/Chief Executive Officer*

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*IU Executive Director*

# Evaluation of School Improvement Plan

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## **Describe the success from the first year plan**

- Faculty Handbook
- Instructional Leadership Team (ILT)
- School-Wide Positive Behavior and Support (SWPBIS)
- Community Partnerships: Erie Insurance, Michael Making Lives Better (MMLB), Environment Erie
- Learning Target Professional Development: Dr. Connie Moss
- LETRS Modules 1, 2, 3
- Mathematics Professional Development: Unpacking the PA Core, Mathematical Practices, Discourse, Scaffolding to the PA Core
- REACH Associates: Unpacking the PA Core, Instructive Guided Practice, Shared Reading
- Weekly PLCs
- Data Review District Assessments, DIBELS Data, PSSA Data, PVAAS Data, Discipline Data

## **Describe the continuing areas of concerns from the first year plan**

- Third Grade Reading Decrease
- No growth in PSSA Below Basic and Basic % in Mathematics
- Decline in Growth in PSSA Below Basic and Basic % Reading
- Discipline Data
- DIBELS Data
- Learning Target Implementation

## **Describe the initiatives that have been revised**

- PA Core Aligned Benchmark Assessments (3-8 English Language Arts, 1-8 Mathematics, 3-8 Science)
- Transiency Plan
- Classroom Disruptive Behavior (SWPBIS/Horacio Sanchez-Resliency)
- Learning Targets: Engagement Strategies, Formative Assessment, Feedback
- Differentiation Structures
- Poverty
- Parent Involvement Calendar by Quarter
- Continued Work Aligning School Practice to the PA Core Standards
- Inclusion of Metrics to Gauge Implementation Effectiveness

**Describe the success from the past year.**

- According to the 2015 School Level Data (<http://www.education.pa.gov/Pages/PSSA-Information.aspx>), students earned the following School Level PVAAS Growth Measures: 79.00 for Mathematics, 80.00 for English Language Arts, and 67.00 for Science.
- During the 2015-2016 school year, Benchmark Assessments were utilized in English Language Arts/Reading and Mathematics. Students in grades K-3 were assessed utilizing DIBELS Next. Students in grades 3-8 were assessed using the 4Sight Common Core English Language Arts. Students in grades K-6 were assessed using the easyCBM Mathematics. Students in grades 7-8 were assessed using the 4Sight Common Core Mathematics.
- In 2014-2015 school year, grade level and content area teams chose Instructional Leadership Team (I.L.T.) representatives. During the 2015-2016 school year, the I.L.T. continued to meet bi-weekly to discuss progress of the School Improvement Plan. The I.L.T. collaborates on how to best move forward the initiatives outlined in the plan and how to best support teachers in implementing the initiatives.
- In 2014-2015 school year, Pfeiffer-Burleigh Elementary was awarded a School Improvement Grant (SIG) for school years 2014-15, 2015-16, and 2016-17.
- During the 2015-2016 school year, the SIG afforded the school the ability to add additional personnel (2 Instructional Coaches, 3 Academic Interventionists, 1 Part-time School Psychologist, 1 Family Engagement Specialist, 1 Behavior Specialist-Extended Day, 2.5 Creative Community Connectors). The SIG enabled the school to upgrade technology (security cameras, laptop carts, iPad Carts, Faculty IPADs, and classroom Promethean technology). The SIG provided classroom leveled libraries, mathematics manipulatives, PA

Core-Aligned Curriculum Support (CKLA Skills Strand PreK-3 and Eureka Math PreK-8) The SIG enabled the school to provide specialized professional development offerings through Dr. Connie Moss, Dr. Horacio Sanchez, Northwest Tri-County Intermediate Unit, Great Minds Publishing Company, and Reach Associates.

- During the 2015-2016 school year, Extended School Day opportunities were added for all students Kindergarten through Grade 8. Pfeiffer-Burleigh School currently runs three separate programs. The main goal of the programs is to provide students with a safe place to learn after school and to expose them to professionals and pre-professionals. All three programs run four days a week, Monday through Thursday from 2:30-5:30. The students are provided a snack at the beginning of the program and receive dinner. Supervised transportation is offered to each student to ensure they have a safe way home.

