

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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Benchmark Assessments are in place for 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. The I.L.T. meets 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. The team meets bi-weekly.

### 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.

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

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

The SIG has 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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	Participate	Exit	Participate	Exit	Participate	Exit	Participate	Exit		on
		on		on		on		on		Level
		Level		Level		Level		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, Pfeiffer Burleigh's School Wide Positive Behavior Intervention and Support Team (SWPBIS) was formed. During 2015-2016, the SWPBIS Team has 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, Pfeiffer-Burleigh formed Academic and Behavioral/Student Assistance Program Teams. These teams meet weekly to discuss students who are being referred and the progress of these students. The team collaborates 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%

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%

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%

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%

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, 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

<b>Percentages at Each Performance</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
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Level				
<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).

### Reading 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
<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).

### Concern #2:

#### 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).

### Concern #3:

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

Grade	Beginning			Middle			End		
	Intensive	Strategic	Core	Intensive	Strategic	Core	Intensive	Strategic	Core
<b>Kindergarten</b>	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

<b>Grade 1</b>	54% n=50	10% n=9	36% n=33	57% n=55	10% n=10	32% n=31	57% n=51	11% n=10	31% n=28
<b>Grade 2</b>	58% n=39	6% n=4	36% n=24	53% n=37	16% n=11	31% n=22	52% n=35	15% n=10	33% n=22
<b>Grade 3</b>	64% n=43	7% n=5	28% n=19						

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

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:

#### 4<sup>th</sup> Sight 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

According to the 4Sight Proficiency Projections Report for Common Core Reading, 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

According to the 4Sight Proficiency Projections Report for Common Core Mathematics, 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

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, we currently have 135 students who qualify for ELL services, which is 19% of our 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>
2015-2016	22	17	6

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

#### Reading 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

e Level				
<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	
<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		

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%

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

According to the 4Sight Proficiency Projections Report for Common Core Reading, 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
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

According to the 4Sight Proficiency Projections Report for Common Core Mathematics, the total percentage of Proficient students increased from the first testing at 0% to 2% on the second testing.

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### 2015-2016 Mental Health Support

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

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

	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).

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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).

### Reading 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			M	
	Intensive	Strategic	Core	Intensive	
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		

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%

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

According to the 4Sight Proficiency Projections Report for Common Core Reading, 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
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

According to the 4Sight Proficiency Projections Report for Common Core Mathematics, 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>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).

**Reading 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</b>	<b>Below</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
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at Each Performance Level	w Basic	c	t	d
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		

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%

<b>Grade 6</b>	39=70%	9=16%	8=14%	45=56%
<b>All</b>	228=44%	121=23%	168=32%	273=47%

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	24	8	2	16
8	1	23	21	7	0	14
8	2	23	27	11	0	18

According to the 4Sight Proficiency Projections Report for Common Core Reading, 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

According to the 4Sight Proficiency Projections Report for Common Core Mathematics, 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, we currently have 135 students who qualify for ELL services, which is 19% of our 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	

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, the 22 students have participated in Partial Hospitalization Programs, 17 students have participated in School-Based Outpatient Counseling Programs, and 6 students 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	28
October	30	31	26	25	56	56
November	14	20	20	25	34	45
December	15	8	30	21	45	19
January	36	34	26	27	62	53
February	9	32	12	17	21	15
March	8	19	14	13	22	9
April	9	17	11	19	20	18
May	3		9		12	
June	0		0		0	
School Year	161		181		342	

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.

### 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).

#### Reading 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).

#### 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		

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%

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	1	9	0	16

			9			
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

According to the 4Sight Proficiency Projections Report for Common Core Reading, 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
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

According to the 4Sight Proficiency Projections Report for Common Core Mathematics, 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

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, we currently have 135 students who qualify for ELL services, which is 19% of our school population. There are 15 languages spoken at Pfeiffer-Burleigh School.

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### 2015-2016 Mental Health Support

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

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

	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).

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### Mathematics Performance Level Results

Percentages at Each	Below	Basic	Proficient	Advanced
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<b>Performance Level</b>	<b>Basic</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).

#### **Reading 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**

<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		
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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-19 <sup>th</sup> National Percentile
	1st-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	
<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%

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	3	3	0	4

			8			
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

According to the 4Sight Proficiency Projections Report for Common Core Reading, 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
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

According to the 4Sight Proficiency Projections Report for Common Core Mathematics, the total percentage of Proficient students increased from the first testing at 0% to 2% on the second testing.