#### **Carpe Diem**

Sixty students in grades K-2 participate in the Carpe Diem Program in a partnership with Mercyhurst University. The students receive extended learning opportunities and differentiated instruction in mathematics and language arts. Enrichment sessions focused on science, physical education, technology, and the arts are provided daily.

#### **Gearing Up**

Sixty students in grades 3-5 participate in the Gearing Up Program. The students receive homework support, small group differentiated instruction, physical fitness, and enrichment activities. Embedded within the sessions, are opportunities to develop social skills and mentoring which will foster the academic, social and emotional growth of the students.

#### **Middle Gears After School Ed-Venture**

Sixty students in grades 6-8 participate in the Middle Gears Program. This is a comprehensive STEM based program that offers activities rich in science, technology, engineering and the arts; all with a literacy component and real-life connections. Along with the clubs, students are also given time to work on homework, receive tutoring, and participate in physical fitness activities.

#### **Urban University**

Twenty students in grades 6-8 participate in Urban University. Students choose a course to participate in which encourages career exploration, team work, and character development.

- During the 2015-2016 school year, a PreK Classroom was added to Pfeiffer-Burleigh School.
- During the 2015-2016 school year, Pfeiffer-Burleigh's Master schedule enabled common planning and meeting time for grade level and content level teams. The teams met two days in every six day cycle. One meeting was a content specific meeting and the second meeting was utilized for team meeting.

- Pfeiffer-Burleigh School has established community partnerships with Erie Insurance, Erie City Mission, Mercyhurst University, Edinboro University, St. James AME Church, and Second Harvest Food Bank of Northwest Pennsylvania.
- During the 2014-2015 school year, 49 students in grades 1-3 participated in the Leveled Literacy Intervention (LLI) Program. Of the 49, 38 or 78% of students exited the program on level. During 2015-16 school year, 111 students have participated in LLI. Of the 111, 49 or 44% of the students have exited the program on level as of April 4, 2016.
- During 2014-2015 school year, Pfeiffer Burleigh's School Wide Positive Behavior Intervention and Support Team (SWPBIS) was formed. During 2015-2016, the SWPBIS Team continued participating in training through the Northwest Tri-County Intermediate Unit 5. All faculty members created classroom expectations, matrices and reinforcement systems based on Jason Harlacher's book Designing Effective Classroom Management. The school began utilizing the SWIS Data system in March of 2016. The team meets bi-weekly.
- During 2014-2015 school year, Pfeiffer-Burleigh formed Academic and Behavioral/Student Assistance Program Teams. During the 2015-2016 school year, the teams met weekly to discuss students who were referred and the progress of these students. The team collaborated on intervention support(s) for these students and the effectiveness of the supports.
- During the 2015-2016 school year, according to Erie's Public School Data Information System Infinite Campus, there has been a 41% decrease in Behavior Infractions through the end of April 2016.
- During the 2015-2016 school year, according to Erie's Public School Data Information System Infinite Campus, there has been a 44% decrease in Classroom Disruptive Behavior through the end of April 2016.
- During the 2015-2016 school year, according to Erie's Public School Data Information System Infinite Campus, there has been a 5% decrease in Suspension Resolutions through the end of April 2016. There has been an 12% decrease in the number of students suspended through the end of April 2016.
- During the 2015-2016 school year, according to Erie's Public School Data Information System Infinite Campus, Student Monthly Attendance has been 94.47% through the end of April 2016.
- During the 2015-16 school year through April 7, 2016, there have been 32 family engagement opportunities.
- During the 2015-2016 school year, Pfeiffer-Burleigh School implemented the Eureka Math Curriculum. Teachers of mathematics collaborated weekly utilizing the web-based professional development tool, Teacher Eureka Video Series.



**Describe the continuing areas of concerns from the first two years.**

- Mathematics Performance Level Results: According to the 2015 School Summary Report, 69% of the students performed at Below Basic, 23% of the students performed at Basic, 7% of the students performed at Proficient, and 0% of the students performed at Advanced on the Pennsylvania System of School Assessment (PSSA).
  - English Language Arts Performance Level Results: According to the 2015 School Summary Report, 44% of the students performed at Below Basic, 39% of the students performed at Basic, 16% of the students performed at Proficient, and 1% of the students performed at Advanced on the Pennsylvania System of School Assessment (PSSA).
  - Science Performance Level Results: According to the 2015 School Summary Report, 56% of the students performed at Below Basic, 28% of the students performed at Basic, 9% of the students performed at Proficient, and 6% of the students performed at Advanced on the Pennsylvania System of School Assessment (PSSA).
  - According to the 2015 School Summary Report, 18.6% of third grade students scored Proficient and/or Advanced on the Pennsylvania System of School Assessment (PSSA).
  -
- During the 2015-2016 school year, according to the University of Oregon DIBELS Data System All Grades Status Report-Former Goals, 34% of Kindergarten students, 57% of First Grade students, and 52% of Second Grade students scored “Intensive” on the End of the Year DIBELS Next Assessment (**Dynamic Indicators of Basic Early Literacy Skills**).
- During the 2015-2016 school year, according to the University of Oregon DIBELS Data System, students performing below the 40th percentile can be considered at some risk for poor mathematics outcomes. Students achieved below the 40th percentile: Kindergarten: 40 students/45%, Grade 1: 62 students/66%, Grade 2: 54 students/76%, Grade 3: 57 students/69%, Grade 4: 70 students/72%, Grade 5: 56 students/86%, Grade 6: 63 students/79%, and Total Students 402 students/69% on the Middle of the Year easyCBM CCSS Math Assessment.
  - During the 2015-2016 school year, according to the 4Sight Proficiency Projections Report for Common Core Reading in grades 3-8, the total percentage of Proficient students increased from the first testing at 14% to 18% on the second testing.
  - During the 2015-2016 school year, according to the 4Sight Proficiency Projections Report for Common Core Mathematics in grades 7 and 8, the total percentage of Proficient students increased from the first testing at 0% to 2% on the second testing.
  - During the 2015-2016 school year, according to Erie’s Public School Data Information System Infinite Campus, there has been a 176 student entrances and 160 student withdrawals through the end of April 2016.

- As April 1, 2016, Pfeiffer-Burleigh School currently has 135 students who qualify for ELL services, which is 19% of the school population. There are 15 languages spoken at Pfeiffer-Burleigh School.
- During the 2015-2016 school year, 22 students have participated in Partial Hospitalization Programs, 17 students have participated in School-Based Outpatient Counseling Programs, and 6 students have participated in Trauma Focused Counseling.

**Describe the initiatives that have been revised.**

During the 2015-2016 school year, we were not ready to move into School-Wide Positive Behavior Intervention and Support Tier 2. We understood that we needed to continue strengthen our Tier 1. In order to accomplish this task, all teachers participated in a book study of Designing Effective Classroom Management. This process assisted teachers in formulating classroom expectations and matrices, provided them with lesson templates for teaching those expectations, and the knowledge of reward systems to reinforce desired behavior. In addition to the book study, a small group of teachers piloted the Second Step Social Emotional Learning Program. Due to the success of the program, it will be adopted school-wide next school year.

During the 2015-2016 school year, classroom walk through data and teacher feedback determined our faculty's need to continue working on the Learning Target Theory of Action instead of moving into the study of engagement and formative assessment strategies.

During the 2015-2016 school year, teachers and administrators needed additional support with the implementation of the Eureka Math Program. The building participated in "just in time" training by utilizing the Eureka Video Study.

During the 2015-2016 school year, our student reading data continued to show large numbers of students at the intensive and below basic levels. Reach Associates trained all teachers in grades PreK-6 in small group differentiated reading. The structures were set up so that teachers had the ability to utilize that practice daily. Teachers received feedback from Reach Associates on their small group differentiated reading groups three times throughout the spring of 2016.

During the 2015-2016 school year, our Intervention Specialists began using the Level Literacy Intervention Program with the students they served.