**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, we currently have 135 students who qualify for ELL services, which is 19% of our 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, the 22 students have participated in Partial Hospitalization Programs, 17 students have participated in School-Based Outpatient Counseling Programs, and 6 students 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:**

Grades 6-8 have implemented LDC. LDC (Learning Design Collaborative) offers teachers, coaches, and leaders an instructional system for developing students’ literacy skills to help them meet and exceed the demands of the Common Core. The work of LDC partners in schools and districts across the country has enabled tens of thousands of teachers to improve students’ literacy skills. Based on a national survey conducted by Research For Action, more than 90% of teachers reported that LDC tools are effective in encouraging literacy skills in secondary classrooms.

[\(http://www ldc.org/\)](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

### *Eureka Math Professional Development-Solving Word Problems with Modeling*

#### **Description:**

#### **Solving Word Problems with Modeling**

In this series, teachers study Eureka Math’s approach to modeling word problems with a clear focus on the tape diagram, sometimes referred to as “pictorial algebra.” Participants extensively practice solving problems with math drawings (grades K–2) and tape diagrams (grades 1–9), completing a bank of problems specific to each grade level.

Educators study and practice pedagogical approaches that balance sensitivity to students’ development with the desire to encourage and develop new habits when solving word problems (K–9) and working algebraically (6–9). Teachers study the relationship of their work to the Mathematical Practices. The coherence of the *Eureka Math* “story” is powerfully evidenced as each grade band builds on prior knowledge and sets the foundation for future learning. Sessions that make up the Solving Word Problems with Modeling series are:

#### **K–2: Modeling Addition, Subtraction, and Two-Step Word Problems with Math Drawings**

The session begins by focusing on the early development of part—whole thinking within the context of addition and subtraction word problem situations. Teachers experience how math drawings support understanding of both the words and the operations in word problems. They experience how intuitive, context-based

drawings support the systematic teaching and use of the tape diagram in Grades 1 and 2. This in turn leads to success with solving two-step problems in Grade 2.

### **3–5: Modeling Multiplication, Division, and Multi-Step Word Problems with the Tape Diagram**

Teachers study the extension of part—whole thinking into the context of multiplication and division word problem situations involving both whole numbers and fractions. Teachers experience how solving problems using the tape diagram supports understanding of both the words and the operations in word problems. The session starts with hands-on practice, requiring teachers to model single-step equal groups and multiplicative comparison word problem situations. Teachers then apply those new skills to solve multi-step word problems.

### **6–9: Developing Algebraic Fluency Through the Use of the Tape Diagram**

Teachers experience the power and value of the tape diagram for developing fluency with algebra, both within expressions and equations and in the context of word problems. Participants return to their classrooms empowered with strategies and pedagogical approaches to equip students with a new tool for making connections between the words and the algebraic operations in word problems. The session also highlights how to bridge students from the tape diagram to the algebraic operations so that students can ultimately generalize to algebraic solutions and, for the most part, leave the drawings behind.

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

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

**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



## *Eureka Math Professional Development-Understanding the Major Work of the Grade Band*

### **Description:**

#### **Understanding the Major Work of the Grade Band**

This session focuses on the major work of a grade band, highlighting the coherence of the *Eureka Math* curriculum using examples drawn from across the grades. Through this study, teachers gain a profound understanding of each mathematical concept and learn how the concept is developed for students as a coherent progression from lesson to lesson and from grade to grade. Teachers walk away equipped with the tools they need to address gaps in students' prior knowledge and to use the content to deepen students' engagement with the mathematical practice standards. Terminology, instructional strategies, and models are embedded throughout the session, laying the groundwork for teachers to move forward confidently in their implementation of *A Story of Units* and *A Story of Ratios*.

Specific focus within each grade band includes:

K-2: Addition and subtraction

3-5: Multiplication and division of whole numbers and fractions

6-8: Ratios and proportional relationships

**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

**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-E-TEP 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 Pinnel.

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

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

**Supported Strategies:** None selected

### *Mathematics-Eureka Math Implementation*

**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-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-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			
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>			
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
		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 Guage Implementation Effectiveness

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

*This narrative is empty.*

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

*This narrative is empty.*

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

*This narrative is empty.*